



Alternative Education Provision Framework Catalogue 2024

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



Contents

Contents	Page 2
Provision Matrix	Page 3
Welcome	Page 4
Overview & details of types of provision	Page 5
General requirements	Page 5
Local providers (in alphabetical order)	
Academy 21	Page 12
Barnardos	Page 13
Choysez	Page 14
Educ8 Northumberland Ltd	Page 15
Engage-Ed Ltd	Page 16
Equal Education	Page 17
Evolve Sports Academy	Page 19
Fresh Start in Education	Page 20
Head Start Education	Page 21
Hexham Youth Initiative	Page 22
Inspire	Page 23
Oak Training	Page 24
Sophia High	Page 26
Stomping Grounds	Page 27
Targeted Provision	Page 28
Total Tuition	Page 29
TP Tutors	Page 30
Tutor Doctor	Page 31

NB: we operate a dynamic purchasing system (DPS) which means that new providers can submit a tender at any point. We will up this catalogue periodically.

Appendices

Appendix A—Provider/Provision elements check	Page 33
Appendix B—Legal guidance regarding registration	Page 33
Appendix C—Model Referral Form	Page 34

Provision Matrix

Provider	Key Stages				
	KS1	KS2	KS3	KS4	Post 16
Academy 21		✓	✓	✓	✓
Barnardos					✓
Choysez			✓	✓	
Educ8 Northumberland Ltd			✓	✓	
Engage-Ed Ltd			✓	✓	
Equal Education	✓	✓	✓	✓	✓
Evolve Sports Academy			✓	✓	
Fresh Start in Education	✓	✓	✓	✓	✓
Head Start Education			✓	✓	
Hexham Youth Initiative			✓	✓	
Inspire			✓	✓	
Oak Training			✓	✓	
Sophia High		✓	✓	✓	✓
Stomping Grounds	✓	✓	✓	✓	✓
Targeted Provision	✓	✓	✓	✓	✓
Total Tuition	✓	✓	✓	✓	
TP Tutors	✓	✓	✓	✓	
Tutor Doctor		✓	✓	✓	





Welcome

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

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

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

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

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

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

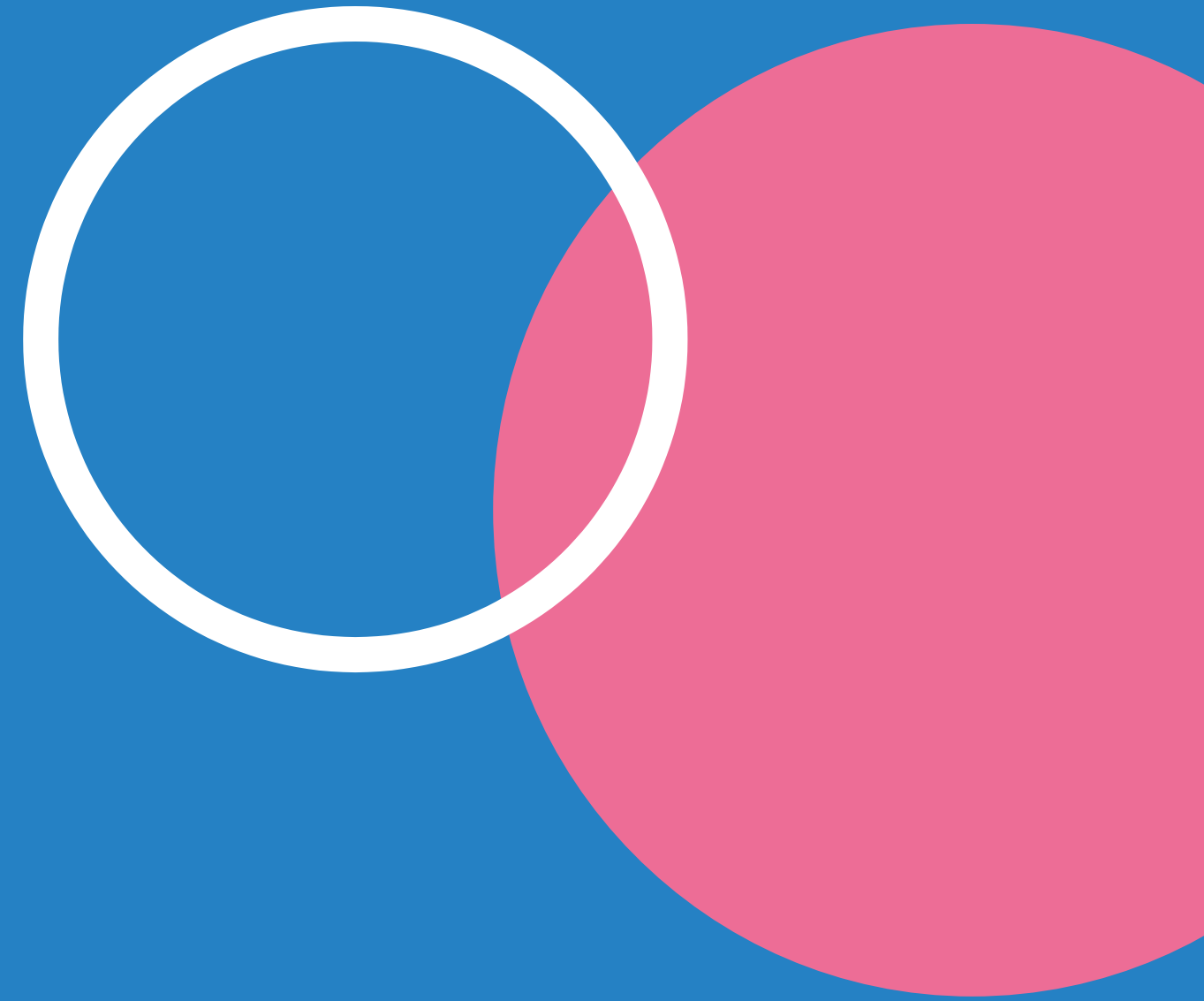
Explore this Alternative Provision Catalogue to see the wide-ranging options available to ensure that permanently excluded learners have access to a high quality of alternative education.

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

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

A Kingham

Audrey Kingham
Executive Director of Children, Young People & Education
Northumberland County Council



“There will be obstacles. There will be doubters. There will be mistakes. But with hard work, there are no limits.”

Michael Phelps

Overview

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

The Framework does not include the following:

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

Details of types of provision

This tender is divided into 3 tiers and 6 lots or categories of provision:

Tier 1 – Primary Learning (PEX)		Accredited Qualifications
Lot 1	Ofsted Registered Provision - Full Time or Part Time Places offered On Site	Yes
Lot 2	Unregistered Providers – Part Time Placements (In line with Statutory School Obligations)	Yes
Tier 2 – Supplementary Support: <u>To be used by exception (PEX)</u>		
Lot 3	Unregistered Providers – Part Time Enrichment (Usual Maximum 2 Full Days)	No or partial i.e., without English and maths
Lot 4	Unregistered Providers – Tuition (Part Time/Part Days)	Yes
Lot 5	Ofsted Registered and Unregistered Providers – Virtual Learning (Part Days)	Yes
Tier 3 – Transitional Support: <u>To be used by exception (Post 16)</u>		
Lot 6 – Post 16	Unregistered Providers – Part Time Placements for Post 16 Students	Yes

All lots relate to pre 16 statutory education unless otherwise stated.

