

Alternative Education Provision Framework Catalogue 2022

For use by Northumberland County Council,
participating schools and academies.



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Provision Matrix

Provider	Key stages			
	KS1	KS2	KS3	KS4
Choysez (as per AP regulations)*			✓	✓
Skills4U (as per AP regulations)*			✓	✓
Engage				✓
Hexham Youth Initiative			✓	✓
Oak Training			✓	✓
Head Start	✓	✓	✓	✓

*An independent school is defined as any school that provides full time education for five or more pupils of compulsory school age or one or more such pupils with a statement of special educational needs or who is looked after (within the meaning of Section 22 of the Children Act 1989) and is not a school maintained by a Local Authority or a non-maintained special school.



Welcome

We are raising aspirations for all young people across Northumberland by offering inclusive, relevant and focused opportunities for progression.

We've evolved our model to expand options for young people across the county with an ambition to inspire them to progress and achieve more. We continue to develop an alternative education model which offers routes for children to support them as they develop from a young age right through to future career choices, opening doors and building resilience for advancement in education and in life.

Our strong, multi-agency approach aims to ensure inclusive learning opportunities that keep children in education in order to fulfil their potential and make a positive contribution to our communities.

Collaboration is key - we work alongside providers and multiple agencies towards a common goal to deliver engaging, future-focused opportunities to our young people. We also understand the importance of short-term intervention and reintegration back into school, particularly important for a young person mid-way through their education journey.

Our overall focus is on destinations as we strive to offer inclusive study routes that recognise the voice of learners at every stage of their education - tapping into their aspirations, allowing our children to make the right choices to help them to progress.

In the fast-paced world of education, equipped with the knowledge that to succeed you must remain relevant and interesting; we are constantly reviewing the alternative provision offer to continuously improve our curriculum and outcomes for our learners.

Explore this Alternative Provision Catalogue to see the wide-ranging options available to ensure that permanently excluded learners have access to a high quality of alternative education.

The Catalogue explains our forward-thinking approach and the transparent, rigorous ways in which we assess and accept providers onto the alternative provision framework.

We are keen to embrace opportunities and collectively support every stage of a child's development, boosting confidence and levelling up prospects for all children and young people - without exception. Not defined or limited by where we were or even where we are now, we are driven by where we want to be in the future and the positive changes we can make to equip our young people with the skills and prospects they need to succeed.

A Kingham

Audrey Kingham
Director of Education & Skills
Northumberland County Council

Overview

The Framework is intended to meet the needs of children and young people at Key Stage 1, 2, 3 and 4 who are permanently excluded from school; excluded from school on a fixed-term basis; at risk of disengaging from mainstream education and/or being excluded from school; require additional support during a negotiated transfer between mainstream school; otherwise require alternative education provision to meet their educational entitlement, for instance in line with an Education Health Care Plan or is a Looked After Child with no school place.

The Framework does not include the following:

- Residential provision (either in or out of authority)
- Education provision for 16-19 year olds

Details of types of provision

In line with the strategy for inclusion, the Framework is designed to support the delivery of the following provision of interventions at each of the key stages:

Lot 1 - Group Provision for Permanently Excluded Children (Council as Commissioner)

This lot seeks to identify Providers who deliver tuition on a group basis. Whilst it is accepted that group sizes will vary, the expectation is that tuition will be delivered on a small group basis with a ratio of no more than 1:8. This may be made on either a full time or part time basis however the Provider must be aware of the DfE's expectations in terms of Ofsted registration for Independent Schools.

This offer is designed to provide alternative education for permanently excluded children, ensuring appropriate high quality learning experiences and qualifications match with Ofsted's and the DfE's curriculum expectations and the high standards set by the Council. It must be emphasised that there is an expectation that most students will return to school after an appropriate period and for older students' progression onto an apprenticeship, sixth form or training provider will be part of the defined offer.

Full time education at Key stage 1, 2, 3 and 4 is defined as:

- KS1 21 hours
- KS2 23.5 hours
- KS3/4 24 hours
- KS4 (Yr 11) 25 hours

Where part time provision is accessed then this will provide part of a package that as a whole for individual students. For example a certain number of days per week, with the student spending the rest of the week in school or with a second alternative education provider.

It is understood that on occasion 1:1 support may be required on a temporary basis and/or for part of the day only to meet the needs of a young person. Where this has been identified as a need by the Council, and is offered by the Provider, then this may be purchased at an additional spot purchase rate to supplement the core offer.

