

# **Quality Assurance for Alternative Education Provision Policy**

**December 2014**

## 1. Introduction

This policy provides the framework for Cambridgeshire secondary schools to base the arrangements to provide suitable full time Alternative Provision (AP) for permanently excluded pupils, and other pupils who – because of illness or other reasons – would not receive suitable education without such provision. It applies to all pupils who attend all or some of their educational provision in an alternative education setting.

It is based on the **DfE statutory guidance: Alternative Provision: Statutory guidance for local authorities: January 2013** and defines the requirements for safeguarding and health and safety requirements made by all AP providers. [Appendix 1 - DfE Guidance.pdf](#)

It also defines the expectations for the recording and monitoring of the registration, attendance, academic progress and pastoral support of pupils who are wholly or partially educated otherwise than at school and that these are managed equitably and transparently.

**Learners registered with Cambridgeshire schools who receive a curriculum offer which is varied by 20% or more than the mainstream offer shall be considered to be receiving alternative education.**

## 2. Background information

- 2.1 Since 2009 Cambridgeshire has had in place a devolved approach to the provision of alternative education for secondary aged children. Local authority funding for alternative education is allocated to Cambridgeshire schools who have responsibility for arranging or commissioning suitable alternative education for children who cannot succeed in full-time mainstream lessons (due to behavioural or medical needs). The model means that children remain on the roll of their school and school leaders retain responsibility for their attendance, attainment and outcomes.
- 2.2 Rather than acting individually, groups of schools were supported to form Behaviour and Attendance Improvement Partnerships (BAIPs) which see schools work together to try to prevent the requirement for 'education other than at school' and ensure that, if required, it is of high quality. The BAIPs are:
  - Cambridge City
  - East and South Cambridge Inclusion Partnership
  - Fenland
  - Huntingdonshire

Ely College do not belong to any BAIP although this anomaly needs to be resolved given the problems that can be created by not working within a partnership. The Local Authority is working through this issue with the school.

BAIPs work together to establish joint provision in some instances and the partnerships provide important forums for schools to discuss successful approaches, quality assure provision and challenge and support each other on the outcomes for children and young people. The local authority has membership within the BAIP partnerships and can provide appropriate oversight and challenge.

- 2.3 For children with non in-patient medical needs, there is a medical needs protocol which defines the provision made for this cohort. The **Policy for Secondary aged Young People unable to attend school because of health needs** provides guidance for this cohort and should be read in conjunction with this policy. All schools work with medical professionals and other support services to continue to educate the child.
- 2.4 The Local Authority continues to operate one Pupil Referral Unit known as the County School. The County School has two Learning Bases in Cambridge and Wisbech. Cambridge City, ESCIP and Fenland BAIPs have the option to buy back places from the County School PRU as one of their commissioning options using the devolved funding. Some pupils have mixed provision with PRU attendance as part of a wider package and dual registration at the PRU and their home school. Other pupils attend both school and off site AP providers.
- 2.5 At secondary level if a child is permanently excluded even if by another authority (and lives in county) the BAIP is responsible for funding an alternative (usually through a place at another school or PRU) from the 6<sup>th</sup> day or 1<sup>st</sup> day for Looked After Children. The Local Authority ensures the achievement of these practice standards, working with individual schools and BAIPs. There are several areas where

Cambridgeshire pupils have a catchment school outside of Cambridgeshire. Arrangements for dealing with these pupils are broadly the same although partnership agreements regarding devolved funds are being sought between these schools and the BAIPs.

- 2.6 Children in care are often at a higher risk of missing out on suitable education. This is partly as a result of the practical challenge of identifying and organizing suitable schools places when children come into care or move placements and need education near to their new home. It can also be a reflection of the individual emotional, behavioural and learning needs of children in care, often linked to traumatic and difficult experiences they have been through.
- 2.7 Cambridgeshire's Virtual School for Looked After Children sits within the Learning Directorate and has within it a team of teachers (Education Support for Looked After Children – ESLAC) who work alongside schools, education settings and social work professionals to promote the education of children in care and this includes ensuring all looked after children receive appropriate provision and the disruption to education is minimised during children's journeys through care.
- 2.8 Each ESLAC teacher manages a caseload of LAC who attend schools within a geographical area of Cambs (Hunts, Cambridge City, South Cambs, East Cambs and Fenland). In addition each teacher has a group of LAC who are educated out of county.
- 2.9 The Local Authority has established a policy regarding '**The Access to Education for Pregnant Schoolgirls and School Aged Parents**' guidance for schools. Schools retain responsibility and funding for supporting pregnant school girls/ young parents which should include a support plan regarding pastoral and educational support, risk assessment and plan for educational provision before/during/after maternity leave.
- 2.10 **The Youth Offending service (YOS)** works closely with schools and admissions and children returning from the justice system/ known to YOS are provided for within the categories of vulnerable children within the Cambridgeshire Fair Access Protocol. By law schools can remove a child from a school roll if they are in custody are for 4 months or more. Where this does happen YOS will be considering education needs throughout custody and plan for a school place at the point they return from custody in conjunction with Admissions.