Where it is necessary for a young person to attend more than one part time provision, at least one should lead to the opportunity for the young person to achieve qualifications and together the offer should deliver the full curriculum.

Each lot can be further described as:

Tier 1 – Primary Learning (PEX)

Lot 1 – Ofsted Registered Provision (Full Time or Part Time Places)

This offer is seeking to identify independent Alternative Providers who are registered with Ofsted to provide alternative education for permanently excluded children. The aim is to enable access to appropriate, high quality learning experiences and qualifications which match with Ofsted’s and the DfE’s curriculum expectations and the high standards set by the Council. It must be emphasised that there is an expectation that most students will return to school after an appropriate period and for older students' progression onto an apprenticeship, sixth form or training provider will be part of the defined offer.

Summary	
Offer	Full time or part time/full days
Key Stages	1,2, 3 and 4
Staff: Child Ratio	No more than 1:8
Qualifications	Required
Ofsted Judgement	Minimum of good to join DPS
Premises	Owned or leased premises where access to study area is on an exclusive use basis. Located within Northumberland or within a 15-mile radius and in line with Ofsted expectations

Tuition should be delivered on a small group basis and whilst it is accepted that group sizes will vary, the expectation is that the ratio will be no more than 1:8.

In most instances the pupil will be placed on roll and attend the provision for 5 days per week, Where, in exceptional circumstances, part time provision is accessed then this will provide part of a package that, as a whole, delivers the full curriculum necessary to secure appropriate learning experiences and qualifications for individual students. For example, a certain number of days per week, with the student spending the rest of the week with a second alternative education provider.



The provider should be aware that it will be the responsibility of the Ofsted registered setting to have oversight of the overall education package although the Council may commission 2 separate placements. For clarity, the Ofsted registered provision or “main provider” should not subcontract education to unregistered Alternative Provision without the prior written consent of the Council. Where this is agreed by exception, then the expectation would be that there will be a proportionate reduction in the daily rate payable by the Council to the Ofsted registered provider.

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

Lot 2 – Unregistered Providers – Part Time/Full Day Placements Offering Qualifications (Offered in line with Statutory School Obligations)

This offer is seeking to identify independent Alternative Providers who although they are NOT registered with Ofsted are able to provide high quality alternative education for permanently excluded pupils which leads to the opportunity of qualifications, with a focus on English and maths. This offer is intended to ensure high quality, appropriate learning experiences and access to qualifications that match with Ofsted’s and the DfE’s curriculum expectations and the high standards set by the Council. It must be emphasised that there is an expectation that most students will return to school after an appropriate period and for older students' progression onto an apprenticeship, sixth form or training provider will be part of the defined offer.

Summary	
Offer	Full time or part time/full days taking note of the Statutory School Obligations
Key Stages	1,2, 3 and 4
Staff: Child Ratio	No more than 1:8
Qualifications	Must lead to the opportunity of accredited qualifications with a focus on English and maths
Ofsted Judgement	N/a
Premises	Owned or leased premises on an exclusive use basis located within Northumberland or within a 15-mile radius and in line with Ofsted expectations.

Tuition should be delivered on a small group basis and whilst it is accepted that group sizes will vary, the expectation is that the ratio will be no more than 1:8.

Where part time provision is accessed then this will provide part of a package that as a whole delivers the full curriculum necessary to secure appropriate learning experiences and qualifications for individual students. For example, a certain number of days per week, with the student spending the rest of the week with a second alternative education provider. For clarity, this lot requires Providers to offer a broad curriculum offer, including English and maths and to be either registered as an exam centre or be able to facilitate access to exams.

Tier 2 – Supplementary Support: To be used by exception (PEX)

It is the Council’s preference that all children and young people access a Full Time Timetable (FTT) however it is accepted that in exceptional circumstances this may not be possible.

However, it should be noted that lots 3-5 are to be used by the Council in exceptional circumstances only.

Lot 3 - Unregistered Providers – Part Time Enrichment (Maximum 2 Full Days)

Summary	
Offer	Part time/full days taking note of the Statutory School Obligations
Key Stages	1,2, 3 and 4
Staff: Child Ratio	No more than 1:8
Qualifications	N/a - PHSE focus
Ofsted Judgement	N/a
Premises	Owned or leased premises on an exclusive use basis located within Northumberland or within a 15-mile radius and in line with Ofsted expectations.

This lot seeks to identify providers who can provide PHSE activities and support which will complement activities undertaken by another Provider who is leading on learning which will lead to the opportunity to gain accredited qualifications. For clarity, this lot will be used only when it is not possible to access 2 separate providers from lot 1 or lot 2. Providers must be able to support students for a minimum of 5 taught hours per day.

Lot 4 – Unregistered Providers – Face to Face Tuition (Part Days)

Summary	
Offer	Part time/part days delivered by a qualified teacher
Key Stages	1,2, 3 and 4
Staff: Child Ratio	1:1
Qualifications	Leading to Accredited Qualifications
Ofsted Judgement	N/a
Quality Standards	Are aligned to those required by the DfE operated National Tutoring Programme and shown below. For clarity, it should be noted that this arrangement is not part of the National Tutoring Programme https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023
Premises	The venue will be arranged by the Council in a location that is convenient to

Personal tuition refers to the operation of programmes of learning and skills development in non-school settings with the aim of supporting the progression of students who have become disengaged from school-based education.

The Provider will deliver tuition by a qualified teacher on face to face and on an individual basis for approx 12-15 hours per week to have meaningful impact. There may be occasions where group additional tuition is also required, if so, the group will be made of up pupils based on their individual needs. Whilst it is accepted that group sizes will vary, the expectation is that tuition will be delivered on a small group basis with a ratio of no more than 1:4. The price of Group tuition should be proportionate to the cost of delivering 1:1 tuition.

Providers must offer a broad curriculum, including English and maths and to be either registered as an exam centre or be able to facilitate access to exams.

The venue will be arranged by the Council in a location that is convenient to meet the needs of the learner. Under no circumstances should tuition be provided from independently rented premise or the domestic premises of the owner/manager of the Provider organisation or any of the Providers staff. Similarly, tuition will rarely be provided within the home of the young person and will only occur when both the Provider and Council are satisfied that appropriate risk assessments are in place and that there are no viable alternatives.

Minimum Standards

In addition to meeting the more general requirements of the specification the Provider will be expected to ensure:

1. Governance and Management Arrangements

- A clear governance and management structure is in place, with well identified responsibilities and lines of accountability.
- Risk management processes are established throughout the organisation, identifying potential risks and issues, and appropriate controls, mitigations and rectification.
- The organisation complies with relevant legislation.
- Management processes are established to support the effective delivery of tuition.
- Quality management processes for tutoring delivery are established and are used to drive continuous improvement in tutoring standards and learning outcomes.