Lot 2 - 1:1 Tuition for Permanently Excluded Children (Council as Commissioner)

This lot seeks to identify Providers who deliver alternative provision on a 1:1, face to face basis within premises used specifically for this purpose. (This means that organisations that provide tuition within a child's home, differing venues for different children or a predominantly on-line service would be excluded from this tender.) For clarity NCC the service provided would be a 1:1 interaction with the student throughout the day or taught period and does not include sections of time where the student could reasonably expect the attention of the teacher or support worker as part of larger group delivery.

For the avoidance of doubt 1:1 tuition will only be provided where the Council has undertaken an assessment of need and determined that this is in the best interest of the child. It is likely that such provision would be for a limited period of time whilst work was undertaken to reintroduce a child to group provision. It follows that our ideal is that Providers are able to offer both group provision and 1:1 provision within the same site in order to better manage the transition for children.

This offer may be made on either a full time or part time basis however the Provider must be aware of the DfE's expectations in terms of Ofsted registration for Independent Schools. This offer is designed to provide alternative education for permanently excluded children, ensuring appropriate high quality learning experiences and qualifications match Ofsted's and DfE's curriculum expectations and the high standards set by the Council. It must be emphasised that there is an expectation that most students will return to school after an appropriate period and for older students' progression onto an apprenticeship, sixth form or training provider will be part of the defined offer.

Full time education at Key stage 1, 2, 3 and 4 is defined as:

- KS1 21 hours
- KS2 23.5 hours
- KS3/4 24 hours
- KS4 (Yr 11) 25 hours

Where part time provision is accessed then this will provide part of a package that as a whole delivers the full curriculum necessary to secure appropriate learning experiences and qualifications for individual students. For example a certain number of days per week, with the student spending the rest of the week in school or with a second alternative education provider.

Lot 3 - Preventative Programmes (Schools as Commissioners)

These are "bespoke" programmes to be delivered for the purposes of preventing exclusion of individual or groups of students on a fixed-term or permanent basis. Such programmes will be in addition to the students core educational entitlement and in the main be delivered at the school or take pupils off site for short periods on to focus on particular projects or activities to enhance their emotional and social resilience. It follows that the pupil will remain on the roll of their substantive education provider.

Programmes will vary in length and content, according to the needs of the individual or group and the agreement between provider and referrer.

**"I know it's my time, and it's now or never
I shine so bright I light the night
and it feels so right, aint nothing better."**

Now or Never by Kendrick Lamar



General requirements

The Council expect that the Alternative Education provision will be individualised with:

- Opportunities for small group learning
- One -to-one support or mentoring where appropriate
- Programmes which specialise in providing for a particular age range
- Programmes which operate in line with school term dates
- Programmes which provide vocational opportunities
- Programmes which provide opportunities for personal and social development
- Help to provide students with strategies to try and address their behaviour/motivation
- Establish consistent standards and expectations with students to support reintegration to school e.g. attendance, punctuality, behaviour, dress code
- Ability to provide relevant support where students exhibit additional needs
- Ability to provide DfE recognised courses across a range of activity areas which are valued by students and schools
- Ability to provide updates on targets and progress within agreed timescales
- Ability to establish efficient systems for communicating with commissioners, parents and where applicable the school at which the student is on roll