### **3. Statutory Guidance: DfE Alternative Provision: Statutory guidance for local authorities. See Appendix 1**

#### **3.1 The impact of devolved funding arrangements in Cambridgeshire**

The guidance states that: *Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.*

In Cambridgeshire the funding to make such provision is devolved to the Secondary schools. The Local Authority take responsibility for the quality assurance of all AP provision made for Cambridgeshire pupils, ensuring that the guidance is applied rigorously. The Inclusion Monitoring Group (IMG) meets every two weeks to provide an overview. Membership of this group is:

- Head of Youth Services
- County Behaviour and Attendance Manager
- County Inclusion Manager
- County Alternative Education Manager
- Head of the Virtual School

In cases where it is felt that issues exist, the Local Authority will work with referring schools to identify and address such issues in the best interests of the pupils.

The funding devolved to each school is linked to the accountability of the schools to provide each student on its roll with alternative provision which meets their needs and complies with the statutory guidance.

#### **3.2 Requirements for arranging AP programmes pupils identified for AP**

Full-time education for excluded pupils must begin no later than the sixth day of the exclusion.

While there is no statutory requirement as to when suitable full-time education should begin for pupils placed in alternative provision for reasons other than exclusion, local authorities should ensure that such pupils are placed as quickly as possible.

All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate

While 'full-time' is not defined in law, pupils in alternative provision should receive the same amount of education as they would receive in a maintained school. This would normally be at least 25 hours per week.

Full-time can be made up of two or more part-time provisions.

### 3.3 **Alternative Provision for Medical Needs pupils in Cambridgeshire**

Information relating to pupils who cannot attend school because of illness can be found in the Cambridgeshire County Council policy: **Policy for Secondary aged Young People unable to attend school because of health needs.**

### 3.4 **Power of schools to direct a pupil off-site for education to improve behaviour**

Schools have the power to direct a pupil off-site for education to improve his or her behaviour.

Schools should:

- ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: why, when, where, and how it will be reviewed
- keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it.

This does not apply to Academies. They can arrange off-site provision for similar purposes under their general powers, set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice.

### 3.5 **Good alternative provision**

Good alternative provision is that which appropriately meets the needs of pupils which requires its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- Good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications
- That the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment
- Improved pupil motivation and self-confidence, attendance and engagement with education
- Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

### 3.6 **Plans to define AP Programmes**

A personalised plan for intervention should be prepared by the commissioner using the Individual Alternative Education Plan (IAEP) setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should also be linked to other relevant information or activities such as 'Education, Health and Care Plans' for children with SEN.

Commissioners should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. Central records will be held electronically and should be updated under the direction of an appointed person in each school.

The process should include the pupil's own assessment of their placement (See IAEP Review)

### 3.7 Commissioning good quality alternative provision

Responsibility for the alternative provision used rests with the commissioner. The nature of the intervention, its objectives and the timeline to achieve these objectives should be agreed and clearly defined, as described in 3.6. Progress against these objectives should be frequently monitored, appropriate reviews should be built in and continuity into the next stage in the child's life should be considered. Where reintegration to the school is an objective, there should be agreement on how to assess when the pupil is ready to return and the school should provide an appropriate package of support to assist their reintegration. These objectives and plans should be agreed with providers, set out in the IAEP and regularly monitored, including through frequent visits to the provider.

Commissioners should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support. If a pupil is on the roll of their previous or current school they should remain so and encouraged to feel part of the school. Records should be kept on a pupil's progress in the provision, appropriate staff liaison arrangements should be in place, and appropriate mechanisms of challenge should be agreed.

