

Alternative Education Provision Framework Catalogue

January 2016

For use by Northumberland County Council, participating Schools and Academies



NORTHUMBERLAND

Northumberland County Council

www.northumberland.gov.uk



Introduction

Northumberland County Council undertook a challenging commissioning process with the intention of creating an improved framework to support the provision of Alternative Education for children of statutory school age. The Council has created the framework, and produced the catalogue, to support Northumberland schools and academies to provide high quality alternative education. Whilst it seeks to meet the needs of all children and young people requiring alternative education there is an emphasis on pupils being provided with an opportunity to achieve academic accreditation, particularly in English and maths.

The catalogue will be used to place students by the Council's own specialist services, or on behalf of schools who have referred students into these services. Schools may also use this information to commission services directly from the provider in the knowledge that they have met a set of educational standards and will be the subject of on-going quality assurance by the Council.

In order to be accepted onto the framework, providers were required to demonstrate ability in a number of areas including:

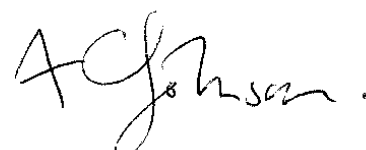
- the ability to meet Service User needs including details on the types of packages and provision available for all learners including those with SEND;
- arrangements for safeguarding the welfare of children and young people and multiagency work;
- demanding curricula and high levels of achievement including engagement of learners, attendance rates and post 16 progression;

- access to a skilled workforce.

Full details of the evaluation process are in Appendix A.

As part of an ongoing quality assurance process designed to ensure that users have confidence in the services offered, providers will receive an annual site visit. This visit will be undertaken jointly between a member of the school Improvement Team and the Commissioning Team in order to consider both performance and contract monitoring.

I trust that you find this approach and document useful and that it is successful in supporting you to drive up the academic standards achieved by our most vulnerable learners.



Andy Johnson
Director of Education
and Skills

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; who require additional support during a negotiated transfer between mainstream schools; who otherwise require alternative education provision to meet their educational entitlement, for instance in line with an Education Health Care Plan or 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 interventions at each of the key stages:

Full Time Provision:

This is designed to provide alternative education, securing appropriate learning experiences and qualifications for individual pupils to ensure progression.

A pupil's entitlement to 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 |

Full Time-Short Term Provision:

"Revolving door" packages are provided for pupils for a fixed period of time only, with the fundamental aim of securing access to mainstream provision either through re-integration into the existing school or transition to a new school.

Provision is only for 6-12 weeks and either full-time or part-time with the remainder of the

education offer being delivered by a mainstream/ special school. All providers who deliver the substantive part of a pupil's education are considered by Ofsted and the DfE to be full time providers and must register as independent schools.

Part time engagement in such provision will only be in place as a short-term transition arrangement or where full-time learning is not appropriate due to medical condition or special educational needs.

Part Time Provision:

As per full time provision, 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 pupils.



Preventative Programmes:

These are “bespoke” programmes to be delivered for the purposes of preventing exclusion of individual or groups of pupils on a fixed-term or permanent basis. Such programmes will not in the main form part of the core educational entitlement or take pupils “off-site” for extended or regular periods of time.

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

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 pupils with strategies to try and address their behaviour/motivation;
- ability to 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 pupils exhibit additional needs;
- ability to provide DfE recognised courses across a range of activity areas which are valued by pupils 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 pupil 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.

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.

If schools or academies purchase alternative educational provision from providers not listed on the framework, the referring school or other body must ensure the provision meets required standards and that appropriate contracting arrangements are in place.

Whether commissioning from an “on framework” or “off framework” provider schools must also be aware of the DfE advice issued to proprietors and prospective proprietors of independent special schools in England - **Registration of independent schools January 2016**. This was refreshed in January 2016 and defines “full time education’ for the purposes of registration as: *any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.* (page 6)

If Ofsted has reason to believe that a provider is operating under these circumstances then it will conduct a section 97 inspection to assess whether the provision is operating as an illegal independent school. Pupils still have a statutory entitlement to full time education of 25 hours per week. Unregistered providers however should not be the substantive education provider and can only contribute up to 18 hours of that entitlement to a maximum of 4 pupils and must provide less for any looked after child or child with a statement or EHCPlan.

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

Social Inclusion Officer:
Tel 01670 624187

Commissioning support Officer:
Tel 01670 622791





Alternative Education Provision Catalogue

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Provision Matrix

| Full Time Programmes | Key Stage | | | |
|------------------------------------|-----------|-----|-----|-----|
| Provider | KS1 | KS2 | KS3 | KS4 |
| Choysez (as per AP regulations) | ✓ | ✓ | ✓ | ✓ |
| Newcastle College | | | | ✓ |
| North Lakes | | ✓ | ✓ | ✓ |
| Northumberland College | | | | ✓ |
| Skills 4 U (as per AP regulations) | | | ✓ | ✓ |

| Full Time-Short Term Programmes | Key Stage | | | |
|------------------------------------|-----------|-----|-----|-----|
| Provider | KS1 | KS2 | KS3 | KS4 |
| Choysez (as per AP regulations) | ✓ | ✓ | ✓ | ✓ |
| Newcastle College | | | | ✓ |
| North Lakes | | ✓ | ✓ | ✓ |
| Northumberland College | | | | ✓ |
| Skills 4 U (as per AP regulations) | | | ✓ | ✓ |

