

Alternative Education Provision Framework Catalogue

September 2017

For use by Northumberland County Council, participating Schools and Academies



NORTHUMBERLAND

Northumberland County Council

www.northumberland.gov.uk

Alternative Education Provision Catalogue

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Introduction

Through a challenging commissioning process Northumberland County Council has created a framework of alternative education providers for children of statutory school age. Whilst it seeks to provide high quality education to meet the needs of all children and young people requiring an alternative to education in school, there is an emphasis on pupils being provided with the opportunity to achieve academic accreditations, particularly in English and mathematics.

The Council will use the catalogue to place students who are permanently excluded into alternative provision. Schools and academies, are able to commission services directly from the provider in the knowledge that the provider has met a set of educational standards and are the subject of ongoing quality assurance by the Council.

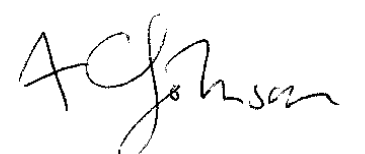
In order to be accepted onto the framework, providers were required to demonstrate ability in a number of areas which included:

- 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 multi agency work,
- a demanding curricula and high levels of achievement of learners, attendance rates and post 16 progression,
- access to a skilled workforce.

Full details of the evaluation process can be found in Appendix A.

The quality assurance of the alternative providers is an ongoing process designed to ensure that all users have confidence in the services offered. Providers receive an annual site visit from a School Improvement Partner, the Commissioning Team and a member of the Inclusion 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

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:

A "revolving door" package can be negotiated by schools/academies for pupils to be placed in alternative provision for a fixed period of time only, with the fundamental aim of the learner returning to their "home" school after the agreed fixed period has ended.

It is recommended that this provision is 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 a 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:

Preventative programmes are bespoke programmes to be delivered for the purpose of prevention exclusion of individual pupils or groups of pupils on a fixed term or permanent basis. A preventative programme can be negotiated by the school/academy with the provider. 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 may 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 EHC Plan.

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

Senior Social Reintegration Officer:
Tel: 01670 624183

Senior Social Inclusion Officer:
Tel: 01670 624187

Commissioning support Officer:
Tel 01670 622791

Provision Matrix

Full Time Programmes	Key Stage			
Provider	KS1	KS2	KS3	KS4
Choysez (as per AP regulations)	✓	✓	✓	✓
Newcastle College				✓
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				✓
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			
Provider	KS1	KS2	KS3	KS4
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

Barnardo's is the largest children's charity in the United Kingdom, providing a range of services for vulnerable children. This not-for-profit organisation, provides vocational training for pupils who have been excluded from or who are likely to be excluded from mainstream school settings. Barnardo's has well-established and close links with two neighbouring local authorities.

Local Authority School Improvement Advisor highlighted the following strengths: Barnardo's has internal procedures for quality assuring its provision against the Ofsted Further Education and Skills inspection framework in place and has an established system for regularly recording pupils' achievements against the assessment criteria in accredited vocational courses.

Age range

Key Stage 3 and 4.

Accreditation

Vocational training at Palmersville include functional skills, PSD courses and employability and at the Base we offer Employability and PSD courses.

Our offer also includes:

- City and Guilds Level 1 and 2 in Beauty Therapy
- City and Guilds Level 1 and 2 in Customer Services

- City and Guilds Level 1 and 2 in Painting and Decorating
- City and Guilds Level 1 and 2 in Hairdressing
- City and Guilds Level 1 and 2 in Retail Skills
- City and Guilds Level 1 and 2 in Warehousing and Storage

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.

Choysez

Chris Conroy
Centre Manager
2 Gooch Avenue
Barrington Industrial Estate
Bedlington NE22 7DQ

Office: 01670 821515
Email: admin@choysez.org

Type

At Choysez young people are supported to make the right decisions in life by enabling the young person to realise the decisions made are their responsibility. Choysez promote this by believing in the young person and supporting the young person to achieve.

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

Preventative Programmes

Choyez offer preventative programmes aimed at preventing exclusion of individual pupils or groups of pupils on a fixed term or permanent basis. A preventative programme can be negotiated by the school/academy with the provider or with the Senior Social Reintegration Officer from the Local Authority. Such programme do not form part of the core educational entitlement or take pupils "off site" for extended or regular periods of time. The programmes may vary in length, and are tailored to the needs of the individual or group and the agreement between provider and commissioner.

