



OFF-SITE AND ALTERNATIVE PROVISION POLICY QUALITY ASSURANCE CHECKS

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Last reviewed on: March 2026

Next review due by: March 2027

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Definition

For the purposes of this policy, the definition of off-site or alternative provision is as follows:

- Education arranged by Springboard for students being directed to off-site or alternative provision to improve their behaviour, confidence, knowledge or skills.

Main legislation

Covering the duties and powers relating to these issues:

- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
- Section 29A of the Education Act 2002;
- Sections 6A and 100 of the Education and Inspections Act 2006;
- The Education (Educational Provision for Improving Behaviour) Regulations 20102
- The Student Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
- The Schools Forums (England) Regulations 2012.
- Keeping Children Safe in Education guidance

Key points

Local authorities are responsible for arranging suitable education for permanently excluded students, and for other students who – because of illness or other reasons – would not receive suitable education without such arrangements being made.

Springboard is responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion, unless the student's health means that full-time education would not be in his or her best interests. While 'full-time' is not defined in law, students in alternative

provision should receive the same amount of education as they would receive in Springboard. Full-time can be made up of two or more part-time provisions.

Springboard may also direct students off-site for education, to help improve their behaviour, confidence, knowledge or skills.

The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice.

The local authority's duty to provide a suitable education also applies where a student is registered at a school (maintained, Academy, Free School or independent) but cannot attend school because of illness. Further information on this can be found in the guidance: 'Ensuring a good education for children who cannot attend school because of health 3 4 Section 19(1) of the Education Act 1996, as amended by section 3 of the Children, Schools and Families Act 2010. 5 Section 19(4A) as amended by section 47 of the Education Act 1997. 6 Section 19(2) of the Education Act 1996. 7 Section 19(4) of the Education Act 1996. 8 Regulation 4(10) of the Schools Forums (England) Regulations 2012. 9 Section 100 of the Education and Inspections Act 2006.

Responsibilities

Springboard will:

- Ensure that parents (and the local authority, where a student has a statement of special educational needs) receive clear information about the placement — including the reasons for it, the timing, the location, and how it will be reviewed.
- Keep the placement under regular review and involve parents in the process. Reviews should take place frequently enough to confirm that the off-site education is meeting its intended goals and that the student is benefiting.
- Ensure that any off-site or alternative provision is of high quality.
- Obtain written confirmation from the alternative provider (AP) that appropriate safeguarding checks have been completed for all individuals working there
- Obtain written assurance that APs will notify Springboard of any potential risks arising from their arrangements, such as staffing changes.
- Always know the child's whereabouts during school hours, which includes keeping accurate records of the AP's address and any subcontracted or satellite sites the student attends.
- Maintain up-to-date records of the addresses of all APs or other relevant sites.
- Carry out frequent reviews, at least once every half term, to confirm that the student is attending the placement and that it remains safe; and
- If safeguarding concerns arise, immediately review the placement and, if necessary, suspend or end it until the concerns have been resolved.

Good alternative provision:

- is that which appropriately meets the needs of students which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All students must receive a good education, regardless of their circumstances or the settings in which they find themselves.

- Provision will differ from student to student, but there are some common elements that alternative provision should aim to achieve, including:
- Provides good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- Ensures that the specific personal, social and academic needs of students are properly identified and met in order to help them to overcome any barriers to attainment;
- ensures improved student motivation and self-confidence, attendance and engagement with education; and
- has clearly defined objectives, including the next steps following the placement such as reintegration into Springboard, further education, training or employment.

Planning for alternative provision

All students should be helped and encouraged to achieve or exceed the standards of a good education. Springboard aims to recognise any issues or barriers, and hence a potential requirement for alternative provision, as early as possible, and carry out a thorough assessment of the student's needs.

All students must receive full-time provision in total, whether in one setting or more, unless a student's medical condition makes full-time provision inappropriate – see the guidance document 'Ensuring a good education for children who cannot attend school because of health needs' for further information.

A personalised plan for intervention will be prepared by Springboard setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.

Plans will also be linked to other relevant information or activities such as 'Education, Health and Care Plans' for children with SEN.

Springboard will maintain a full record of all placements they make, including a student's progress, achievements and destination following the placement. This should also include the student's own assessment of their placement.