| Part Time Programmes | Key Stage | | | |
|-------------------------|-----------|-----|-----|-----|
| Provider | KS1 | KS2 | KS3 | KS4 |
| Barnardos | | | ✓ | ✓ |
| Choysez | ✓ | ✓ | ✓ | ✓ |
| Core Assets | | | ✓ | ✓ |
| Educ8 | | | ✓ | ✓ |
| ENGAGE | | | | ✓ |
| Foundation Futures | | | ✓ | ✓ |
| Hexham Youth Initiative | | | ✓ | ✓ |
| Meadow Well Connected | | | | ✓ |
| Natural Ability | | | ✓ | ✓ |
| Newcastle College | | | | ✓ |
| Northumberland College | | | | ✓ |
| Oak Training | | | | ✓ |
| Skills 4 U | | | ✓ | ✓ |

| Preventative | Key Stage | | | |
|-------------------------|-----------|-----|-----|-----|
| | KS1 | KS2 | KS3 | KS4 |
| Provider | | | | |
| Barnardos | | | ✓ | ✓ |
| Choysez | ✓ | ✓ | ✓ | ✓ |
| Core Assets | | | ✓ | ✓ |
| Educ8 | | | ✓ | ✓ |
| ENGAGE | | | | ✓ |
| Foundation Futures | | | ✓ | ✓ |
| Hexham Youth Initiative | | | ✓ | ✓ |
| Meadow Well Connected | | | | ✓ |
| Oak Training | | | | ✓ |
| Skills 4 U | | | ✓ | ✓ |



Barnardos

Christina Saunders
Wingfield
Palmersville Training
Unit 27, Chollerton Drive
North Tyneside Industrial Estate
Whitley Road
Benton
Newcastle
NE12 9SZ

Office: 0191 2701133
Mobile: 01525 909064
Email: Christina.saunders@barnardos.org.uk

Type

Vocational Training at Palmersville, Functional Skills and PSD courses at 'The Point' and Life Skills and PSD courses at 'The Base'.

Age range

Key Stage 3 and 4.

Accreditation

City and Guilds Level 1 and level 2 in Beauty Therapy, Customer Service, Painting and Decorating, Hairdressing, Retail Skills, Warehousing and Storage; Entry Level 3-Level 2 Awards in English, Maths and ICT. Preparation for working life.

Hours/Days per week + Start/Finish Times

5.5 Hours, Monday-Friday, 9.30-3pm.

Costs

£50 per day.

NB This fee will be charged based on the agreed number of days per student per week for each half term irrespective of the learner's attendance, unless a shorter attendance is agreed by both parties. Learning plans and levels of attendance will be agreed on a student by student basis).

Personal Protective Equipment, exam entry

fees and accreditations may be required depending on the agreed learning aims of the student. This will be provided at a cost per student and will be negotiated as per individual requirements and invoiced at cost, in addition to the above fees.

Referral Details

Individual or group referrals accepted. Roll on/roll off programmes. Lead in time from referral = 2 weeks.

2014/2015 Outcomes

Barnardo's had a successful 2014/15 academic year with over 80% of young people on a Study Programme progressing to a positive destination and an overall achievement rate for Apprenticeships at 76%, with some programmes achieving over 90%. Considering the additional needs and low starting point that many of these learners present, these results are fantastic.

Our pre-16 school provision also produced some excellent outcomes. We worked with 50 young people and 65% of these achieved a qualification at level 1. Our interventions also enabled 44% students to be retained in education and progressed from year 11 into a positive post-16 destination, thus not becoming NEET.

Choysez

Chris Conroy
Centre Manager

2 Gooch Avenue
Barrington Industrial Estate
Bedlington
NE22 7DQ

Office: 01670 821515

Email: admin@choysez.org

Type

Indoor, outdoor and activity based work helping young people reintegrate or progress, achieving accreditation whilst doing so.

Age range

Key Stage 1, 2, 3, 4.

Accreditation

GCSE Maths, English, Art. Functional Skills Maths and English. ASDAN framework ranging from Stepping Stones through to ASDAN COPE (GCSE level). Employability Level 2.

Hours/Days per week + Start/Finish Times

6 hours.

Monday-Friday, 9.15-3.15.

Costs

£57 per day per student.

Discount available for purchase of groups (of 10 places).

Referral Details

Individual or group referrals accepted. Roll-on / roll off programmes. Lead in time from referral = 48 - 72 hours although 24 hours is possible.

2014/2015 Outcomes

2015 saw the introduction of GCSE qualifications at Choysez following our approval as an exam centre and ended with a record breaking year of achievement:

- 428 total awards and qualifications
- 142 Full level 2 qualifications
- 5/5 year 11 students entered for GCSE maths passed. (GCSE English added to our new offer for 2016)
- 94% of parents in our annual survey would recommend Choysez to another parent

Student A was permanently excluded from her mainstream school and left Choysez in Year 11 with 5 GCSE's A-C including maths and a college place confirmed for September 2016.