2. People Management

- Ensure procedures for the selection, recruitment, training and quality review of all personnel comply with employment regulations and laws and safeguarding procedures/ statutory guidance.
- Records for all personnel are maintained, up to date and in line with data protection regulations and UK GDPR.



- The Provider has in place an up-to-date Single Central Record (SCR) of safer recruitment checks, which confirms that their tutors are suitable to work with pupils.
- Human Resources policies are established, all people working within and on behalf of the organisation receive training in these and confirm acceptance / compliance with these policies.
- All personnel have a clear job description, receive relevant training and are subject to regular review of performance.

3. Data Management and Protection

- The Provider manages their data effectively and in accordance with the law.
- Data protection and GDPR policies and procedures are in place along with regular staff training.
- The Provider has in place a clear Privacy Notice and Data Sharing Agreement that outlines the collection and sharing of data, including personal data, with the Council and schools, where appropriate.

4. Reputation Management

- The organisation maintains a positive reputation in line with the objectives and purpose of the agreement
- There are clear and established, rigorous procedures for dealing with any incidents of malpractice and maladministration, complaints and reputational/PR issues.

5. Customer Service

- The Provider will respond to requests from the Council in a timely manner.
- Ensure that bookings made by the Council are fulfilled, or adequate arrangements are made where a booking has to be cancelled.
- Make available to the Council clear, accurate and up to date information on all parts of their provision.
- The Provider has in place a clear policy and procedures to manage complaints which has been shared with the Council and is visible on their website

6. Quality of Tutoring

- All tutors will be required to be qualified teachers in a subject relevant to the area in which they are providing tuition.
- Tutors have received appropriate training and have the necessary skills and experience to be accurately matched to the needs of the pupils they are serving.
- Tutoring delivery methods are aligned with, and complement, the curriculum of any other Provider that the tutors are working with.
- Tutors are regularly observed, and their performance in improving pupil outcomes is evaluated against a competency framework.
- Schedule and plan individual tutoring sessions for learners
- Provide tuition that is appropriate for the individual's needs and study level
- Prepare learners for exams or tests required for acceptance to education or training opportunities
- Assess any barriers to students' study progress
- Maintain up-to-date knowledge of the curriculum content and qualification frameworks you're providing subject tuition in
- Use relevant tutoring methods and materials

7. Quality of Support

- The Provider makes effective use of stakeholder feedback to analyse the quality of support provided through tutoring and its impact on pupil outcomes to drive continuous improvement.
- The Provider is conscientious in its approach to supporting tutors, making available time and resources to ensure that they can receive timely advice and support when needed.
- The information gained from observations of tutoring accurately identifies tutor support and training needs.

8. Partnerships and Communication

- The Provider demonstrates effective working partnerships with the Council and other Alternative Providers with a shared aim to promote improved learner outcomes.
- The Provider works collaboratively with the Council and other Alternative Providers to ensure the impact of tutoring on pupil outcomes targets next steps in learning.

Lot 5 – Unregistered Providers – Virtual Learning (Part Days)

Online tuition refers to a form of teaching on a one-to-one basis that takes place over the internet in real time. (For clarity, pre-recorded sessions are not accepted.) Online tutoring must involve a “real person” who is able to support and guide the learner with the aim of supporting progression.

Summary	
Offer	Part time/part days
Key Stages	1,2, 3 and 4
Staff: Child Ratio	Variable
Qualifications	Leading to Accredited Qualifications
Ofsted Judgement	Registered with Ofsted to comply with the DfE's online accreditation scheme
Premises	N/a
IT Security	Comprehensive

The Provider will deliver online tuition on an individual basis for approx. 12-15 hours per week to have meaningful impact and may either be Ofsted registered, (where this is current practice) or unregistered.

Online learning will be accessed by pupils from home or other appropriate setting as agreed by the Council. And should be able to be operated through a range of devices, (such as PC, laptop or tablet).

Providers are to offer a broad curriculum offer delivered by a qualified Teacher, including English and maths and to be either registered as an exam centre or be able to facilitate access to exams.



Minimum Standards

In addition to complying with the Minimum Standards required for Lot 4 (Face to Face Tuition) the Provider must:

1. Video Conferencing

- Ensure that tutors:
 - Have a complex password to access the system: This means having a mixture of numbers, letters, capitals, and possibly special characters.
 - Do not share their login credentials with others. No other members of the household should know or be able to guess password(s).
 - If passwords are written down (which should be a last case scenario) they must be stored securely (e.g., in a locked drawer or in a secure password protected database).
 - Never leave passwords on display for other to see.
 - Avoid accessing video conferencing facilities on a mobile phone
 - Do not record calls without prior permission of the Council.
 - Ensure IT settings are fixed so that other users on the call cannot record the conversation covertly
 - Screen share facilities should be used rarely and should contain no personal data where possible to prevent unauthorised screenshots being taken
 - Do not send chat logs
 - Take control of the meeting: The tutor must run the session, set the ground rules (such as making it clear there is to be no recording) and also to set rules on chat etiquette (such as asking users to raise their hand before speaking).
 - Do not give out personal email addresses and numbers to learners. Providing personal details such as phone numbers, social media accounts or email addresses are forbidden in any circumstances.
 - Report any behavioural or safeguarding concerns to the Council immediately.
 - Be careful of what is on display in their background removing any material which could be construed as inappropriate or offensive
 - Are appropriately dressed to conduct sessions with pupils.

2. Overseas Tutors

- Any provider using overseas tutors must apply robust checks and policies to ensure both tutors and pupils are afforded comparable protections as with tuition taking place wholly within the UK.
- Overseas tutors should demonstrate compliance with GDPR, criminal record checks, policies that ensure fair pay and conditions for overseas staff including the provision of appropriate qualifications.
- Providers will be required to obtain and provide an Enhanced UK DBS certificate with children's barred list check even if they have never been to the UK.

3. Quality of Tutoring

- Online tutoring must be supported by effective technology to ensure continuity and quality of delivery.

4. Technical Considerations

- In the event of a technical failure with the Provider which results in the loss of online capability then the Provider must seek to restore the service as quickly as possible and reschedule the session if more than 50% of the session time is lost
- In the event of a technical failure with the Pupils technology then the Provider must notify the Council immediately that the session has not been able to take place.
- The Provider must be able to provide the Council with evidence of lesson interaction and attendance.

Tier 3 – Transitional Support: To be used by exception (Post 16)

Lot 6 – Unregistered Providers – Part Time Placements for Post 16 Students

It is the Council's preference that all Post 16 students access registered provision however it is accepted that in exceptional circumstances this may not be possible.

Where a young person aged 16 or 17 may be at risk of becoming NEET (not in education or training) then the Council may commission short term support with the expectation that the student will progress after an appropriate period into registered education, an apprenticeship, or training provider.

Summary	
Offer	Part time Post 16 education for Year 12 students
Key Stages	Post 16
Staff: Child Ratio	According to need
Qualifications	Must lead to the opportunity of accredited qualifications
Ofsted Judgement	N/a
Premises	Located within Northumberland or within a 15-mile radius meeting all

This lot seeks to identify Providers who are unregistered and deliver tuition on either a group basis or 1:1 basis. Whilst it is accepted that group sizes will vary, the expectation is that tuition will be delivered on a small group basis with a ratio of no more than 1:8. Providers must offer a broad curriculum, including English and maths and to be either registered as an exam centre or be able to facilitate access to exams.