Commissioners need the right information to be able to decide which provision is most appropriate for a pupil. Some local authorities or partnerships of schools have developed a local directory of 'approved' provision, which meets clearly defined standards (including registration where necessary, safeguarding, health and safety, quality of accommodation, quality of education etc.). These lists, where they exist, can provide a helpful starting point. However, prior to placement, commissioners should still assess whether the provision offers high quality education and is suitable for the pupil's individual needs.

Alternative provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks. Checks made by the County Alternative Education Manager will ensure that the provision meets the required standards. Once the checks have been satisfactorily completed the provision will be included in the Cambridgeshire Alternative Provision Directory. This will be reviewed annually – with checks repeated.

All AP programmes should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable and qualification route. If a pupil is referred to off-site provision on a part-time basis, **they should attend school as usual on the days on which they are not in the alternative provision.**

An AP provider should be registered as an independent school if it meets the criteria for registration (that it provides full-time education to five or more full-time pupils of compulsory school age, or one such pupil who is looked-after or has a statement of SEN).

Provision should:

- Have a clear purpose with a focus on education and achievement as well as meeting the pupil's needs and rigorous assessment of progress
- Offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education – unless this is being provided elsewhere within a package of provision
- Be suited to the pupil's capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress
- Have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.

### 3.8 Reduced provision guidance

The **Temporary Reduced Timetables: Guidance for Schools and Academies in Cambridgeshire** sets the parameters for the timetables for all AP students in Cambridgeshire. It states that:

Reduced timetables are permissible:

1. When agreed by schools as part of their reintegration approach for pupils who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, etc.

It is illegal for a school to **impose** a reduced or 'part time' timetable however it is accepted that a reduced timetable may be appropriate, as part of a planned reintegration for pupils who have not attended school for a period of time, provided that the setting can demonstrate that the Best Practice Guidance has been followed (as defined in the guidance)

2. In limited circumstances reduced timetables are used as a method of managing pupils at risk of exclusion. Cambridgeshire County Council regards reduced timetables as undesirable as a method of managing pupils at risk of exclusion. This method is viewed as highly intrusive and may only be chosen – if at all – after other strategies have been implemented and exhausted and the Best Practice Guidance is adhered to.

A reduced timetable means by agreement with the pupil, parent/carer and school and Local Authority Officer\*, the number of hours spent in education are reduced for a time limited period of no more than six weeks. Once a reduced timetable has been agreed, the pupil should be marked as an authorised absence for the part of the day they are not in school.

Schools have a duty of care for all pupils who are on their school roll. The schools must ensure that when a pupil is not expected to attend, there is a written agreement with parents or alternative education providers about who is carrying out the duty of safeguarding for each session. A pupil not attending school during this time should be provided with work which will be marked.

\* Local Authority Officer would depend on the individual's circumstances but could include:

- Specialist Teacher
- Education Inclusion Officer
- CREs Officer

### 3.9 Referral and monitoring processes by the commissioners

There should be clear criteria for referring and admitting pupils, including those who are dual registered. Pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the purpose of the school census a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Parents/carers should be engaged in the decision taken by the school to direct a pupil off-site. Once a pupil is directed off-site, information about reviews should be provided to the pupil's parents. This should include outcomes of the reviews and of the placement.

The focus should remain on ensuring that a child continues to receive a good education on par with their mainstream peers whilst the needs which require intervention are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

### 3.10 The end of a placement and reintegration

When a school has secured alternative provision for a pupil on a fixed period exclusion, or has directed a pupil off-site to improve behaviour, it should have a plan and processes in place to reintegrate the pupil at the end of the placement when he or she returns to the school.

Schools should obtain from the provider a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. They should also seek the pupil's views on the success of the placement. Both may assist the school in deciding if and when to use that provider to support other pupils.

If the placement does not end with reintegration into the school – for example, when a pupil reaches the end of Year 11 while still in alternative provision – the school should work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training. The school should collect and record information about the pupil's next destination as part of its planning for alternative provision intervention. Commissioners may wish to use information about pupils' destinations as one of the indicators of alternative provision quality.