Core Assets

Simon Wake
Education Manager

Rob Meldrum
Education Support Worker

Bobby Robson House
Esh Plaza
Bobby Robson Way
Newcastle Great Park
NE13 9BA

Office: 0191 4108100

Email: Simon.Wake@coreassets.com /
Robert.Meldrum@coreassets.com

Office: 0191 2701133

Mobile: 01525 909064

Email Christina.saunders@barnardos.org.uk

Type

We offer a personalised approach which allows us to tailor the curriculum to the learner's specific needs, provide a targeted intervention to boost learning in core subjects, address underlying behavioural issues and support reintegration to school where appropriate. There is a focus on GCSE level accreditation in English and Maths which is delivered in partnership with the home school. We look to support and deliver a modified curriculum based on the learner's current curriculum offer (e.g. GCSE, BTEC, Level 1 and 2 qualifications) and areas of interest. Where GCSEs are not possible NOCN Functional Skills in Literacy and Numeracy will be offered.

Age range

Key Stage 3 and 4.

Accreditation

ASDAN, AQA Certificates

- ASDAN accreditations (e.g. employability and personal development)
- AQA Unit Awards in a wide range of topics which can be selected according to individual's interests and needs. These are offered at Entry Level, Level 1 and Level 2
- AQA Preparation for Working Life Level 1 and 2

Hours/Days per week + Start/Finish Times

Up to 4 hours per day, 4 - 20 hours per week.
Monday-Friday, 10am - 3pm.

Costs

£26 per hour.

Referral Details

Individual or group referrals accepted. Pre-planning assessment meeting within 1 week of referral and induction meeting within 7 days of that.

2014/2015 Outcomes

Not yet provided.

Educ8

Scott Thornton
Business Development Manager

Hirst Welfare Centre, Alexandra Road
Ashington, Northumberland NE63 9HN

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Email: northumberland@educ8group.com /
scott.thornton@northumberland.gov.uk

Type

LearnFit Sports Programme

This is a four day offer, introducing learners to the sports industry and in particular the role of a sports coach in the sports sector.

Learn fit Fashion Programme

This BTEC qualification in Art and Design enables learners to gain knowledge of opportunities available in the fashion industry.

Learn fit Functional Skills Programme

The delivery of level 1 and 2 qualifications in Functional Skill Maths and English.

Age range

Key Stage 3 and 4.

Accreditation

BTEC Entry and Level 1 Sport and Active Leisure, Level 2 Extended Certificate, Work Skills (entry and Level 1), BTEC Entry, Level 1 and Level 2 Art and Design. Functional Skills Level 1 and 2.

Hours/Days per week + Start/Finish Times

Learn fit Sport Programme

5 hours per day.

Monday-Friday, 9.45-2.45.

Learn fit Fashion Programme

Monday's only 9.45-2.45.

Learn fit Functional Skills Programme

Thursdays only 9.45-2.45.

Costs

£60 per day.

Referral Details

Individual or group referrals accepted. Roll on / roll off but needs existing group to join.

2014/2015 Outcomes

In the academic year 2014/2015 the LearnFit Academy Northumberland had on roll, in total 22 learners ranging from Year 9 to Year 11 from a variety of different schools in Northumberland and various departments such as ESLAC and EOTAS. The LearnFit Academy operated at an 85% attendance rate across the 14/15 academic year which overall was a slight increase compared to the previous year and overall a positive outcome as we hit our target KPI for attendance.

Our progression to EET was 100% which was a fantastic achievement. 6 year 11 learners left us at the end of the 2015 academic year, 3 of which are now working as an apprentice across various fields and the other 3 are in local colleges.

In terms of achievement, our qualification attainment was 90% which was great.

- 18% achieved a BTEC Level 2 First Award in Sport
- 32% achieved a BTEC Level 1 Diploma in Sport and Active Leisure
- 36% achieved a BTEC Level 1 Certificate in Sport and Active Leisure
- 4% achieved a BTEC Level 1 Award in Sport and Active Leisure

18% achieved better than their target

From September 2016 we will be offering BTEC qualifications in Media Art and Childcare.



ENGAGE (Everyone Needs Good and Guided Engagement Ltd)

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Company Director and Project Lead

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Email: ian@engage4all.co.uk

Type

Prevention of exclusion and re-engagement into learning.

Age range

Key Stage 4.

Accreditation

Students are taught GCSE sessions in English, Maths, Science, ICT & PE as a minimum and any other subject that is relevant to the students future progression routes. We guarantee entry to GCSE examinations and pride ourselves in the delivery of GCSE & Level 2 qualifications that are both measurable for schools/LA but also ensure a smooth transition into post 16 education.

BTEC Level 1/2 Welding & Fabricating, NCFE Level 1/2 Preparing to work in Health and Social Care, Level 1/2 Employability, BTEC Level 1 Construction and the Build Environment, Progression City and Guilds 6219 Level 1/2, Level 1/2 NCFE OCN Health and Social Care, Entry Level 3 Introduction to Hairdressing progression to City and Guilds 3002 Level 1/2 Award, Certificate, Diploma, Level 1/2 OCN.

Hours/Days per week + Start/Finish Times

6 hours, Monday-Friday, 9.00-3.00.

Costs

£70 per day per student.

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.

2014/2015 Outcomes

ENGAGE is a new alternative provision, which opened in September 2015 in Blyth. Our primary focus is engaging the most disaffected students through a blend of academic and vocational qualifications. We are a Key Stage 4 provision that tailors each students curriculum to their individual needs, including GCSE qualifications in English, Maths, Science, ICT, PE plus any others that are student strengths.

Our high standards and expectations have already demonstrated a huge impact with over 97% attendance, improved academic performances by all students and our feedback to all stakeholders has been commended by all.