Whilst full time Post 16 education is defined as 540 hours per annum it is likely that access will be limited to a few hours per day to reflect the student's needs.

General Requirements

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

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

School Statutory Obligations

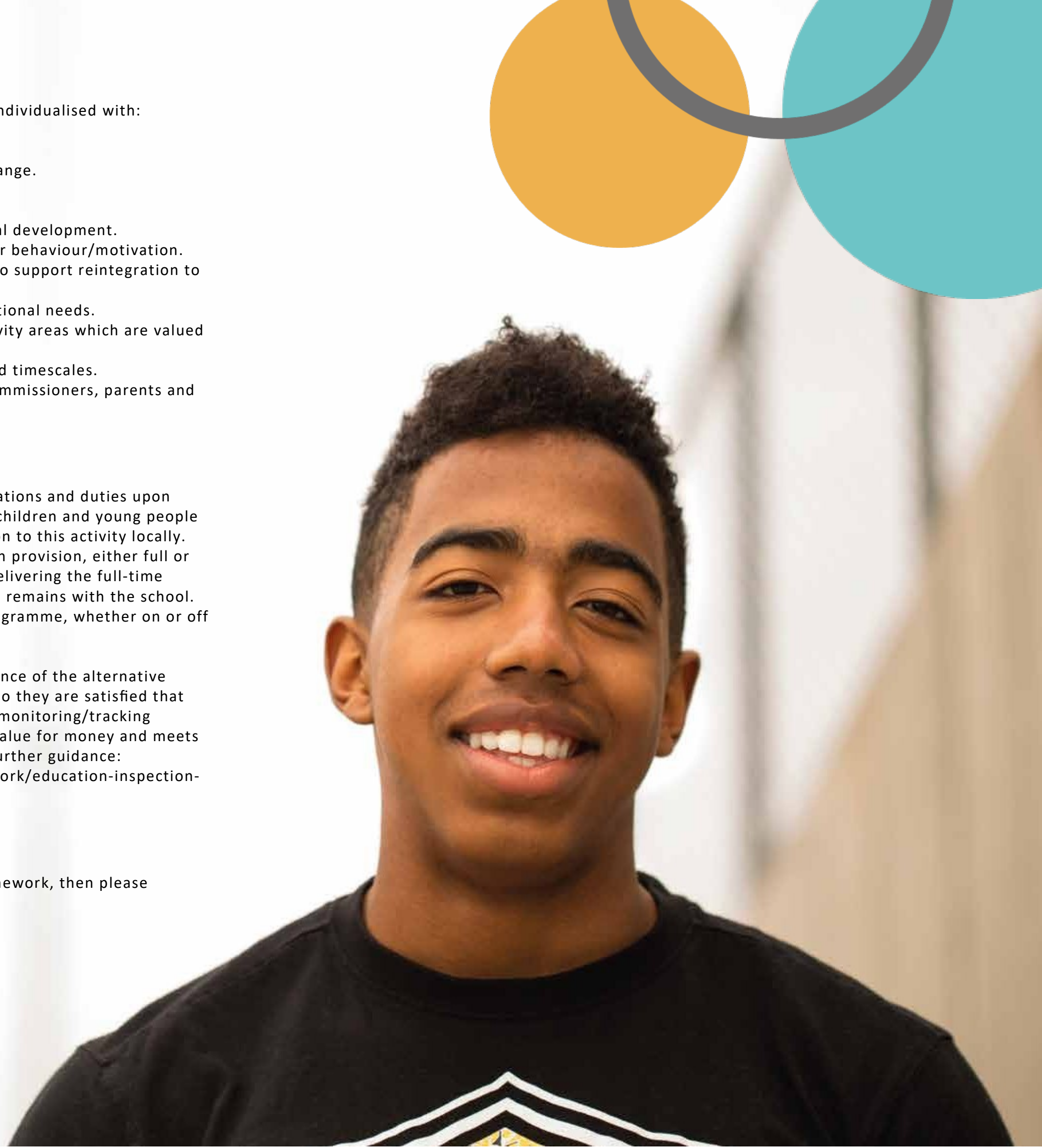
The Framework does not remove or affect any of the statutory obligations and duties upon schools in relation to the provision of education or the exclusion of children and young people from school. Further, it does not affect the agreed practice in relation to this activity locally. Any child or young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

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

Get In Touch

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

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



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

Now or Never by Kendrick Lamar



Academy 21

Contact: Geraldine Bell
Address: 6th Floor – 3 Burlington Gardens, London, W1S 3EP
Telephone: 0800 208 8210/07794225310
Email: geraldine.bell@academy21.co.uk
Website: www.academy21.co.uk
Provision Category: Lot 5

About Academy21

Academy21 are the UK's leading online alternative provision specialists. We work in partnership with schools and local authorities to provide students who have additional needs or challenging circumstances with access to the high-quality education they need and deserve. Together we can make a profound difference to the lives of our students.

We combine unparalleled expertise and knowledge with a deep understanding of the needs of students and schools from nearly 20 years of leading the online education sector. Together with our fully qualified teaching staff, focus on welfare, safeguarding, and renowned customer support, we've created the most comprehensive online alternative provision available today.

Students benefit from our fully qualified, subject specialist teachers and fully live delivery that is responsive to their needs. With regional partnership managers to support schools and Local Authorities from start to finish. We are dedicated to providing the highest levels of service and the most efficient commissioning process for every partnering school. We can enrol new students in as little as two working days and schools can see their students progress via the 24/7 purpose-built reporting system, together we really can make a difference!

Pastoral Support Offered:

- A focus on mental and emotional well-being within the PSHE curriculum.
- Regular one-to-one tutorial sessions to discuss goals, aspirations, and any barriers to learning.
- Activities and curriculum content that promote personal growth and resilience.
- Continuous monitoring and support to ensure a smooth transition back to mainstream education or other pathways.
- Access to additional resources and support for students with SEND.
- Encouragement of student voice and active participation in their own learning journey.

Service Provider Benefits:

- Personalised Timetables
- Live Lessons
- Inclusive Curriculum
- Rapid Enrolment
- Comprehensive Support
- Progress Monitoring

Service Provider Outcomes:

1. Students are well-prepared to transition back to mainstream education or other future pathways.
2. Learners are given the opportunity to gain qualifications that are recognized and valued, such as GCSEs or Functional Skills.
3. Improved social skills and the ability to interact confidently in various settings.
4. Increased digital literacy through the use of innovative online learning tools.
5. Strong foundation in literacy and numeracy across all subjects.





Barnardo's

Address: Barnardo's ETS North
Youth Village
Hudson Street
North Shields
Tyne and Wear
NE30 1DL

Telephone: 0191 296 33 67

Email: palmersville.project@barnardos.org.uk

Age range: Post 16

Entry Requirements: No formal entry requirements needed.

Provision Category: Lot 6

Enrollment Details:

To learn more about the choices open to you, start dates, how to enrol, and help with costs, contact the team.