### 4. IAEP Individual Alternative Education Plan (IAEP)

Schools should complete an Individual Alternative Education Plan (IAEP) using the agreed template for each young person on the list. See Appendix 2. This plan should be signed by the parent and the young person and be reviewed at least half termly by the nominated lead for Inclusion at the school, normally the Head of Inclusion or a member of SMT. A review document is used to record amendments and agreements and to record the views of the pupil. See Appendix 3

### 5. The Cambridgeshire AP Register

Statutory Guidance by Ofsted requires schools to keep a list of pupils who are receiving alternative education. This list will be reviewed by Ofsted Inspectors during inspections.

In addition information about all pupils who receive 20% or more of the mainstream offer in an alternative provision setting should be made available to the LA as part of the agreed QA process each term. This will ensure that those young people are known to services including the County Alternative Provision Manager, the Education Inclusion Officers and Locality Teams.

All AP learners should be included on the Cambridgeshire Secondary Schools AP Register until they return to the mainstream provision or they transfer to another school.

The information included in the AP register should give key information about the type of provision being made; the name of the provider and the hours per week. It will facilitate data collection and recording and will feed into agreed reporting protocols.

Each school will have an identified nominated Inclusion Lead to provide the collaboration required with the County Alternative Education Manager

### 6. Safeguarding

The statutory guidance for schools and colleges, 'Keeping children safe in education' came into force on 3<sup>rd</sup> April 2014. The guidance sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children. It replaces 'Safeguarding children and safer recruitment in education'. This policy will define the requirements for all off site AP arrangements.

Schools will be issued with a Safeguarding Concern letter where issues are identified. See Appendix 4 and also the escalation flowchart

## 7. **Monitoring processes**

It is not only one person who will be responsible for quality assurance. The Local Authority has a responsibility to ensure that schools are as inclusive as possible and are not creating internal exclusion within their establishments. All staff working with pupils in schools will be encouraged to escalate concerns to the County Alternative Education Manager if it appears that the number of hours or the quality of the provision is not meeting needs. However concerns should normally be raised with the school and escalated to the Head or the Inclusion Lead in the first instance so that every opportunity for problem solving on-site has been considered. The Education Inclusion Officers (EIO) will work closely with the County Alternative Education Manager. In addition Education Welfare Officers, Youth Offending Workers, ESLAC and other Locality staff will provide information on issues or concerns they identify during the course of their professional roles.

## 8. **The role of the Education Inclusion Officer (EIO)**

Education Inclusion Officers are responsible for:

- Championing the needs of vulnerable children and young people aged between 11 – 18 years old who are at risk of exclusion and who are at risk of failing to achieve full participation in learning
- Promoting a culture of inclusion and ensuring that good practice standards are upheld by providing advice and constructive challenge as required to ensure that provision and quality assurance arrangements support the improvement of educational outcomes
- Brokering support for young people at risk of exclusion, those that have been excluded and arrangements for their educational provision are unclear, young people transferring from one school to another, young people prevented from attending school full time due to their medical needs or young people with social, emotional and behavioral difficulties not in receipt of full time education in a mainstream class.
- Working with schools to increase levels of confidence and develop their knowledge and understanding of evidenced based tools/skills/methodologies

Their responsibilities relating to quality assurance are defined in **the Education Inclusion Service: Practice Standards, Performance and Quality Guidance. September 2014**

**EIOs** will work in liaison with the schools and other professionals to improve educational outcomes for the most vulnerable children and young people in Cambridgeshire aged between 11 – 16 years old. They will monitor the quality of the AP education provided for those:

- At risk of exclusion
- Transferring from one school to another through the managed move protocol and mid- phase transfers or following permanent exclusions
- Excluded and arrangements for their educational provision are unclear
- Prevented from attending school full time due to their medical needs
- 

The overarching aims of the service will be to promote a culture of inclusion by:

- Ensuring that vulnerable children and young people at risk of failing to achieve full participation in learning have access to a relevant curriculum that is appropriate for their needs and meets statutory and legal requirements
- Supporting schools to maximise their capacity to be able to fully engage their most vulnerable students in learning to promote inclusion, maintain placements and reduce exclusions
- Ensuring that the necessary support arrangements required to stabilise a young person's educational placement are identified and plans are put in place which are then regularly reviewed to make sure that the needs are addressed and do not escalate
- Presenting social, emotional and behavioural difficulties that prevent them from accessing learning and progress

## 9. **Linking to the Education Welfare Service**

All concerns about attendance or registration identified by Education Welfare Officers should be discussed with the relevant school. If there are significant issues or issues which require further consideration, the EWO should refer them to the County Behaviour and Attendance Manager.