A School Improvement Partner visit commissioned by Northumberland County Council stated the provider has the following strengths:

- From very low academic starting points at the centre, the vast majority of pupils make progress in their learning, particularly in the acquisition of key literacy and numeracy skills.

- The vast majority of pupils improve their regular attendance at the centre.
- The vast majority of pupils show improved levels of behaviour.
- The centre manager has daily contact with staff and pupils, and has a good overview of the current quality of provision.
- There is a shared sense of commitment and vision among the centre staff

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.



Choysez

2016/2017 Outcomes

During the 2016/2017 academic year 10 excluded students who attended Choysez achieved the following outcomes:

50% of learners achieved GCSE English
50% of learners achieved GCSE Maths

100% of learners achieved ASDAN awards
100% of learners were entered for Level 2 qualifications

20% of leavers registered in sixth forms
40% of leavers began college courses
20% of learners began an apprenticeship
20% of learners are classified as NEET

Core Assets

Simon Wake
Education Manager

Rob Meldrum
Education Support Worker

The Dene Centre, Castle Farm Road,
Newcastle upon Tyne, NE3 1PH

Central Tel: 01527 573700

Email: Education.Referrals@coreassets.com
Robert.Meldrum@coreassets.com

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.

The Local Authority School Improvement Partner (SIP) highlighted the following strengths:

- One to one focused teaching for individual pupils.
- Accreditation opportunities in GCSE English and mathematics.
- Most pupils attending Core Assets have improved attendance and behaviour.
- Regular contact between the class teacher and the independent support service manager provides updated information relating to the provision.
- Periodic updates on pupils' behaviour attendance at the provision.

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.

2016/2017 Outcomes

During the 2016/2017 academic year 2 excluded students who attended Core Assets achieved the following outcomes:

100% of learners achieved GCSE English
100% of learners achieved GCSE Maths

50% of learners progressed to attend college and 50% of learners began an apprenticeship.

Educ8

Scott Thornton
Business Development Manager

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

Mobile: 07817 957463

Email: northumberland@educ8group.com /
scott.thornton@northumberland.gov.uk
northumberland@educ8group.com -
Garry Catherall, Lead Tutor Support
nofashion@educ8group.com -
Rachel Thompson, Lead Tutor
Creative and Care

Type

Educ8 offers accreditation opportunities in BTEC sport. The provider has organised provision so as the pupils are clear about expectations and this creates effective working relationships between staff and pupils. Educ8 provides schools and the local authority with half termly pupil progress reports and is prompt when reporting non-attendance to the placing/host mainstream school and to the local authority.

The School Improvement Partner visit in 2017 identified the provider has the following strengths:

- Accreditation opportunities in BTEC sport.
- Organised provision where the pupils clearly know what is expected of them.
- Effective working relationships between staff and the pupils
- Half-termly pupil progress reports.
- Prompt reporting of non-attendance to placing/host mainstream schools and/or the local authority

Age range

Key Stage 3 and 4.

Accreditation

BTEC Level 1 in Sport and Active Leisure
BTEC Level 2 Award in Sport
Functional Maths and English
Employability
BTEC Level 1 in Art and Design
BTEC Level 1 in Health and Social Care
BTEC Level 1 in Caring for Children
BTEC Level 1 in Hospitality and Catering

Hours/Days per week

Educ8 Group Sport Academy and Educ8 Group Creative and Care Academy programmes run on Monday, Wednesday, Thursday and Friday

Costs

£60 per day.

Referral Details

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

ENGAGE (Everyone Needs Good and Guided Engagement Ltd)

Ian Herron
Company Director and Project Lead
ENGAGE Blyth Ltd
Unit 20, Spencer Court
Riverside Business Park, Blyth
Northumberland NE24 5TW

ENGAGE in the North LTD
Unit 1C Willowtree Industrial Estate,
Alnwick NE66 2HA
Office: 01670 457300
Mobile: 07792 926219
Email: ian@engage4all.co.uk

Type

At ENGAGE there is a shared understanding and vision among staff for improving the attendance, behaviour and progress of all pupils. Almost all pupils improve their regular attendance at the provision. ENGAGE has a clear and robust protocol for regularly sharing all-round personal progress information about pupils both with the local authority and the pupils 'home' school. Senior leadership is effective and ensures the quality of the provision is continuously improving.