At Barnardo's we care about your future. Our Employment, Training and Skills courses are tailored to ensure you can reach your full potential. We will help you to build your confidence and equip you with the skills and knowledge expected by today's employers. We work with multinational, UK and local Employers in a wide range of industries to support you into employment, apprenticeships and training.

Enrol with us to:

- Benefit from quality accredited programmes.
- Gain hands-on work experience.
- Learn from skilled and supportive tutors.
- Have access to excellent facilities.
- Meet like-minded learners.

Accreditations:

- Painting and Decorating (Level 1 & 2)
- Multi Skills Construction (Level 1)
- Hairdressing (Level 1 & 2)
- Beauty Therapy (Level 1 & 2)
- Retail (Level 1 & 2)
- Customer Service
- Business Administration
- Warehouse and Storage (Level 1 & 2)

Choysez

Centre Manager: Chris Conroy
Address: 2 Gooch Avenue, Barrington Industrial Estate, Bedlington, NE22 7DQ
Telephone: 01670 821 515
Email: admin@choysez.org
Type: An all-girls alternative provision offering classroom-based work in our purpose-built facility in Bedlington
Age range: Key Stage 3 and Key Stage 4
Provision Category: Lot 2

Hours/Days per week and start/finish times: Monday-Friday, 9:30am – 2:30pm

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

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

Accreditations:

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

2023 Outcomes

- GCSE English (1x Grade 1, 1x Grade 2, 1x Grade 3, 1x grade 4)
- GCSE Maths (1x Grade 2, 1x Grade 3, 2x Grade 4)
- GCSE Geography (1x Grade 3)
- BTEC Health and Social Care (2x Level 2)
- ASDAN Hair and Beauty (6x passes)
- Functional Skills Maths (2x fails, 1x pass)
- Functional Skills English (3x fails, 1x pass)
- ASDAN Expressive Arts (4x passes)
- ASDAN PHSE (1x pass)

Certificates:

- PHSE x9
- PDP x14
- CoPE x7
- WKS: ILP x4
- WKS: WWO x3
- WKS: PS x3
- Skills Development x11
- Roadwise x5
- Beliefs & Values x5
- Foodwise x3
- CoPE x1
- WKS:ILP x1
- Citizenship x3

2021 outcomes:

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





Educ8

Northumberland Ltd

Director: Jevon Payne
Address: 19 High Market, Ashington, Northumberland,
NE63 8NE
Telephone: 0191 691 1819
Email: northumberland@educgroup.com
Age Range: Key Stages 3 and 4
Provision Category: Lot 2

Referral Details: We can offer 4 full time places for learners not in care or on a EHCP.

About our School

We have two spacious classrooms fitted with interactive whiteboards to allow inclusive learning to take place. Each classroom is specific to the vocational topic we teach. All Learners have access to a gym and sports facilities via a local sport centre close by and they have access to a mechanics workshop on site. Learners also have access to a new rewards room in line with our REACH reward scheme. We have a great local partnership with a primary school who provide learners with a warm, freshly cooked meal daily.

Our Curriculum

Every learner studies Functional Skills Mathematics & English. Learners also pick a minimum of one vocational topic to study and we currently offer Construction and Health & Social Care. We also deliver PSHE lessons focused on giving life skills to each learner and helping them to prepare for their post-16 journey. PSHE is individualised and specific to each learner. Last year 96% of learners progressed onto a college course or the next step of their qualification with Educ8. 70% of learners achieved a BTEC Level 1 Qualification.

Specialism:

- Our curriculum closely matches that of an independent school and is an intention of ours to be approved by OFSTED no later than 24-25 academic year.
- We specialise in working with learners who with additional support can reach level 1 standard with more individual support.
- We have three staff members working with around 15 learners each day.
- We are not behaviour specialist providers where learners require 1 to 1 support.

Accreditations: We offer a range of vocational qualifications, maths, English, PSHE, PE amongst others.

Engage-Ed Ltd

Director: Jackie Brothwood
Address: Windyridge, East Ord, Berwick-Upon-Tweed, United Kingdom, TD15 2NS
Email: jackie.engageed@gmail.com
Age Range: KS3 and KS4.
Provision Category: Lot 2

About Engage-Ed:

Engage-Ed Ltd is an Alternative Educational Provision based in Berwick-upon-Tweed and has been trading since November 2023.

We provide education - academic, vocational, and pastoral – to students in KS3 and KS4. Staff are highly inclusive and always do what's best for the student. Our student-centred approach is our key value and we always put the students' needs first.

Engage-Ed excels in building confidence, raising self-esteem, lowering anxiety along with offering academic and vocational qualifications, careers advice and guidance and life skills. We are committed to reintegration back into mainstream school and work closely with schools to facilitate this.

What we offer:

We at Engage-Ed offer consistency, structure, and routine along with a listening ear. Staff offer firm but fair boundaries and build solid relationships with our students and parents/carers.

We offer the following qualifications:

KS3

- Functional Skills English L1
- Functional Skills maths L1

KS4

- GCSE English Language
- GCSE Maths
- Functional Skills English L2
- Functional Skills Maths L2



Equal Education Ltd

Co-CEOs and Co-Founders: Kim Rihal & Paul Singh
Address: 110 Wigmore Street, London, W1U 3RW
Telephone: 0333 305 0850, 07825 587615
Email: partnerships@equaleducation.co.uk, kim@equaleducation.co.uk
Type: 1:1 personalised education with qualified teachers, either face to face or online.
Team: Qualified teachers with QTS or equivalent qualifications
Age Range: All key stages
Provision Category: Lot 4

Hours/Days per week and start/finish times:

Any times & days that work for the student as we arrange this on a 1:1 basis.

Referral details:

Individual referrals accepted. Lead time is dependent on F2F or online, committed to 5 working days. As we work on a 1:1 basis, our learning programmes are personalised to each learner and this begins with our Referral process. We request all information on the student, including likes/dislikes, so our tutor can plan according to their interests, supporting engagement in learning.

Our tutors are trained in supporting Children Looked After (CLA), those with Special Educational Needs and Disabilities (SEND), Unaccompanied Asylum Seeking Children (UASC) and permanently excluded pupils (PEX).

We are able to lease devices for online learning, including iPads and dongles, to ensure all learners have access to education. These are device managed so are secure and appropriately safeguarded.

Accreditations:

We organise exam arrangements on an individual basis, including:


- Functional Skills - English & Maths
- GCSEs - all subjects
- BTEC
- A-Levels

Outcomes:

Outcomes include improved student outcomes such as increased self-confidence, engagement, attendance, attainment and school reintegration. We have prepared and entered students into GCSE and Functional Skills exams to enable them to gain qualifications and progress into Employment, Education and Training.

Pupil surveys suggested an increase in engagement (87% agreed), improved academic understanding (87% agreed) and tuition helped them in general (87% agreed). 90% of pupils would recommend tuition to other pupils.