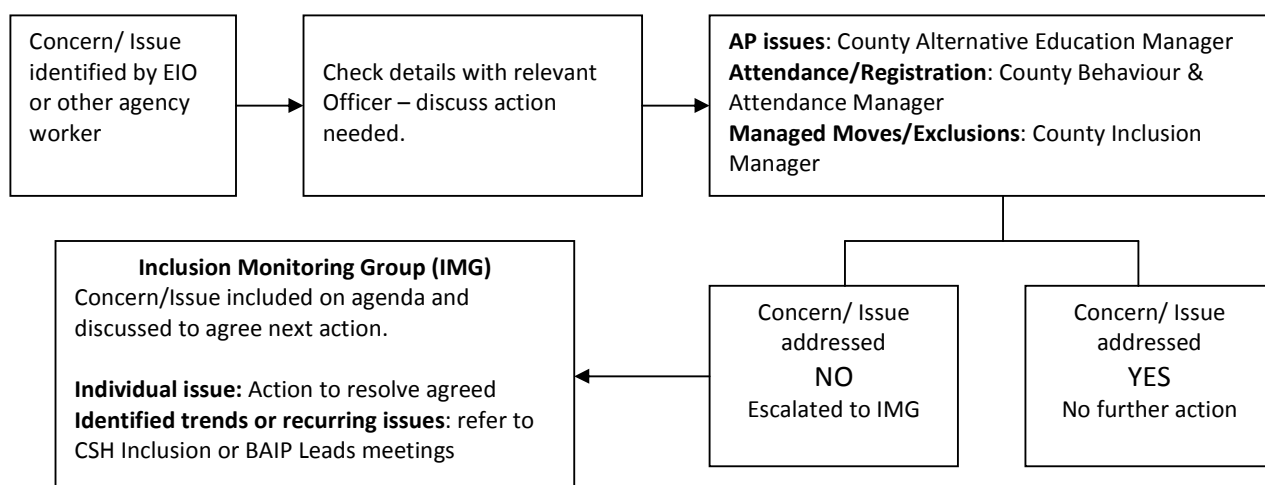
### 10. Inclusion Monitoring Group

The Quality Assurance (QA) Monitoring group meets every two weeks and is made up of the following Officers:

- Head of Youth Services
- County Alternative Education Manager
- County Inclusion Manager
- County Behaviour and Attendance Manager
- Head of the Virtual School

Concerns or queries are referred to the group for discussion and agreed action. Referrals can be made by all group members; Education Inclusion Officers (EIO); Youth Offending Workers; ESLAC or other agency personnel. The County Alternative Education Manager draws up the agenda for each meeting and records the actions agreed.

The escalation flowchart defines the pathways for referral and action:



Once the above process has been exhausted then the matter may be escalated to a Service Director for consideration and ultimately to Ofsted, the Education Funding Agency or the Regional Schools Commissioner.

### 11. KIT visits

Discussion of the arrangements made for AP students in each school will take place as part of annual Keeping in Touch (KIT) visits. Data taken from the Alternative Provision Register will be provided by the school to inform discussion. Examination of the data will inform discussion of outcomes and attendance and the impact of the arrangements made for each AP student. It may be that the Inclusion Lead for the school will wish to be present for the section of the discussion that covers the detail of the Alternative Provision register.

### 12. Reporting arrangements

The County Alternative Education Manager will report to the termly BAIP Leads meetings using the agreed format.

A written report will be supplied by the County Alternative Education Manager for reporting to Cambridgeshire county Council Members: Children and Young People Committee. The Head of Youth Services will present the paper.