Foundation Futures

Chris Henwood
Company Director

Level 4 Broadacre House, Market Street East,
Newcastle upon Tyne NE1 6HQ

Mobile: 07918 153673

Email: chris@foundationfutures.org.uk

Type

Building Foundations

This programme supports the capacity and resilience of secondary schools to re-engage vulnerable young people at key stage 4 who are excluded, at significant risk of exclusion and/or struggling with academic achievement. It runs over two days per week for 12 weeks. Maximum group size 10.

Getting ready to learn

This is a programme for vulnerable learners at KS3 who are struggling with the transition to secondary education and are demonstrating behaviour which challenges their capacity to learn in a conventional sense, putting them at high risk of exclusion. It is designed to develop a growing understanding of themselves and others and a readiness to learn.

The programme addresses wider learning needs related to personal, social and emotional development to assist eventual mainstream reintegration.

Age range

Key Stage 3 and 4.

Accreditation

Building Foundations

All learners will have the opportunity to achieve:

- The V1 volunteering Award
- Level 1 Sports Leadership Award

All will have a 'Skills Based' CV.

We can support accreditation of English and maths functional skills to Level 2 if required.

Hours/Days per week + Start/Finish Times

Building Foundations (KS4)

10 hours per week (negotiable).

12 weeks per year (negotiable).

Getting ready to learn

5 or 10 hours per week (can be flexible).

6 or 12 weeks per year (can be flexible).

Costs

£60 per hour.

Referral Details

Individual or group referrals accepted.

2014/2015 Outcomes

- Engaged with 98 disadvantaged learners
- Completed 5 long term community/business based projects (between 6 and 24 weeks)
- Re engaged 40 very high risk/challenging learner in their education
- Facilitated 97 business engagement opportunities and collaborative experiences
- 66 young people have a skills based CV assessed by recruitment professionals
- All learners made measurable progress
- Identifiable improvement in education related difficulties
- 100% have personal future plans
- Discernable improvement in confidence
- 100% demonstrating more positive relationships
- 70-100% attendance
- 75 volunteering hours clocked up
- 50% achievement of sports leadership award at L1

Hexham Youth Initiative

Keda Norman
Manager

Community Centre
Gilesgate
Hexham
NE46 3NP

Office: 01434 607350

Email: keda@hexhamyi.org.uk

Type

Lot 3

Part-time holistic education programme offering support to develop self-esteem and confidence, to overcome barriers to education and to reintegrate into school or prepare students for further education, training or employment.

Lot 4

One day per week holistic education programme offering support to develop self-esteem and confidence, to overcome barriers to education and to reintegrate into school or prepare students for further education, training or employment.

Age range

Key Stage 3 and 4.

Accreditation

GCSE English and Maths. Functional Skills English and Maths. ASDAN CoPE Award and PSHE. NPTC Lev 1 Horticulture. Various short course awards.

Hours/Days per week + Start/Finish Times

Lot 3

Up to 19.5 hours per week
Monday-Friday, 9am-3pm.

Lot 4

Up to 6.5 hours per week
Monday-Friday, Sessional.

Costs

Lot 3

£9.50 per hour per student.

Lot 4

£6.25 per hour per student.

Referral Details

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

2014/2015 Outcomes

The Hexham Youth Initiative offer GCSE English and Maths and other recognised qualifications to support personal development. Last year, our students were able to achieve Level 2 qualifications and passes in GCSE Maths and English at appropriate levels.

Hexham Youth Initiative

| Student's Name | Full Name / Code of Qualification | Level or Grade Achieved |
|----------------|---|--|
| A | English Language Maths Linear ASDAN Certificate of Personal Effectiveness (100/3559/X) ASDAN Bronze Award St Johns Ambulance Young First Aider | D E Level 2 Pass Pass |
| B | English Language Maths Linear ASDAN Certificate of Personal Effectiveness (100/3559/X) ASDAN Wider Key Skills - Problem Solving (100/3800/0) ASDAN Wider Key Skills - Working with Others (100/3792/5) ASDAN Wider Key Skills - Improving Own Learning (100/3796/2) ASDAN Foodwise Award ASDAN Sex and Relationships Award St Johns Ambulance Young First Aider | F F Level 2 Level 2 Level 2 Level 2 Pass Pass Pass |
| C | ASDAN Certificate of Personal Effectiveness (100/3559/X) ASDAN Foodwise Award ASDAN Activities Award | Level 2 Pass Pass |
| D | ASDAN Certificate of Personal Effectiveness (100/3559/X) ASDAN Bronze Award St Johns Ambulance Young First Aider | Level 2 Pass Pass |

Hexham Youth Initiative

| Student's Name | Full Name / Code of Qualification | Level or Grade Achieved |
|--------------------------------------|---|-------------------------|
| E | English Language | D |
| | Maths | E |
| | ASDAN Certificate of Personal Effectiveness (100/3559/X) | Level 2 |
| | ASDAN Certificate in Personal and Social Development (500/3515/0) | Level 2 |
| | ASDAN Wider Key Skills - Problem Solving (100/3800/0) | Level 2 |
| | ASDAN Wider Key Skills – Working with Others (100/3792/5) | Level 2 |
| | ASDAN Wider Key Skills – Improving Own Learning (100/3796/2) | Level 2 |
| | ASDAN Foodwise Award | Pass |
| St Johns Ambulance Young First Aider | Pass | |

Meadow Well Connected

Paula McCormack
Chief Officer

The Meadows Community Centre
Waterville Road
NE29 6B

Office: 0191 296 1791

Email: paula@meadowwellconnected.org.uk

Type

Holistic pastoral provision, designed to tackle students' behavioural and emotional needs to help and support them to re-engage with mainstream education. In addition our students tend to be placed in the provision at varying times throughout the year and likewise their departure can be at varying times throughout the year.