At ENGAGE (Everyone Needs Good and Guided Education) the Local Authority School Improvement (SIP) report states:

- At ENGAGE there is a shared understanding and vision among staff for improving the attendance, behaviour and progress of all pupils.
- Almost all pupils improve their regular attendance at the provision.
- ENGAGE has a clear and robust protocol for regularly sharing all-round personal progress information about pupils with both the local authority and the pupils "home" school.
- Senior leadership is effective and ensures the quality of the provision is continuously improving.

ENGAGE offers a range of programmes for those pupils who are excluded, at risk 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.

ENGAGE (Everyone Needs Good and Guided Engagement Ltd)

Referral Details

Individual referrals from schools are accepted on a roll on roll off basis. Pre admissions meetings are encouraged. Learners are able to start at ENGAGE within 42 hours if all paperwork, visits and arrangements are in place.

2016/2017 Outcomes

During the 2016/2017 academic year 4 excluded students who attended ENGAGE achieved the following outcomes:

100% of learners achieved GCSE English
100% of learners achieved GCSE Maths

25% of leavers commenced employment, 25% of leavers commenced an apprenticeship and 50 % of learners were classified as NEET



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 28 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
- V Inspired Awards for Volunteering

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

28 hours per week (negotiable)

Readiness to Learn

28 hours per week (negotiable)

10 hours/2 days per week (negotiable)

Costs

£60 per hour.

Referral Details

Individual or group referrals accepted.

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.

The Local Authority School Improvement Partner in Summer 2017 reported:

- Hexham Youth Initiative is a local community-based provision for pupils who have been excluded or are likely to be excluded from local authority or neighbouring authority schools.
- Learners have access to accreditation opportunities, including GCSE which are delivered by three qualified teachers.
- The provision demonstrates good levels of attendance for nearly all of it's pupils.

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.

Meadow Well Connected

Helen Collins
Day Care Lead
The Meadows Community Centre
Waterville Road
NE29 6B

Office: 0191 3410033
Email: helen@meadowwellconnected.org.uk

Type

Meadow Well Connected offers practical learning experience in horticulture and joinery. The centre has recently appointed a day care lead officer, for whom improving the overall quality of provision is a major priority. The provider makes prompt contact with placing/host mainstream schools and/or local authorities for any non-attendance of pupils.

The Local Authority School Improvement Report in Spring 2017 commented that... Meadow Well Connected is a community-based provision, which takes pupils excluded or likely to be excluded from mainstream schools. The provider produces termly pupil progress reports written and sent to placing/host mainstream schools and local authorities.

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).

Natural Ability

Chris Moore
Natural Ability
Allendale Forge Studios
Market Place
Allendale
NE47 9BD

Mobile: 07581 699442
Email: chris.moore@naturalability.org

Type

Alternative provision based in a rural community providing support for pupils with SEND or social, emotional and behavioural difficulties who may be at risk of disengaging from, or who have been excluded from education. A personalised curriculum meets the individual learning needs of pupils in a safe and nurturing environment. Bespoke packages are provided for each student.

A Local Authority School Improvement Partner visit during 2017 highlighted the provider had the following strengths:

- Natural Ability is a local community-based provision for pupils with identified special educational learning needs.
- The provider offered accreditation opportunities for the pupils
- The provider had demonstrated an Improvement in the regular attendance of the pupils.
- Learners access one-to-one teacher pupil ratio in taught sessions.

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

Key Stages 1-4 - Full National Curriculum offered, differentiated to the needs and abilities of the learner.

Post 16 - ASDAN qualifications in a wide range of subjects with a focus on life, social and employability skills working towards independence.

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

Individual referrals accepted from schools and the local authority. Programmes can be set up promptly as soon as the relevant paperwork and taster sessions have been completed.

Newcastle College

Catherine Orridge
Section Manager Young People's Learning/
Alison Rylance
Student Transition Support and Engagement
Manager
Young People's Learning Department,
Trevelyan, Second Floor,
Room 201A,
Newcastle College

Office: 0191 200 4446
Mobile: 07595 088330
Email: catherine.orridge@ncl-coll.ac.uk
alison.rylance@ncl-coll.ac.uk

Type

Newcastle College's School of Education Services, 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.

A School Improvement Partner Visit commissioned by Northumberland County Council in 2017 reported that:

- The provision underwent annual quality assurance visits by a group of external consultants.
- The self-evaluation is based on CIF framework and contributes to an annual whole college self-evaluation of its quality of provision.
- There are a small number of pupils on roll this provides for good teacher/adult to pupil ratio.
- The provider has a focus on improving key foundation skills in literacy and numeracy

The College reports that:

- In 2016/2017 98% of completing AP learners achieved a formal qualification, these qualifications included 90% Functional Skills E3-L2 in Maths and English, 79% PHSA and Employability and 72% ITQ qualification.
- Progression rates for learners moving from AP provision to main college provision on Access ESOL, FE and Vocational Studies was 95% at the end of 2016/17.