School statutory obligations

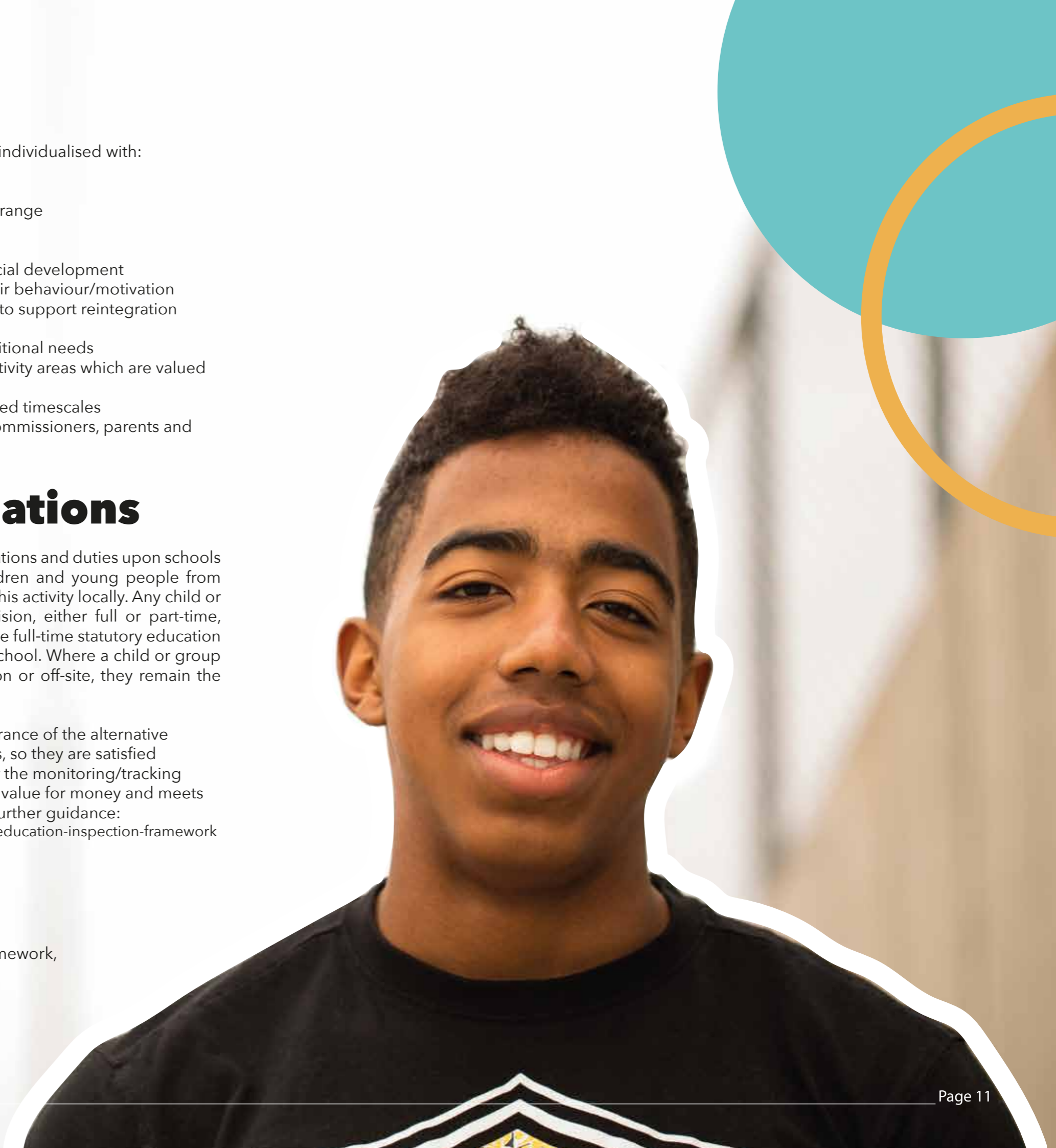
The Framework does not remove or affect any of the statutory obligations and duties upon schools in relation to the provision of education or the exclusion of children and young people from school. Further, it does not affect the agreed practice in relation to this activity locally. Any child or young person placed by a school in alternative education provision, either full or part-time, remains on the roll of that school and responsibility for delivering the full-time statutory education offer and all other duties in respect of that child remains with the school. Where a child or group of children are engaged in a preventative programme, whether on or off-site, they remain the responsibility of the school.

The commissioning school remains responsible for the quality assurance of the alternative providers and must pay specific regard to safeguarding procedures, so they are satisfied that learners are safe in the setting. Schools are also responsible for the monitoring/tracking of pupil progress and confirming that the provision is good quality, value for money and meets the pupils needs. Please refer to the current Ofsted framework for further guidance:
www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework

Get in touch

In the event that you have any queries regarding the use of this framework, then please contact:

- School Admissions and Inclusion Team on 01670 624 889
- Commissioning Support Officer on 01670 622 791



Choysez

Centre Manager: Chris Conroy
Address: 2 Gooch Avenue, Barrington Industrial Estate, Bedlington, NE22 7DQ
Telephone: 01670 821 515
Email: admin@choysez.org
Type: An all-girls alternative provision offering classroom-based work in our purpose-built facility in Bedlington
Team: Staffed by PGCE Teachers with QTS
Age range: Key Stage 3 and Key Stage 4
Costs: £60 per day without transport or £75 per day with transport

Hours/Days per week and start/finish times:

Monday-Friday, 9:30am - 2:30pm

Referral details:

Individual referrals accepted. Roll-on/Roll off depending on requirements.
Lead in time from referral = 24-72 hours.