Commissioning good-quality alternative provision

Responsibility for the alternative provision used rests with Springboard.

The nature of the intervention, its objectives and the timeline to achieve these objectives should be agreed and clearly defined. Progress against these objectives should be frequently monitored, appropriate reviews should be built in and continuity into the next stage in the child's life should be considered.

Where reintegration to the school is an objective, there should be agreement on how to assess when the student is ready to return and Springboard will provide an appropriate package of support to assist their reintegration. These objectives and plans should be agreed with providers, set out in writing and regularly monitored, including through frequent visits to the provider.

All relevant information should be shared with providers and other parties involved. This should be jargon free and include any information on special educational needs, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate. Information must be provided in accordance with data protection principles but this should not discourage schools from providing information where they can do so.

Springboard will maintain on-going contact with the provider and student, with clear procedures in place to exchange information, monitor progress and provide pastoral support. Students will remain on the roll of Springboard and encouraged to feel part of the school.

Records should be kept on a student's progress in the provision, appropriate staff liaison arrangements should be in place, and appropriate mechanisms of challenge should be agreed.

Springboard will need the right information to be able to decide which provision is most appropriate for a student. Springboard will assess whether the provision offers high quality education and is suitable for the student's individual needs.

Alternative provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment.

Springboard will obtain from the provision copies of their:

- Safeguarding Policy
- Safer Recruitment Policy
- Health & Safety Policy
- Data Protection Policy
- Public Liability Insurance
- Address for all sites where students will be placed.

Name & contact details for the person responsible for:

- liaison with Springboard regarding each student
- Designated Safeguarding Lead
- Human Resources
- H&S Officer
- Data Protection Officer

Where an intervention is part-time or temporary, to help minimise disruption to a student's education, it should complement and keep up with the student's current curriculum, timetable and qualification route. If a student is referred to off-site provision on a part-time basis, they should attend school as usual on the days on which they are not in the alternative provision.

Provision should:

- have a clear purpose with a focus on education and achievement as well as meeting the student's needs and rigorous assessment of progress;

- offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education – unless this is being provided elsewhere within a package of provision;
- be suited to the student's capabilities, give students the opportunity to take appropriate qualifications and involve suitably qualified staff who can help students make excellent progress; and
- have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.
- keep a record of student's achievements and report back to Springboard at least half termly.

Where possible, parents should be engaged in the decision taken by the school to direct a student off-site. Once a student is directed off-site, information about reviews should be provided to the student's parents and to the local authority where it maintains a student's statement of SEN. This should include outcomes of the reviews and of the placement.

The focus should remain on ensuring that a child continues to receive a good education on par with their peers whilst the needs which require intervention are being addressed. Therefore, the length of time a student spends in alternative provision will depend on what best supports the student's needs and potential educational attainment.

The end of a placement and reintegration

When the school has secured alternative provision for a student, it should have a plan and processes in place to reintegrate the student at the end of the placement when he or she returns to the school.

Springboard will obtain from the provider a final report on the student's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. Springboard will also seek the student's views on the success of the placement. Both may assist the school in deciding if and when to use that provider to support other students.

In light of this placement information, Springboard will plan for the student's reintegration into the school. This may include a discussion with the student's parents, and/or setting specific objectives (for example on attendance or behaviour).

If the placement does not end with reintegration into the school – for example, when a student reaches the end of Y11 while still in alternative provision – the school should work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training.

Springboard will collect and record information about the student's next destination as part of its planning for alternative provision intervention.

Arrangements made by the parents

Where a young person over 16 attends alternative provision that has been arranged independently by their parent or carer, the school does not assume commissioning responsibility. In such cases, safeguarding, supervision, and oversight lie with the parent and

the AP provider. The school retains responsibility only for the education it directly provides and commissions, and for accurate attendance recording in accordance with statutory guidance.

Further sources of information

<http://education.gov.uk/schools/studentssupport/behaviour/a00216844/fund-staff-leg-prus>

Statutory guidance and regulations on exclusion

http://www.education.gov.uk/aboutdfe/statutory/g00210_521/statutory-guidance-regs-2012

Advice to schools on attendance:

<http://www.education.gov.uk/schools/studentssupport/behaviour/attendance>