Age range

Key Stage 4.

Accreditation

As such we do not offer an accreditation or qualification, but work with the students to introduce them to horticulture and/or joinery through practical hands on assignments that incorporate social and academic skills using the basics of RHS Level 1 Award in Practical Horticulture and BTEC in Construction.

Hours/Days per week + Start/Finish Times

Up to 21 hours per week.

48 weeks per year.

Monday-Friday available, 9am-3pm.

Costs

£8 per hour per student.

Referral Details

Individual or groups can be referred. Lead in time = 1 week + (site visit before start is usual).

2014/2015 Outcomes

Not yet provided.

Natural Ability

Annie Evans

Natural Ability
Allendale Forge Studios
Market Place
Allendale
NE47 9BD

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Type

Educationally-focussed outreach and in-reach with young people aged 14 to 19 with learning difficulties and/Autism Spectrum Disorder and/or complex learning disabilities.

Age range

11-19 (including FE).

Accreditation

Basic skills, cross-curricula learning, life and vocational skills, preparation for adult life, employability skills. We offer ASDAN qualifications in a range of subjects including Personal Health and Social Education, Numeracy, Literacy and vocational subjects. These can be at a level appropriate to the young person's needs and abilities, including those with complex learning disabilities.

We work closely with the school to ensure that our educational offer dovetails with the work school is doing towards academic qualifications including GCSEs. Young people remain on the school roll and will be entered into public examinations through their existing school.

Hours/Days per week + Start/Finish Times

Up to 19.5 hours per week
(can be full time for FE students)

33 weeks per year

Monday-Friday, 8.30-5.30

Costs

£16 per hour for 1:1 support, £32 per hour for 2:1 support, £48 per hour for 3:1 support.

Referral Details

Assessment starts within 3 days of referral and intervention within 2 weeks but can take several months to start a long term full-time programme.

2014/2015 Outcomes

Working with one young person with complex autism and learning disabilities, we supported his progress in vocational studies. We worked with him on his bespoke targets within the specialist curriculum he needs. His attendance was 100%. Targets around supporting him to self-moderate some behaviours which can challenge services were met, albeit not eliminating such behaviours entirely.

Newcastle College

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Section Manager Young People's Learning/
Alison Rylance
Student Transition Support and Engagement
Manager
Young People's Learning Department
Swan Block 2 room 1.9 Newcastle College

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alison.rylance@ncl-coll.ac.uk

Type

Newcastle College's School of Access to Learning's, Young People's Learning Department has clear objectives for this forthcoming Alternative Provision Framework and will continue to offer course programmes that provide individually tailored learning and support, but have a key emphasis on enabling young people to achieve recognised and accredited qualifications.

Age range

Key Stage 4.

Accreditation

Each course programme will offer a range of academic and vocational curricula, alongside outdoor pursuits. The aim of varying course programmes is to ensure that all young people are successfully engaged in mainstream curriculum activities that offer nationally recognised and accredited qualifications in line with the national curriculum and include access to lifelong learning and career pathways to prevent them becoming NEET at post-16.

English and Maths will be offered at both functional skills and GCSE levels depending on the ability of the student.

Hours/Days per week + Start/Finish Times

25 hours per week.

34 Weeks per year.

Monday-Friday.

Costs

£39.20 per day per student.

Referral Details

Individual referrals accepted on as case by case basis. Once the student is accepted he/she will start asap.

2014/2015 Outcomes

Attendance of learners on AP programmes for year 2014 / 2015 was 91% and year to date for 2015 / 2016 is 85%.

In 2014 / 2015 90% of completing AP learners achieved a formal qualification, these qualifications included 85% Functional Skills E3 - L2 Maths and English, 96% PHSE and Employability and 88% L1 Science qualification.

Progression rates for learners moving from AP provision to main college provision on Access ESOL, FE and GCSE studies was 94% at end of 2014/2015.



North Lakes Kirby Moor School

Catherine Garton
Head Teacher

Kirby Moor School
Longtown Road
Brampton
Cumbria
CA8 2AB

Office: 01697 742598

Email: info@nlcs.uk.com

Type

Full time Independent Special School.
Monday to Friday 9am to 3.30pm.

Age range

Key Stage 2, 3 and 4.

Accreditation

Key Stage 2 and 3

Full National curriculum coverage.

Key Stage 4

All pupils attend full time Monday to Friday
9am to 3.30pm.

Pupils study all subjects but complete
accreditation at a level best suited to
their ability.

We offer Entry Level Certificates, Unit Award
Schemes, Asdan, Functional skills, GCSE,
Cambridge National Awards and Certificates.

Hours/Days per week + Start/Finish Times

30 Hours per weeks.

38 weeks per year.

Monday-Friday, 9am-3.30pm.

Costs

£158 per day.

Referral Details

Individual referral on a case by case basis.

2014/2015 Outcomes

Not yet provided.