Our core aim is to work both with excluded young people and young people in prevention of exclusion in partnership with Northumberland County, schools and other providers. We pride ourselves on providing a nurturing classroom based education allowing young people to both progress academically but also to work through issues surrounding their personal development. Kindness and care are the keywords in the delivery of our provision and the safeguarding of young people is prevalent in everything we do.

Accreditations: (*NEW for 2021 academic year)

- GCSE Maths, GCSE English Language
- GCSE Food Technology*
- BTEC Health and Social Care*
- BTEC Sport, Activity and Fitness*
- Art
- Functional Skills Maths and English
- (substitute qualification for those unable to take GCSE)
- ASDAN COPE GCSE Equivalent
- ASDAN PSD GCSE Equivalent
- ASDAN Employability GCSE Equivalent
- ASDAN short courses
- (depending on interests of the young person)

Certificates:

- PHSE x 9
- PDP x14
- CoPE x7
- WKS: ILP x4
- WKS: WWO x3
- WKS: PS x3
- Skills Development x11
- Roadwise x5
- Beliefs & Values x6
- Foodwise x3
- CoPE x1
- WKS:ILP x1
- Citizenship x3

2019/20 outcomes:

- GCSE English Lang - 9 passes (3x Grade 2, 3x Grade 3, 2x Grade 4, 1x Grade 5)
- GCSE Maths - 9 passes (5x Grade 2, 3x Grade 4, 1x Grade 5)

2021 outcomes:

- GCSE Maths - 9 passes (1x Grade 1, 1 x Grade 2, 4x Grade 3, 3x Grade 4)
- GCSE English Language - 8 passes (1x Grade U, 3x Grade 1, 3x Grade 2, 1x Grade 3, 1x Grade 4)
- ASDAN Employability - (2x Level 1, 3x Level 2)





ENGAGE

(Everyone Needs Good And Guided Engagement Ltd)

Company Director & Project Lead: Ian Herron
Address: Engage Ltd Unit 20 Spencer Court,
Riverside Business Park, Blyth NE24 5TW
Telephone: (Office): 01670 457300 (Mobile): 07792 926219
Email: ian@engage4all.co.uk
Type: Prevention of exclusion and re-engagement into learning
Team: Provisions in Alnwick, Berwick and Durham
Age range: Key Stage 4 (The Berwick centre offers some KS3 options)
Costs: £60 per day per student or £75 per day with transport

Hours/Days per week and start/finish times:

Monday-Thursday, 9.30am - 3.00pm
Friday 9:30am - 1:45pm

Referral details:

Individual referrals accepted. Roll on roll off. Pre admissions meeting preferred.
Can start within 42 hours if all paper work, visits etc. complete.

Accreditations:

- GCSE Maths, English, Science
- Level 2 ICT & PE
- BTEC Level 1 & 2 Welding & Fabricating
- NCFE Preparing to work in Health & Social Care, Level 1 & 2
- BTEC Level 1 Construction and the Build Environment
- NCFE OCN Health and Social Care, Entry Level 3
- Introduction to Hairdressing

2019/20 outcomes:

- GCSE English Language - 32 pass (2x Grade 1, 11x Grade 2, 10x Grade 3, 9x Grade 4)
- GCSE English Literature - 16 pass (7x Grade 1, 5x Grade 2, 3x Grade 3, 1x Grade 4)
- GCSE Maths - 30 pass (8x Grade 1, 8x Grade 2, 6x Grade 3, 8x Grade 4)
- GCSE Science - 3 pass (1x Grade 1, 1x Grade 2, 1x Grade 3)
- PDP Bronze 3 Credits x1

2021 outcomes:

- GCSE English Language - 22 passes (1x Grade U, 6x Grade 1, 9x Grade 2, 3x Grade 3, 3x Grade 4, 1x Grade 5)
- GCSE English Literature - 4 passes (1x Grade U, 2x Grade 1, 2x Grade 2)
- GCSE Maths - 22 passes (2x Grade U, 3x Grade 1, 9x Grade 2, 4x Grade 3, 7x Grade 4)
- GCSE Science - 1 pass (1x Grade 5)