**“Create the highest, grandest
vision possible for your life,
because you become what you
believe.”**

Oprah Winfrey



Evolve Sports Academy

Centre Manager: Michael Snaith
Address: Craik Park, Morpeth, Northumberland, NE61 2YX
Telephone: 07305617777
Email: michaelsnaith@evolvesportsacademy.com
Type: Alternate education provision that provides sports coaching alongside recognised qualifications. This provision is open to both boys and girls that have a keen interest and passion for sports.
Team: Qualified PE Teachers and Sports Coaches deliver the programme.
Age Range: 11 – 16 Years old (secondary school age).
Provision Category: Lot 2

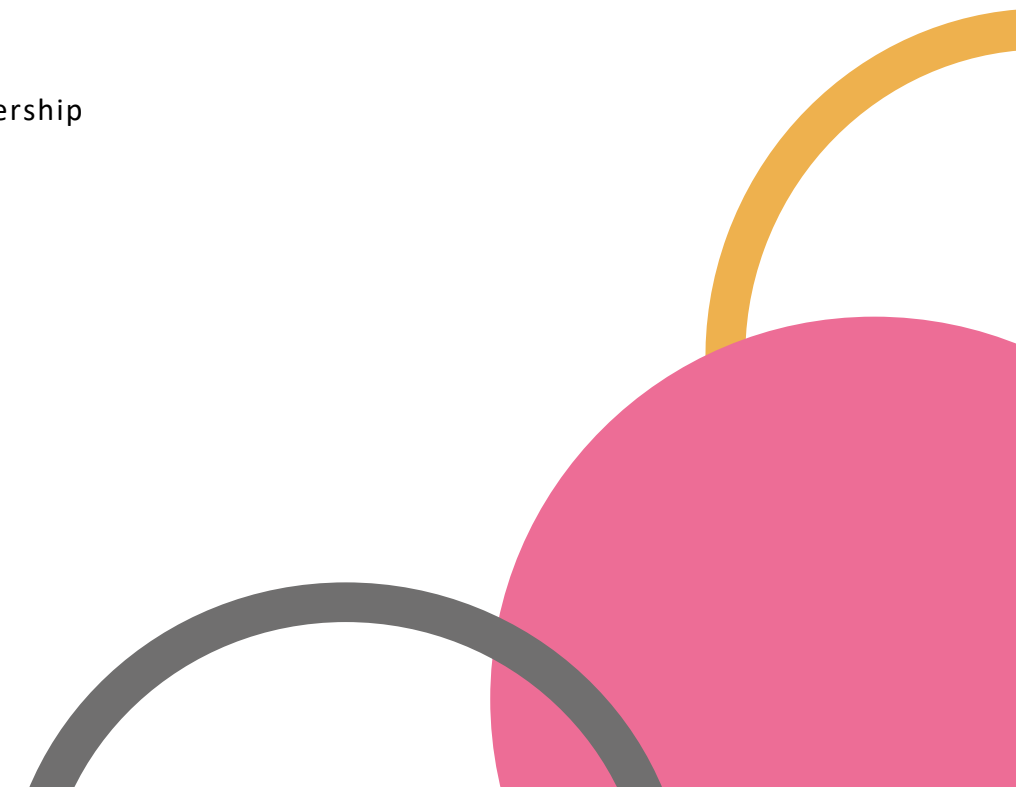
Days/ Hours per week and start /finish times:
Monday – Friday. Start time 9:30am, finish time 2.00pm.

Referral details:
Individual/group referrals accepted depending on the size of the group. We operate on a half-term to half-term commitment with placements.

About Us:
Evolve Sports Academy is an alternative education sports coaching programme. Using sport as a tool, we deliver qualifications in Sport and Functional Skills to secondary school students who have been excluded / at risk of exclusion from school. Alongside delivering academic qualifications, we have a specific focus on developing young people with fundamental life skills. Our aim is to create an environment where each individual student can achieve their full potential.

Accreditations:
Level 2 in Community Sports Leadership
Functional Skills Maths Level 1
Functional Skills English Level 1

Certification:
Level 2 in Community Sports Leadership



Fresh Start in Education

Registered Office: 2nd Floor 32-33 Watling Street, Canterbury, Kent, United Kingdom,
Telephone: 0191 691 0884 (North)
Email: development@freshstartedu.co.uk
Provision Category: Lot 4

About Fresh Start:

Fresh Start in Education are the UK's specialists when it comes to providing interim support to young people who are having difficulty accessing education. For over 10 years we have been working with children and young people of all ages, with or without an EHCP, providing support in the home or local community. With a 94% success rate for reintegration we are confident that with the right assistance, every young person can be supported to reach their potential. Our engagement and education packages are bespoke, tailored to the needs of each individual student. Whether you have a young person who is 5, 15 or 25, we can get them back on the path to success.

Our Services:

We are constantly developing new services to meet the needs of the students referred to us.

- Students who are excluded or out of school; interim engagement and education service designed to help students that are struggling with or out of education for an reason.
- Complex needs; we work with students who have complex needs ranging from Autism to Profound Multiple Learning Difficulties.
- Careers, employability and independence programme; designed for any student, including those with special educational needs, this provides one-to-one person-centred interventions, guidance, advice, and holistic support to advocate skills that enable them to increase opportunities to become employable.
- Y11 PEP support.
- Face to face tuition online at home.
- De-escalation training for schools and colleges; our 'Hands Off!' course teaches de-escalation and management of difficult behaviours in groups, without any physical intervention.
- Keep-in-Touch; online mentoring and support session for students whose Fresh Start provision has come to an end.
- Coaching for schools; 1:1 online coaching for staff.

As well as providing specialist one to one support, we also work in partnership with schools and Local Authorities to provide bespoke packages of intervention. This can include, but is not limited to:

- Primary inclusion support.
- Youth offending team projects.
- Transition support.





Head Start Education

Company Director: Simon Barber
Addresses: Unit 3, Bolam Business Park, Bassington Drive, Cramlington NE23 8AL
Unit 10, Merchant Court, Freeman Way, Ashington NE63 0YB
20 FT Scott St, Hartford, NE23 3AR
Unit 10, Enterprise Court, Cramlington, NE23 1LZ
Telephone: 01670 708130 (Cramlington), 01670 281501 (Ashington) or 07860 260129
Email: jenny.armstrong@headstart-education.com
Age range: Key Stages 1, 2, 3 & 4
Provision Category: Lot 2 & 4

Hours/Days per week and start/finish times: Monday – Friday 9.30-2:30pm. 1:1 Tuition Monday – Friday 9.00-11am and 12.00-2.00pm.

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

At Head Start, our mission is to provide our students with a supportive and bespoke educational experience. We strive to break down barriers to learning for disengaged students, equipping them with the skills they need in order to have a successful future. All students are provided with a flexible education programme tailored to meet their individual learning needs, supporting them to gain formal qualifications as well as vocational opportunities to achieve the hands on experience and skills needed to progress into further education, employment or training. At Head Start we offer; high quality teaching from qualified staff, industry standard facilities and resources, links with local employers and colleges, high quality careers and advice, pastoral support, advice and mentoring, and innovative, active learning - 'real work'.