Northumberland College

Helen Norris
Director of 14-16 and Career College
College Road
Ashington
NE63 9RG

Office: 01670 841299
Email: helen.norris@northland.ac.uk

Type

We offer a roll on roll off programme depending on when a learner starts GLH available will dictate whether it is an Award, Cert or Diploma.

Age range

Key Stage 4.

Accreditation

Entry Level 1, 2, and 3 and Level 1,2, and 3.

NVQ National Vocational Qualifications.

VRQ Vocationally recognised Qualifications Awards, Certificates and Diplomas.

BTEC Level 2 Extended Certificate/Diploma.

BTEC Level 3 Subsidiary Diploma/ Extended Diploma.

Higher National Certificate or Diploma (HNC/HND).

Foundation Degrees.

Functional Maths and English in all levels.

GCSE Maths and English.

Hours/Days per week + Start/Finish Times

Up to 6 hours per day.

Variable between 9 and 4.30.

Costs

£66 per day per student.

Referral Details

Individual or groups. Lead in time – usually within 2 weeks of interview.

2014/2015 Outcomes

LEAP Programme learners achieve Maths/ English Functional Skills at various levels to progress further. Vocational qualifications, PSD qualifications offered throughout the year to give learners an opportunity for Post 16 progression. GCSE English and Maths is offered if learners are ready and referred at the start of the year. Highly experienced pastoral team work with learners to embed confidence and resilience. Attendance is good; transition to Post 16 is supported and seamless. 100% learners who attended the whole year are continuing. In 2014/2015 40 LEAP learners referred to the programme, 35 stayed, achieved and progressed Post 16, 1 left the area and 4 were referred to Alternative Provision.

Oak Training

Mark Grant-Company Director

Oak Training
Studio West
West Denton Way
Newcastle upon Tyne
NE5 2SZ

Office: 0191 481 3710

Mobile: 07792 332978

Email: mgrant@oak-training.co.uk

Type

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 compliment 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.

Age range

Key stage 4.

Accreditation

IT
600/6943/0 .

BCS Level 2 ECDL Certificate in IT Application Skills (QCF) .

Photography
GCSE Photography.

Hours/Days per week + Start/Finish Times

To be arranged with client upon successful application.

Costs

£30 per hour per member of staff.

Referral Details

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

2014/2015 Outcomes

NB New provider

Oak Trainings' primary aim is to raise achievement levels across the county of KS4. We condense the learning provision to meet specific learning outcomes which allows success in the shortest possible time.

We are a JCQ approved centre and offer a variety of engaging provisions and qualifications which count towards the schools headline measures and alternatives that add enrichment. We have a number of qualifications under development that will count towards headline measures, which will be available from September 2016.

We also have a strong proven track record of engaging disaffected learners and achieving the highest rates of success.



Skills 4 U

Ann Marsh
CEO

Old Hartford School
Scott Street
East Hartford
Cramlington
NE23 3ED

Office: 01670 736867

Email: ann.marsh@skills4une.co.uk

Type

Lot 3

5 day delivery of formal and informal education.

Accreditation is entry level to level 2.

Awarding bodies are OneAwards, Pearsons, Ncfe, British Safety Council and ForSkills.

Lot 4

One day delivery of vocational training at Skills4U centre or School premises/community centres in required area.

Accreditation is entry level to level 2.

Awarding bodies are OneAwards, Pearsons, Ncfe, British Safety Council and ForSkills.

Age range

Key stage 3 and 4.

Accreditation

Construction (Joinery, Bricklaying, Plastering, Tiling, Painting & Decorating).

Hair & Beauty.

Horticulture.

Child care/Health and Social Care.

Customer Service.

Basic Mechanics.

Basic Cookery.

English and Maths.

Subject to age, entry level to level 2.

Hours/Days per week + Start/Finish Times

Lot 3

5.5 hours per day, Monday-Friday, 9.30-3pm.

Lot 4

5.5 hours per day

One day per week, 9.30-3pm.

Costs

Lot 3

£12 per hour.

Lot 4

£85 per hour for groups of 7-10.

Referral Details

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

Skills 4 U

2014/2015 Outcomes

36 students were registered for qualifications, 32 students achieved at least one Entry level-level 2 (future development to deliver qualifications at level 3) qualification in:

- Construction
- Hair and Beauty
- Horticulture
- Functional Skills
- Health and Safety

Students are also able to progress to one of Skills 4 U courses, Study Programme, Traineeship or Apprenticeship. All students are offered site visits to college and training providers.

33 students were referred directly from schools for vocational programmes; students attended 83% of their planned programme. 24 students were referred via EOTAS, either partially or permanently excluded. Attendance varied from 64% to 82% each month, retention rates were 67%.





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.
- Safeguarding
 - Registration, Admission and Induction
 - Progress Reporting
 - Attendance and Challenging Behaviours
 - Return to School and Transitions
 - Relationships with Stakeholders
 - Internal Quality Assurance

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

Please note that the award to the 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 roll of that school and responsibility for delivering the full time statutory education offer and all other duties in respect of that child remain 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

Advice on Registration of independent schools

Part A: Scope of the arrangements

An independent school is defined¹ as any school² at which full time education is provided for five or more pupils of compulsory school age, or one or more such pupils with an EHC plan³ or a statement of special educational needs or who is “looked after” by the local authority, and is not a school maintained by a local authority or a non-maintained special school. A child is “looked after by a local authority” if he or she is in its care or is provided with accommodation for a continuous period of more than 24 hours by the authority under certain of its social services functions (see section 22 of the Children Act 1989).