Hexham Youth Initiative

Centre Manager: Keda Norman
Address: Community Centre Gilesgate, Hexham NE46 3NP
Telephone: (Office) 01434 607 350
Email: keda@hexhamyi.org.uk
Age range: Key Stage 3 and Key Stage 4
Costs: £60 per day per student

Hours/Days per week and start/finish times:

Monday-Friday 9:30am - 2:30pm

Referral Details:

Usually individual or very small group. Lead in time from referral = usually within 1 week

Accreditations:

- GCSE maths and English
- Functional Skills maths and English
- ASDAN CoPE Award and PSHE
- NPTC Level 1 Horticulture
- Various short course awards

2019/20 outcomes:

- GCSE English Language - 3 passes (1x Grade 1, 1x Grade 3, 1x Grade 4)
- GCSE maths - 3 pass (3x Grade 3)
- ASDAN: Foodwise x2, Activities x2, Careers & Work Experience x1, First Aid x1

2021 outcomes:

- GCSE English Language - 2 passes (1x Grade 2, 1x Grade 4)
- GCSE maths - 2 passes (1x Grade 2, 1x Grade 4)
- GCSE Science - 1 pass (1x Grade 3-4)





Oak Training

Company Director: Mark Grant
Address: Studio West, West Denton Way, Newcastle upon Tyne NE5 2SZ
Telephone: (Office) 0191 481 3710 (Mobile) 07792 332 978
Email: mgrant@oak-training.co.uk
Team: Provisions in Ashington and Morpeth
Age range: Key Stage 4
Costs: £60 per day per student

Hours/Days per week and start/finish times:

Monday - Friday 9:30am-2:30pm

Referral details:

Individual or small group referrals. Staff ratios dependent on nature of referral.

THE TYPES OF PROGRAMMES OFFERED ARE:

IT Applications for Schools

A level 2 qualification that feeds into DfE school performance tables as one of "progress 8". A programme that can be tailored around the needs of each school and student to complement current curriculum.

GCSE Photography - Light and Lens based

A provision that uses photography to actively engage students to research and prepare a portfolio of work on an agreed topic of interest and an externally set research task set by awarding body.

Accreditations:

- Functional Skills maths and English
- BTEC Sport (Level 2)
- BTEC Business
- BTEC Hospitality (Level 1 and Level 2)
- GCSE Photography
- ECDL Certificate in IT Application Skills (Level 2)

2019/20 outcomes: Non gained

2021 outcomes:

- Functional Skills English (Reading) - 10 passes
- Functional Skills English (Writing) - 10 passes
- Functional Skills maths (calc) - 10 passes
- Functional Skills maths (non-calc) - 10 passes
- Functional Skills maths Level 2 (calc) - 1 pass
- Functional Skills maths Level 2 (non-calc) - 1 pass
- GCSE English Language - 1 pass (1x Grade 4)
- GCSE maths - 1 pass (1x Grade 3)
- GCSE Photography- 10 passes (10x Grade 4)
- BTEC Enterprise Level 1- 5 passes
- BTEC Sport, Activity & Fitness Level 1 - 3 passes

**"It is our choices that show what we truly are,
far more than our abilities."**

J K Rowling



Skills4U North East

CEO: Ann Marsh
Address: Old Hartford School Scott Street, East Hartford, Cramlington NE23 3ED
Telephone: 01670 736 867 or 01670 736 878
Email: For all enquiries, contact admin@skills4une.co.uk
Age range: Key stage 3 and Key Stage 4
Costs: £60 per day

Hours/Days per week and start/finish times:

Monday - Friday 9:30am - 2:30pm

Referral details:

Group or individual referrals. Can start within 48 hours of place being agreed.

Skills4U North East is a training and enterprise centre focused on improving students' skills, career paths and supporting progression to employment. The courses provide the student with the skills employers are seeking. All courses are fully qualified from Entry Level to Level 2 diplomas. Functional skills in maths and English are offered to aid the student's progress. Personal and social development is embedded in all programmes to meet the needs of the individual not only in their educational setting also in personal issues they may be experiencing. Professional support is on hand to ensure the student is fully supported throughout their course and they achieve the highest qualification possible. Skills4U has a:

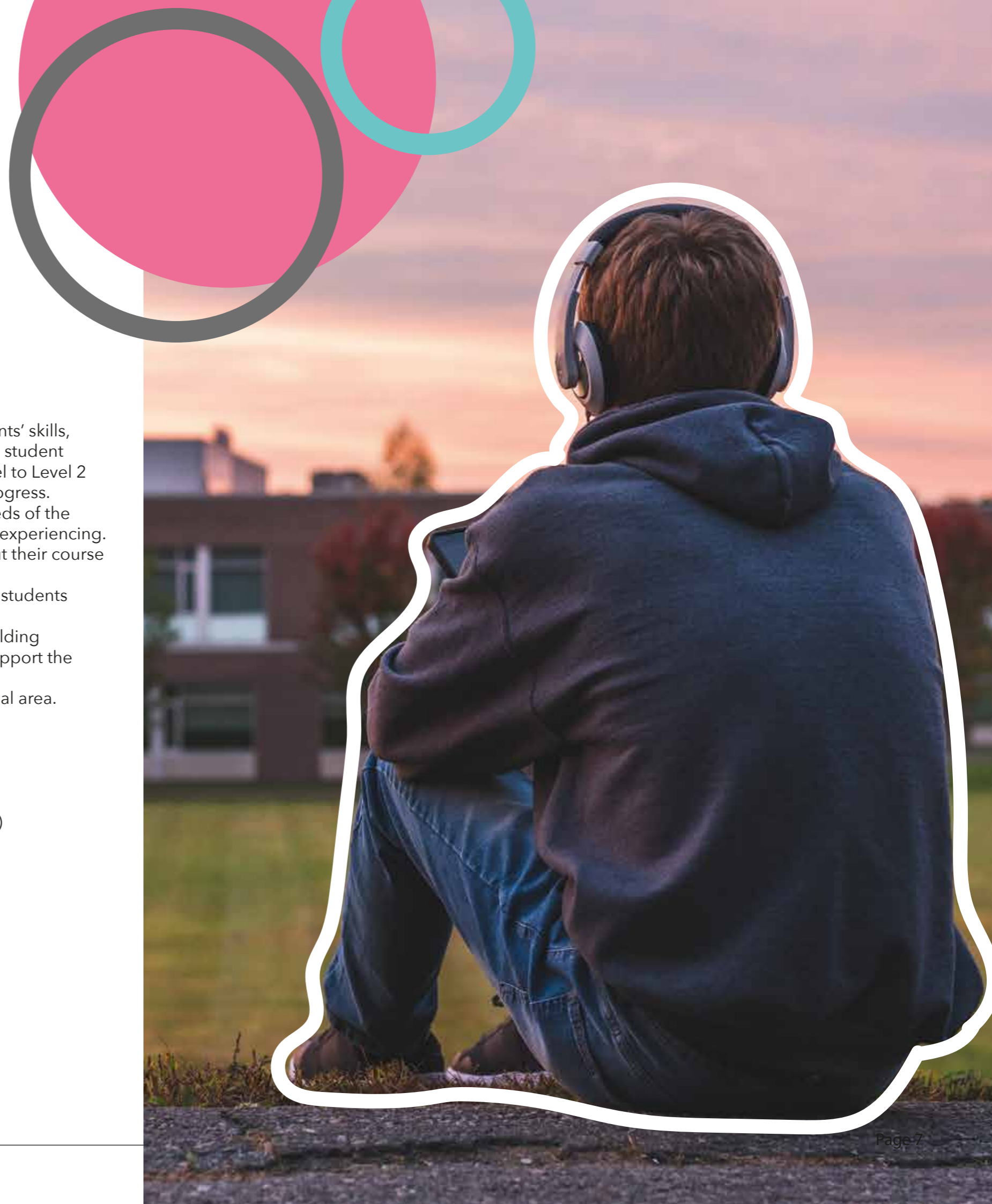
- Fully fitted centre with own Salon, which is accessible to the public giving the students hands-on work experience
- Construction department with joinery building and bricklaying/plastering building
- Full horticulture department, which is currently being developed further to support the local community, offering students hands-on experience
- Large centre with IT suite, cookery department, training rooms and recreational area. The centre is very spacious and provides an excellent platform for learning

Accreditations: Subject to age, available at Entry Level to Level 2

- Hair & Beauty
- Horticulture
- Construction (Joinery, Bricklaying, Plastering, Tiling and Painting & Decorating)
- Basic Mechanics
- Basic Cookery
- English and maths (Functional Skills)
- Childcare/Health & Social Care
- Customer Service

2020/2021 achievements:

- Functional Skills English - Passed Entry 3, Level 1 and Level 2
- Functional Skills Maths - Passed Entry 3, Level 1 and Level 2
- C&G Hairdressing Diploma - Passed Level 1
- BTEC Construction - Passed Level 1
- Certificate in Caring for Children & Young People
- Functional Skills Engineering
- CACHE Childcare - Passed Level 1 and Level 2
- Skills for Employment - Passed Level 1





Head Start Education

Company Director: Simon Barber
Addresses: Unit 3, Bolam Business Park, Bassington Drive, Cramlington NE23 8AL
Unit 10, Merchant Court, Freeman Way, Ashington NE63 0YB
Telephone: 01670 708130 (Cramlington), 01670 281501 (Ashington) or 07860 260129
Email: jenny.armstrong@headstart-education.com
Age range: Key Stages 1, 2, 3 & 4
Costs: £60 per day or £75 per day with transport

Hours/Days per week and start/finish times:

Monday-Friday 9:30am - 2:30pm (Cramlington) and Monday-Friday 10am - 3pm (Ashington)

Referral details:

Please contact via telephone or email to request a referral form and to arrange a site visit.

At Head Start, our mission is to provide our students with a supportive and bespoke educational experience. We strive to break down barriers to learning for disengaged students, equipping them with the skills they need in order to have a successful future. All students are provided with a flexible education programme tailored to meet their individual learning needs, supporting them to gain formal qualifications as well as vocational opportunities to achieve the hands on experience and skills needed to progress into further education, employment or training. At Head Start we offer:

- High quality teaching from qualified staff
- Links with local employers and colleges
- Pastoral support, advice and mentoring
- Industry standard facilities and resources
- High quality careers and advice
- Innovative, active learning - 'real work'

Referring schools/LA's will receive regular and robust feedback on student progress, including:

- Daily attendance updates and daily progress trackers, including agreed student/mentor SMART targets and lesson by lesson attainment and behaviour progress
- Half termly reports that include subject attainment overviews and assessment data to ensure progress is being made

Accreditations:

- GCSE English & maths
- Functional Skills English & maths (Entry Level 1 & 2, Level 1 & 2)
- Enrichment programme incorporating ASDAN award: Construction, Hair & Beauty, Vehicle maintenance, Community outreach work
- Personal Development Programme (Bronze, Silver, Gold): Employability, Fitness.

Vocational qualifications: Construction, Beauty Therapy, Hairdressing, Barbering, Plastering.

Work based learning: Hairdressing, Vehicle maintenance, Bricklaying, Roofing, Joinery, Social Care, Beauty Therapy, Fitness.

2019/2020 outcomes: N/A

2021 outcomes:

- GCSE Maths - 21 passes (5 x Grade 2, 10x Grade 3, 5x Grade 4, 1x Grade 5)
- GCSE English Language - 21 passes (4x Grade 2, 14x Grade 3, 3x Grade 4)

Appendix A: How Providers were evaluated for inclusion on the Framework

The Providers have been awarded to a Framework to deliver alternative education to all children and young people at Key Stage 1, 2, 3 and 4 who are:

- Permanently excluded from school; or
- Excluded from school on a fixed-term basis; or
- At risk of disengaging from mainstream education and/or being excluded from school; or
- Require additional support during a negotiated transfer between mainstream schools; or
- Otherwise require alternative education provision to meet their educational entitlement, for instance in line with a Statement of Special Educational Needs/EHCP or are a Child in Care with no school place.

Requirements for entry onto Framework

This comprised evaluation in the following areas of activity:

- Economic and Financial Standing
- Technical and Professional Ability
- Insurance
- Compliance with Equality Legislation
- Environmental Management
- Health and Safety
- Service Delivery Model
- Skilled Workforce
- Safeguarding
- Registration, Admission and Induction
- Progress Reporting
- Attendance and Challenging Behaviours
- Return to School and Transitions
- Relationships with Stakeholders
- Internal Quality Assurance

Please note that the award of a Framework by Northumberland County Council does not remove or affect any of the statutory obligations and duties upon schools in relation to the provision of education or the exclusion of children and young people from school. Further, it does not affect the agreed practice in relation to this activity locally. Any child or young person placed by a school in alternative education provision, either full or part-time, remains on the role of that school and responsibility for delivering the full-time statutory education offer and all other duties in respect of that child remains with the school. Where a child or group of children are engaged in a preventative programme, whether on or off-site, they remain the responsibility of the school. Specifically, the commissioning school remains responsible for the monitoring and tracking of progress of individual children and young people and confirming that the provision given is of good quality, value for money and meets the pupil's needs.