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

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

Accreditations:

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

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

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

2023 outcomes:

- Functional Skills English- 9 students
- Functional Skills Maths- 9 students
- GCSE English Language- 14 students
- GCSE English Literature- 14 students
- GCSE Maths- 14 students
- GCSE Science- 14 students
- AQA awards- 12 students
- 50% reduction in students who are classed as NEET since 2020

2021 outcomes:

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

Hexham Youth Initiative

Centre Manager: Keda Norman
Address: Community Centre Gilesgate, Hexham NE46 3NP
Telephone: (Office) 01434 607 350
Email: keda@hexhamyi.org.uk
Age range: Key Stage 3 and Key Stage 4
Provision Category: Lot 2 & 4

Hours/Days per week and start/finish times: Monday-Friday 9:30am – 2:30pm

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

About Us:

Hexham Youth Initiative was set up in 1998 by a concerned group of community leaders, to provide much needed facilities, activities and support for children and young people in Hexham and the Tyne Valley area.

Alongside our busy schedule of activities and clubs we run a number of Youth Support Initiatives. We're here to listen and help young people get the support that they need.

We offer practical and emotional support so that young people can move forward with confidence, knowing that we are right beside them every step of the way.

Our Current Youth Support Projects include:

- One to one support
- Alternative education
- C-card scheme.

Accreditations:

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

2021 Outcomes:

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





Inspire

Unit Lead: Lucy Coull
Address: Inspire, Unit 20 Spencer Court,
Riverside Business Park, Blyth NE24 5TW
Telephone: 07501330255
Email: lucy.coull@inspire-alted.com
Type: Prevention of exclusion and re-engagement into learning
Team: Provisions in Blyth and Alnwick
Age range: Key Stage 3 and 4
Provision Category: Lot 2 & 4

Hours/Days per week and start/finish times: Monday-Friday 9:30am – 2:30pm

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

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

At Inspire we offer:

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

Referring schools/LA's will receive regular and robust feedback on student progress, including: Daily attendance updates and daily progress trackers, including agreed student/mentor SMART targets and lesson by lesson attainment and behaviour progress Half termly reports that include subject attainment overviews and assessment data to ensure progress is being made

Accreditations:

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

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

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

Oak Training

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

Hours/Days per week and start/finish times: Monday – Friday 9:30am–2:30pm

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

THE TYPES OF PROGRAMMES OFFERED ARE:

IT Applications for Schools

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

GCSE Photography - Light and Lens based

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

Accreditations:

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


2023 Outcomes:

- GCSE Art & Design: Photography - 2x Grade 3, 4x Grade 4 and 2x Grade 5
- BTEC Tech Award: Enterprise - 7 passes (1x distinction, 6x Level 2)
- Functional Skills: English - 10 passes
- Functional Skills: Mathematics - 10 passes
- Early Entries: BTEC Tech Award: Enterprise - 5 passes, Functional Skills: English - 6 passes, Functional Skills: Mathematics - 5 passes

2021 outcomes:

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





**“Don’t be afraid. Be focused.
Be determined. Be hopeful. Be
empowered.”**

Michelle Obama



Sophia High

Centre Manager: Melissa McBride
Address: The Engine room, Battersea Power Station, SW11 8DZ, UK
Telephone: 0204 534 8954
Email: admissions@sophiahigh.school
Provision Category: Lot 5

About Sophia High:

Sophia High School is a full time online education provider for children between the ages of 4 to 18 offering the U.K. National Curriculum for England. Sophia High was the first online school to be evaluated by Ofsted in Sept 2023 against the Online Education Accreditation Scheme standards, and is the first U.K. Online School to be accredited by the Department for Education (DfE) (OFSTED)

Team: Staffed by PGCE Teachers with QTS

Age range: Key Stage 2 to Key Stage 5 **Costs:** range between £65-£106 per day based on placement/needs.

Hours/Days per week and start/finish times: Monday - Friday, 8.10am - 4pm

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

Our core aim is to provide an alternative online learning environment that follows the UK National Curriculum for students who find attending mainstream schools challenging. We pride ourselves on creating an inclusive and supportive learning environment with small class sizes to enable students to feel confident enough to re engage in learning. Students can join our full time programme or on a 1:1 tuition basis.

Sophia High's curriculum develops confidence, skills and character necessary for success beyond Post 16 education. We offer UKNC for English, Maths and Science, and IPC/IMYC for other subjects prior to GCSE/A Levels. We also offer a breadth of meaningful qualifications to support progression and develop opportunities for children beyond academics, including Esports Leadership, game design development, entrepreneurship via our venture simulation studio and focus on Global Citizenship and the Sustainable Development Goals.

Accreditations:

IGCSE English Language, English Literature, Maths and Combined/Triple Science
AQA English Language, English Literature, Maths and Combined/Triple Science

Stomping Grounds

Company Director: Sophie Watkinson
Address: Moor Rd, Prudhoe, NE42 5PA
Telephone: 07736 990 489
Email: sophiew@stomping-grounds.org
Age range: 2-7 years (Kindergarden); 5-18 years (Specialist Provision)
Provision Category: Lot 3

What is it?

Forest School is an educational ethos which develops confidence, creativity and communication skills through long term participant-led experiences in a woodland/natural environment. This setting offers opportunities for children to develop a connection with the natural world. It is learner-led and responsive to individual needs and interests. Being learner led means that choice and free play are integral parts of forest school; forest school is a process, not a product. Each of our practitioners develop their approach through observation, planning and building relationships with their participants; in this way, our sessions cater for all learning needs and preferences.

Who is it for?

We recognise that formal schooling is currently not working for some young people. This can often be directly linked to:

- Neurodivergence
- Trauma
- Mental Health

Our provision can support children and young people who:

- Cannot currently access school
- Are accessing school but benefit from additional support
- Have been excluded or are close to exclusion
- Have complex neurological conditions
- Are in residential care, foster care or adopted

Because of the individualised and bespoke nature of our support, we can work with children and young people with many different life experiences and challenges.

Referral Details

Please complete this brief referral form to start the process <https://forms.gle/EfPDS9sy9KkPzsUt6>

Our Team:

Our Bespoke Therapeutic Forest School practitioners are qualified Forest School practitioners, Therapeutic Forest Practitioners, with additional training in Intensive Wellbeing Support in the Outdoors. We are part of a wider network of organisations who share best practice and meet for supervision. We are recognised Forest School Association providers, one of only 2 in the North East, and are Ofsted registered.

Accreditations:

We're excited to offer Maths and English tutoring as part of our bespoke package. Tutoring can be added onto any of our other packages but cannot be delivered as a standalone session. This is because of our unique participant led approach.





Targeted Provision

Key Contact: Fabia Crole
Telephone: 020 7153 4262
Email: referrals@targetedprovision.com
Age Range: Early years through to aged 25
Provision Category: Lot 4

Hours / Days per week: Monday - Friday from 9 am to 6 pm, plus evenings and weekends if requested.

Referral Details: Please get in touch via our [enquiry form](#) and we will get back to you the same day.

About Targeted Provision:

Targeted Provision delivers one-to-one tuition and mentoring for young people whose needs are not being met in the school environment.