If your establishment falls outside the definition of an independent school given above, it cannot be registered with the department as an independent school. However, local authorities will need to be satisfied that children of compulsory school age who are attending your establishment are receiving full-time education suitable to their age, ability, aptitude and any special educational needs they may have, including any provision being made in parallel to that in your establishment.

It is an offence to operate an unregistered independent school, and anyone who does so is liable on summary conviction to a fine and/or imprisonment.

Full-time education

There is no legal definition of ‘full time’. However, we would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child’s education.

Relevant factors in determining whether education is full-time include:

- a) the number of hours per week that is provided - including breaks and independent study time;
- b) the number of weeks in the academic term year the education is provided;
- c) the time of day it is provided;
- d) whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

Generally, we consider any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

Ofsted may inspect an institution it reasonably considers is operating as an unregistered independent school. In such cases, Ofsted will assess whether the school meets the definition of an independent school, which will include assessing whether or not the school is intending to provide, or is providing, all or substantially all of a child’s education.

Compulsory school age

A child begins to be of compulsory school age on the prescribed day which either falls on or follows a person's fifth birthday. The prescribed days are currently 31st August, 31st December and 31st March, i.e. the term following the child's fifth birthday.

A young person ceases to be of compulsory school age on the school leaving date in the academic year in which they turn 16. The school leaving date is currently set as the last Friday in June. Raising the participation age (RPA, as set out in Chapter 1 of the Education and Skills Act 2008) does not affect the compulsory school age. However, its effect is that a young person who has ceased to be of compulsory school age but has not yet reached the age of 18 (or attained a level 3 qualification), is under a duty to participate in education or training.

Early years

Establishments that cater for children under the age of 5 will also be required to register as an independent school if they meet the definition of an independent school. They will also be required to implement the Early Years Foundation Stage (EYFS) for children aged under 5 although they can later seek exemption from some aspects of EYFS if they meet qualifying criteria.

If the school does not fall within the definition of an independent school because it caters solely for children under 5 it must be registered with Ofsted Early Years Directorate - tel: 0300 123 1231.

Education for 16-19 year olds

An independent school that provides solely for students over compulsory school age does not need to register with the department. The department does not exercise any direct statutory control over the independent sector of further and higher education, nor is that sector governed by regulations applying to maintained or assisted further and higher education institutions.

Establishments that cater for five or more compulsory school age pupils, or one or more such pupils with a statement of special educational needs, or who is looked after, as well as those over the age of 16 will however be required to register as an independent school.

Special Educational Needs

There is no legal definition of an 'independent special school', although that title is sometimes used for around 500 independent schools which have described themselves as being specially organised to cater for children with SEN. The application form for registration asks whether the school is to be specially organised in this way, and this is recorded on Edubase, which constitutes the Register of Independent Schools.

¹ s.463 of the Education Act 1996, as substituted by s172 of the Education Act 2002 and as subsequently amended.

² As defined in s.4 of the Education Act 1996.

³ An EHC plan is an education, health and care plan - see section 37(2) of the Children and Families Act 2014.

Appendix C

Referral Form

EOTAS Education Other Than At School

REFERRAL PASSPORT

This form must be completed for **all** pupils referred to alternative provision, including those to be taught by EOTAS staff. The Passport should be updated by any providers involved with the young person if they move on to another setting.

N. B. Any information the school has had about the child's well-being, including child protection information as well as copies of any relevant documentation, needs to be shared with the EOTAS Service / involved alternative providers so appropriate safeguarding actions can be put in place before the placement starts. No provision will commence until such information has been shared.

| | | |
|----------------------------|-----------------|-------------|
| Name of School: | Date Completed: | Male/Female |
| Pupil's Surname: | Forename(s): | D.O.B. |
| Home Language: | Year Group: | Ethnicity: |
| Date last attended school: | UPN No: | ID No: |

Is a Risk Assessment required YES NO **If Risk Assessment complete please attach**

Address:

Post code:

Tel No's:

Name of Parent/Carer/Guardian:

Is the child eligible for free school meals: YES NO

Is the child eligible for Pupil Premium: YES NO

Reason for Referral (we expect you to provide as much information as possible):

| Reason | ✓ | Details (provide specific details) |
|----------------------------|---|------------------------------------|
| Permanent Exclusion | | |
| Mental Health/Medical Need | | |
| Alternative Provision | | |
| Pregnancy | | |

Referred by (Name):

Date:

Position:

Contact details:

Telephone:

Email address:

SCHOOL CONTACT PERSON (this is the person with whom a local authority representative could book a 10 minute telephone call to gather verbal information, including the pupil's attitude towards peers, adults, school work etc)

Name:

Position:

Tel No:

Email:

SCHOOL ATTENDANCE CONTACT PERSON (this is the person to whom attendance information should be directed, including details of absences to allow the school to carry out its first day absence follow up procedures)

Name:

Tel No:

Email:

EXPECTED OUTCOMES LINKED TO REINTEGRATION/PROGRESSION

Please list a minimum of 3 clear objectives you would like the provider to work towards with this child/young person:

- 1.
- 2.
- 3.