Appendix B: Legal Advice on Registration of 'Alternative Provision'

What is the definition of an Independent School for registration purposes?

An independent school is defined as any school that provides full time education for five or more pupils of compulsory school age or one or more such pupils with a statement of special educational needs or who is looked after (within the meaning of Section 22 of the Children Act 1989) and is not a school maintained by a Local Authority or a non-maintained special school.

Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.

They fall into 4 main groups:

- (i) children who are accommodated under a voluntary agreement with their parents
- (ii) children who are the subject of a care order or interim care order
- (iii) children who are the subject of emergency orders for the protection of the child
- (iv) children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

What is an "Independent Educational Institution"?

Section 92 Education and Skills Act 2008 introduces the term "Independent educational institution". This is defined as:

- a) an independent school, or
- b) an institution other than an independent school which–
 - (i) provides part-time education for one or more persons of compulsory school age ("part-time students") whether or not it also provides full-time education for any person, and
 - (ii) would be an independent school but for the fact that the education provided for the part-time student/students is part-time rather than full-time

For the purposes of section 92, an institution provides "part-time" education for a person if it provides education for the person–

- (a) for at least 12.5 hours a week, for at least 28 weeks, during an academic year at the end of which the person is under the age of 12, or
- (b) for at least 15 hours a week, for at least 28 weeks, during an academic year at the end of which the person is aged 12 or over. This does not amount to full-time education

Appendix B (continued)

When does an alternative education provider not require registration as an Independent School?

If the establishment falls outside the definition of an independent school given above e.g. it provides full-time education for 4 or fewer pupils of compulsory school age (none of whom have a statement of special needs, or are in public care) the establishment need not be registered with the DfE. However, such establishments should contact the Local Authority for its area, which will need to be satisfied that parents of children attending the establishment are meeting the requirement to ensure that their children receive education suitable to their age, ability and aptitude.

Inspection

All independent schools are subject to a regular cycle of inspections either by:

- Ofsted
- The Independent Schools Inspectorate, in the case of schools belonging to an association in membership of the Independent Schools Council
- The School Inspection Service, in the case of schools belonging to the Focus Learning Trust or the Steiner Waldorf Schools' Fellowship
- Or by the Bridge Schools' Inspectorate, in the case of schools belonging to the Christian Schools Trust or the Association of Muslim Schools

In addition, independent schools must satisfy local Fire Authorities that they have satisfactory fire precautions and means of escape. Independent boarding schools are also subject to inspection by the Commission for Social Care Inspection to confirm that they are safeguarding and promoting the welfare of their pupils.

Risk Assessments

When any school or the Local Authority wants to place a pupil in a setting, a risk assessment would be undertaken.

Accountability of the Local Authority

Local authorities have an ongoing duty of care towards all children within their area, and commissioners should bear this in mind when engaging providers. The local authority or school (whichever places a child with an alternative provision provider) remains accountable for the suitability of the provision and has certain responsibilities relating to pupils that cannot be transferred to external providers. It is vital that placements are monitored carefully to ensure that each individual pupil's needs are being met by the placement, that the provider is complying with their contract and providing a good quality of provision overall, and that the provision continues to provide value for money.

It is important that any contracts offered to providers set out clear outcome expectations including educational progress and have all the necessary safeguards in place.

Commissioners must ensure that private providers are registered with the DfE as independent schools, where it is appropriate. Local authorities and schools should not offer contracts to any provider which should actually be registered as an independent school but is not registered as such. Any provider which operates in these circumstances is acting unlawfully.

Commissioners should monitor the placement closely to ensure that it is achieving what is expected. Where alternative provision is provided by a school, the inspection requirements would be covered by the school's registration. No additional registration would be required for this provision.

Appendix C: Referral Form

Please complete the Virtual Passport online at:

https://form.northumberland.gov.uk/form/launch/virtual_school_passport



**“The best way to predict the future,
is to create it.”**

Abraham Lincoln



The Alternative Education
Provision Framework Catalogue
is produced by Northumberland
County Council's Education & Skills
Service and is for use by:
Northumberland County Council,
participating Schools and Academies.

For more information and to contact
the Education & Skills team, visit:
www.northumberland.gov.uk

