

10 things you should know about Alternative Provision Placements



1

All other interventions should have been exhausted before placing a learner into alternative provision. Agreement from all relevant parties is needed to ensure the placement is necessary, appropriate and in the best interests of the learner.

2

Northumberland has a strong framework of alternative education providers. Providers are subject to regular quality assurance checks and are evaluated using the judgements of the current Ofsted framework. Schools are able to use the framework but can also commission provision from other providers.

3

All learners are entitled to full time education (generally 25 hours per week). Learners placed in alternative provision *must remain on their school roll* unless permanently excluded. Learners should study English and mathematics as part of their core offer.

4

When making a decision to place a learner into an alternative provision setting, schools/LA must have regard to The Education (Independent School Standards) Regulations 2014 (<http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>).

5

Schools can arrange alternative provision by referring directly to the provider. The Inclusion Team is available to provide advice and guidance if needed. If the school is a Special school or involves a pupil with an EHCPlan, the SEND monitoring officer will arrange the provision.

6

The school is responsible for all associated costs for the alternative provision for learners who have been identified as “at risk”. This includes transport.

7

Some providers include transport costs but if it is not included the school must arrange and pay for the service.

8

All providers on the Northumberland framework are subject to quality assurance and monitoring checks from the children’s commissioning team, and each has an annual School Improvement Partner visit arranged and funded by the local authority. The visits cover all aspects of monitoring, progress, attendance and safeguarding. Schools are responsible for “Keeping In Touch” meetings with the provider, the school and the learner.

9

Learners in alternative provision require regular reviews to assess the ongoing suitability of the placement, to plan for transition back into school or to a post 16 provider. Learners are entitled to receive advice and guidance about their progression route.

10

Learners placed in alternative provision should be given clear objectives linked to outcomes. Schools are responsible for ensuring objectives are met and outcomes are evaluated regularly throughout the placement. At the end of the placement outcomes should be reviewed to determine the success of the intervention.



INCLUSION



01670 623412



Webpage:
[Inclusion and the Virtual School](#)



Janice Woods



janice.woods@northumberland.gov.uk



Education and Skills Service
Wellbeing and Community Health
Services Group
County Hall, Morpeth
NE61 2EF