Does the child have an Early Help Assessment: YES (please attach) NO

If YES, who is the Lead Professional:

Does this child have Special Educational Needs: YES NO

If yes, at which stage of the Code of Practice:

School SEN Support Statement (pre Sept 2014) EHC Plan

If statement/EHC Plan or in receipt of 'top-up' funding, please indicate current support:

Is the child disabled: YES NO

General wellbeing: (please give details of any medical condition/medication):

FAMILY DETAILS: (siblings, relationship/care issues)

INVOLVEMENT OF OTHER AGENCIES: Please indicate which agencies/professionals are currently involved e.g. LIST, Children's Social Services, EWS, YOS, mental health services, other alternative providers

| Agency | Name of Professional | Contact Details | Report attached (Please ✓ or X) |
|--------|----------------------|-----------------|---------------------------------|
| | | | |

Please outline any safeguarding concerns:

Does the child have a child protection file:

PREVIOUS INTERVENTIONS AND OUTCOMES (Please list in detail what has been tried to date and explain what success or otherwise has resulted and **attach any IEP's/IBP's/PSP's/ Intervention Sheets and reports/review information** from involved professionals)

ACADEMIC ATTAINMENT (as relevant to age of child)

SUBJECT INFORMATION

Please complete the table below and attach curriculum plans for current/next term

| KS 1 – 3 WRITING | KS 1 – 3 READING | KS 1 – 3 MATHEMATICS |
|-------------------------|-------------------------|-----------------------------|
| | | |
| KS 4 ENGLISH | KS 4 SCIENCE | KS 4 MATHEMATICS |
| Exam Board | Exam Board | Exam Board |
| Level Foundation/Higher | Level Foundation/Higher | Level Foundation/Higher |

NB Information about other subjects may also be requested at a later date

BEHAVIOUR AND ATTENDANCE INFORMATION

Behavioural Concerns:

Barriers to Learning:

Current Attendance (as a % and any other relevant information)

Does this pupil have a current risk assessment YES NO (copy Attached)

STRENGTHS/PREFERRED LEARNING STYLES: (Please include any relevant information – what has worked well in school and what has not)

HOBBIES, INTERESTS, ASPIRATIONS: (e.g. career aims, membership of clubs, out of school interests, favourite subjects)

FEEDBACK AND/OR UPDATE TO SCHOOL/ALTERNATIVE PROVIDER

FEEDBACK/UPDATE PROVIDED BY:

DATE:

Consent for information storage and information sharing

It is best practice to have the consent of parents/carers to share information in the Information Passport and it is the recommendation of the Local Authority that schools make reasonable efforts to secure this consent and keep a record of these. In view of this, please ensure that this form is not submitted without a signature in either A. or B.

A. I understand that the information that is recorded on this form will be shared in order to provide alternative education services to the young person for whom I am:

- A parent
- A carer
- Social Worker

I give my consent to the information being shared.

Parent/Carer/Social Worker

Signed Name Date

B. Despite our efforts to get a parent/carer to sign the above, we have not managed to secure a signature but we feel that it is in the best interests of the young person to be referred to alternative provision without the signature.

School representative

Signed Name Date

Appendix A

Contact list to be sent with Pupil Passport when placing LAC in alternative provision

Confidentiality and safeguarding are prominent factors when working with LAC. Please ensure that details, including progress and attainment data of the young person are only shared with those listed below and that updates sent to Northumberland services only include the names and details of those young people placed by that service.

For young people who are LAC it is very important that in the event of any incident, disclosure or if the young person goes missing, the correct people are informed so that steps can be taken to ensure the matter is dealt with appropriately and in a timely manner.

Could you please ensure that the people listed below are informed immediately of any of the above. The contact marked with an * is the priority contact.

Thank you

Toni McGuire

Team manager

Virtual School Education Support Team (ESLAC)

| | NAME | TELEPHONE NO | EMAIL |
|-------------------------|------|--------------|-------|
| Young person | | | |
| Social worker | | | |
| Foster Carer | | | |
| Home Manager/key worker | | | |
| ESLAC | | 01670 810433 | |

FURTHER INFORMATION:

FOR OFFICE USE ONLY

| | | | |
|------------------------|--|------------------------|--|
| Learning Manager Name: | | LAC/CP/Cin N category: | |
|------------------------|--|------------------------|--|

| |
|----------------------|
| Reason for referral: |
|----------------------|

| | | | | | |
|---|-----|--|----|--|---------------------------------------|
| Re referral | YES | | NO | | |
| Re referral approved | YES | | NO | | If NO date feedback given to referrer |
| Further information (e.g. medical confirmation) requested | YES | | NO | | If YES (date) |
| Confirmation received (date) | | | | | |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|--------|---------|-----------|----------|--------|
| Provision required: | | | | | |
| AP Justification | | | | | |
| Transport required: | | | | | |

| | Date | | Date |
|---|------|---|------|
| Referral recorded on EOTAS spreadsheet | | Referral recorded on EOTAS Live Cases spreadsheet | |
| Referral recorded on EMS | | Initial contact – Info Passport sent to school | |
| Folder created in New Referrals | | Relevant Learning Manager notified of referral | |
| Transport arrangements (if any) made | | ICS checked | |
| Social worker informed where appropriate | | MP added to SIMS database | |
| Year 11's only – Information e-mailed to Employability & Skills | | Year 11's/Tuition – Exam spreadsheet | |

NORTHUMBERLAND

Northumberland County Council

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