We provide education tailored to the individual needs, interests, and targets of each learner, from early years through to aged 25, who:

- Have SEND (including those with EHCPs)
- Have SEMH needs
- Are experiencing Emotionally-Based School Avoidance
- Are care-experienced
- Are permanently excluded or at risk of permanent exclusion.
- Are known to the Youth Offending Team
- Are medically unable to attend school
- Require additional support to reintegrate into a full-time provision

We are committed to providing support that goes beyond standard provision, focusing on holistic development that not only addresses academic outcomes but also social, emotional, and mental health needs. Our approach is based on relational learning: we know that strong relationships, based on mutual respect and trust, form the foundation for effective learning. We match tutors to learners based on their specific experience supporting young people with similar needs and their demonstrable ability to help them reach their academic and social or emotional targets. We believe that a tutor alone is not enough. We provide a Team Around the Child in the form of SEND Support Team which includes our SENDCo, safeguarding team, and SEND specialist staff. This team is responsible for the pupils' welfare and progress while in our provision and will report on a weekly basis back to commissioners.

Accreditations:

- Registered Functional Skills exam centre for English and Maths Entry Level 3, Level 1 and Level 2
- AQA Unit Awards

2022/23 Outcomes:

- Targeted Provision supported 2046 learners across 146 local authority teams and 218 schools.
- 79% learners made progress towards, or achieved, agreed social and emotional outcomes.
- 87% learners made progress towards, or achieved, agreed academic outcomes.
- 99 learners entered Functional Skills exams and 47 learners achieved a Pass grade.

Total Tuition

Key Contact: Janice Woods
Address: YMCA, North View, Ashington, Northumberland, NE63 9XQ
Email: headteacher@rosewoodindependentschool.com
Age Range: Primary and Secondary; 6-16 years old
Provision Category: Lot 4

Who we are:

We are an education service, alternative provision, and school with proven success in educating hard-to-reach students from 4 Local Authorities and numerous schools across the North-East. We also offer training courses in Positive Handling, First Aid for Mental Health, and 'Through a Trauma-Informed Lens'.

We offer Service Level Agreements to provide bespoke support to schools and groups to reduce the number of exclusions and incidents of challenging behaviour. We do this through provision of a customisable team of staff to your school or group who would be exclusively available for your setting to provide support in centre, remotely, or at an advisory level.

We have an excellent staff team who are experienced and knowledgeable in trauma-informed teaching strategies and who adhere to our ethos of 'building connection before correction.'

We work alongside all professionals involved in a child's education to gain a holistic overview. This allows us to provide targeted recommendations and educational support and teaching specific to the individual needs of the child.

We deliver our services through a trauma-informed lens.

Our services support:

- Permanently excluded children and young people
- Children and young people at risk of exclusion
- Looked After Children/ Children in Care
- Children facing social and emotional challenges
- School refusers
- Children with mental health concerns
- Children with mild to moderate SEN
- Children who have experienced trauma or adverse childhood experiences
- Children with English as an Additional Language

We provide:

- Behaviour Management
- Intervention
- Social, emotional, and mental health support
- Academic support
- Alternative pathways
- Re-engagement services
- Alternative provision (on our site or yours)





TP Tutors

Tuition Manager: Christie Meagher
Telephone: 03330 058699
Email: northtuition@tp-tutors.com
Team: Staffed by PGCE Teachers with QTS and Non-Qualified Teachers
Age Range: Key stage 1, Key Stage 2, Key Stage 3 and Key Stage 4
Provision Category: Lot 4

Hours/Days per week and start/finish times: Monday – Friday 8pm - 4pm

Referral details: Individual or small group referrals.

Overview:

Our tutoring is available for children across a wide spectrum of needs, from those without school places to those at risk of exclusion. Our expertise in working with even the most complex SEND conditions will lay the ground for all your pupils to make meaningful improvements in attainment.

We underpin all our in-person and online tuition programmes through our LEAP management portal which provides actionable insights on student attendance and academic progress.

We have a rich educator pool with over 200,000 educators with a vast array of specialist educational skills, therefore we can bespoke your tuition requirements to fit yourself and the pupils.

Our Tuition Programmes:

- 1-2-1 tutoring and group tuition up to 6 students (F2F and virtual tuition)
- Engagement
- Mentoring
- SEND specialist.
- Transition & reintegration
- Early Years play therapy in the home.
- ESOL tuition – not courses.

Needs that can be met:

- Social, emotional, and mental health needs
- Speech, language, and communication difficulties
- Moderate learning difficulties (MLD)
- Specific learning difficulties (e.g. dyslexia)
- Severe learning difficulties
- Autism (without MLD/SLD)
- Autism (with MLD/SLD)
- Profound and multiple learning difficulties
- Physical disability
- Visual impairment
- Hearing impairment
- Multisensory impairment
- Offending
- School phobic

Tutor Doctor

Company Directors: Neil & Melodie Watson
Telephone: 0191 816 3550
Email: nwatson@tutordocor.co.uk
mwatson@tutordocor.co.uk
Age Range: Key Stages 2, 3 & 4
Location: Tutor Doctor covers the North-East
Hours/Days: Flexible
Provision Category: Lot 4

Referral Details:

Please contact us via telephone or email to discuss your needs or to request an enquiry form.

At Tutor Doctor Newcastle Upon Tyne, we provide holistic personalised academic tutoring for Alternative Provision students, students at risk of becoming permanently excluded or extra top up support around PP students.

The tuition is on a 1-2-1 basis and is flexible to fit around other supportive programmes that may already be in place. We can work collaboratively with other alternative providers. Generally, Tutor Doctor provide Maths, English and Science, but all national curriculum subjects covered in school can be catered for. The tuition is delivered either in a school, online, in the student's home or in a local family hub. Tuition can be either long term or short-term filling a transition gap.

Tutor Doctor Tutors offer:

- High quality teaching from qualified tutors
- Our tutors have a range of experience with working with SEN students
- Tutors can provide pastoral support, advice and mentoring
- Tutors will often prepare a student ready for learning before academic learning can take place through relationship building, building confidence and self-esteem

Referring school / LA will receive a session report after every session detailing engagement, progress and attendance. Where attendance is a concern our education co-ordinator will support and encourage positive attendance.

Accreditations:

We will work with referring school / LA to secure a GCSE or Functional Skills Qualification where necessary.





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

Abraham Lincoln

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 who are:

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

Requirements for entry onto Framework

This comprised evaluation in the following areas of activity:

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

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

Appendix B:

Legal Advice on Registration of 'Alternative Provision'

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

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

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

They fall into 4 main groups:

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

What is an "Independent Educational Institution"?

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

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

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

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



Appendix B (continued)

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

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

Inspection

- All independent schools are subject to a regular cycle of inspections either by: Ofsted
- The Independent Schools Inspectorate, in the case of schools belonging to an association in membership of the Independent Schools Council
- The School Inspection Service, in the case of schools belonging to the Focus Learning Trust or the Steiner Waldorf Schools' Fellowship
- Or by the Bridge Schools' Inspectorate, in the case of schools belonging to the Christian Schools Trust or the Association of Muslim Schools

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

Risk Assessments

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

Accountability of the Local Authority

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

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

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

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

Appendix C: Referral Form

Please complete the [Permanent Exclusion Passport](#) online.



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

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