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.



Newcastle College

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.

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

Northumberland College offers a college-based learning experience, in which pupils mix with full-time students to cover a range of vocationally orientated accreditation courses. A Local Authority School Improvement partner visit in 2017 highlighted the college has the following strengths:

- There is a good teacher to pupil ratio in all classes.
- The College has identified significant improvements in the regular attendance of the vast majority of pupils.
- The provider demonstrates a secure process removes for the internal quality assurance the provision, as part of a whole-college strategy for self-assessment.
- Generally successful accredited outcomes (i.e. vocational qualification) for almost all pupils attending the provision 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.

2016/2017 Outcomes

During the 2016/2017 academic year 11 excluded students who attended Northumberland College achieved the following outcomes:

75% of learners achieved Functional Skills in English as entry level

63% of learners achieved Functional Skills in Maths at entry level

13% of learners achieved Functional Skills in English at Level 1

25% of learners achieved Functional Skills in Maths at Level 1

63% of students continued their education at the college and 37% of students left college to begin an apprenticeship

Oak Training

Mark Grant-Company Director

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Type

Oak Training strives to provide a safe, conducive learning environment for young people in secondary education. The provider strives to provide an engaging and enlightening learning experience which promotes each young person's social, emotional and cognitive development. Their goal is to inspire young people and their desire to be life-long learners and the motto is Believing in Achievement.

February 2017 School Improvement Partner (SIP) Report stated:

- Oak Training offers additional accreditation opportunities for targeted pupils within own mainstream school.
- The provider has a daily record of attendance, behaviour, and the overall progress of the pupils against accreditation criteria.
- Termly pupil progress reports.
- Oak Training has secure working relationships with host mainstream schools.
- Oak Training provides a good teacher (adult) to pupil ratio in teaching sessions.
- The provider has a developing programme of provision to meet the needs of pupils at risk of exclusion from school.

Age range

Key stage 4.

Accreditation

GCSE Photography
BTEC Award in Sport
Certificate in Financial Education
Certificate in Digital Applications

BTEC in Public Services
BTEC Award in Business
Functional Skills in Maths
Functional Skills in English
IT Applications

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.

February 2017 School Improvement Partner (SIP) Report stated:

- Oak Training offers additional accreditation opportunities for targeted pupils within own mainstream school.
- The provider has a daily record of attendance, behaviour, and the overall progress of the pupils against accreditation criteria.
- Termly pupil progress reports.
- Oak Training has secure working relationships with host mainstream schools.
- Oak Training provides a good teacher (adult) to pupil ratio in teaching sessions.
- The provider has a developing programme of provision to meet the needs of pupils at risk of exclusion from school.

Skills 4 U

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Type

Students are able to progress to:

- Skills4U courses, ESF NEET (including transition support and work placements) Study Programme, Traineeship and/or Apprenticeship. All students are offered site visits to college and other training providers.

34 students were referred directly from schools for vocational programmes, students attended between 61% and 100% each month.

Students referred via the Local Education Authority were either partially or permanently excluded from school. Attendance varied from between 67% to 100% each month.

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.

The School Improvement Partner reported the provision has the following strengths:

- Senior management has developed some clear and helpful strategies for regularly monitoring the attendance, behaviour, and progress of pupils.
- A majority of pupils improve their regular attendance and behaviour.
- Pupils' behaviour during this visit was good.
- Tutors regularly mark pupils' workbooks as an aid to supporting their strong working relationships in lessons
- Senior management has ensured that all staff who work in the centre have enhanced DBS clearance.
- The centre ensures that it keeps the local authority and the placing mainstream schools updated on pupils' attendance, behaviour, and some aspects of their academic progress.

Age range

Key stage 3 and 4.

Skills 4 U

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.

2016/2017 Outcomes

During the 2016/2017 academic year 4 excluded students who attended Skills 4 U achieved the following outcomes:

50% of learners achieved Maths Functional Skills at entry level

50% of learners achieved English Functional Skills at entry level

25% of learners achieved English Functional Skills Level 1

25% of learners achieved Maths Functional Skills Level 1

75% of leavers commenced college courses and 25% of learners were classified as NEET

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.



NORTHUMBERLAND

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