**13. QA Calendar (for the year 2015 with the appointment of a new post holder the work for September will take place in February)**

<b>September</b>	<ul style="list-style-type: none"> <li>Autumn Term AP pupil IAEPs in place</li> <li>County Alternative Education Manager conducts audit of previous years Year 11 AP students final outcomes for each school/BAIP/whole county</li> <li>County Alternative Education Manager conducts audit of outcomes for each AP provider</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>County Alternative Education Manager delivers report on final outcomes for AP learners and individual providers in previous academic year to Members Committee and BAIP Leads</li> <li>Report distributed to School Inclusion Managers, EIOs and Locality Managers</li> </ul>
<b>November</b>	End of Autumn Term AP review at each school – AP Pupil Register and IAEPs updated
<b>December</b>	Cambridgeshire AP Provision Directory reviewed/updated and sent to all schools
<b>January</b>	
<b>February</b>	County Alternative Education Manager - report to BAIP Leads
<b>March</b>	End of Spring Term AP review at each school – AP Pupil Register and IAEPs updated
<b>April</b>	County Alternative Education Manager report to BAIP Leads
<b>May</b>	
<b>June</b>	County Alternative Education Manager - report to BAIP Leads Cambridgeshire AP Provision Directory produced and sent to all schools
<b>July</b>	Summer Term AP review (each school) - AP pupil register and IAEPs updated for new academic year
<b>Summer Term</b>	KIT visits – inclusion of AP provision
<b>Once per year</b>	County Alternative Education Manager to conduct audit and update AP Provision Directory information

**14. Directory of AP providers in Cambridgeshire**

A Directory of AP providers will be produced on a termly basis – to include details of each approved provider. Inclusion in the directory will only be available to those individuals and organisations offering provision which meets the agreed standards.

Visits (at least annually) will be made by the County Alternative Education Manager to quality assure the Safeguarding and Health and Safety arrangements. Information will be requested at the end of each academic year to inform the collation of data relating to the outcomes for each AP student.

## APPENDICES

<b>Appendix 1</b>	<a href="#">Appendix 1 - DfE Guidance.pdf</a>	
<b>Appendix 2</b>	<b>Individual Alternative Education Plan (IAEP) template</b>	<b>Page 12</b>
<b>Appendix 3</b>	<b>Individual Alternative Education Plan Review template</b>	<b>Page 14</b>
<b>Appendix 4</b>	<b>Safeguarding Concern Letter</b>	<b>Page 16</b>

**Appendix 2**

**CAMBRIDGESHIRE INCLUSION SERVICE  
INDIVIDUAL ALTERNATIVE EDUCATION PLAN (IAEP) 2014-15: INITIAL PLAN**

*To be completed at or immediately following a meeting with parents/carers and student when a student is placed on an Alternative Education Provision programme – and added to the Schools AEP Register*

<b>Basic details</b>			
School		Date of Meeting	
Name of Student		Parent/Carer	
Date of Birth		Year Group	
Parental Responsibility (if not parent above)			
LAC		FSM	
CAF		Lead Professional	
Current		Previous	
Staff member overseeing this plan		RONI indicator	
Details of reason for AP provision			
Desired outcomes for this plan			
Maths			
English			
Science			
ICT			
Other courses			
Duration of this plan		Review date	
CP/CIN		PSP attached	
Student view			
Parent/carer view			

<b>AEP details</b>					
Total hours per week	Hours on school site		Hours in off site provision		
If the total number of hours is less than 25 hours – please state the barriers to full time					
Outline plan to build up to full time provision (with timescale)					
Arrangements for pastoral support (include in timetable)					
Identified support required for the student					
Plans to ensure safeguarding requirements					
Plans for recording weekly attendance					
<b>Programme</b>					
<b>Subject</b>	<b>Qualification</b>	<b>Syllabus</b>	<b>Current Level</b>	<b>Predicted grade</b>	<b>Provider</b>
English					
Maths					
Science					
<b>Other subjects (as recoded on timetable)</b>					

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Location					
Morning					
Afternoon					
After school					

Transport arrangements
Arrangements for FSM (if student is eligible)
Details of Pupil Premium plans (if applicable)

<p>This IAEP has been drawn up to define the Alternative Education programme agreed at a meeting attended by the parent/carer, the student and the designated representative of the school. A copy of the plan has been provided for the parent/carer and a copy will be retained to inform IAEP review and quality assurance processes.</p> <p>Details of the updated IAEP will be recorded on the schools AEP Register.</p>			
Signature on behalf of the school		Designation	
Parent signature		Designation	
Student's signature			

Copy to parent provided		AEP Register updated	
Date		Date	

**Appendix 3**

**CAMBRIDGESHIRE INCLUSION SERVICE  
INDIVIDUAL ALTERNATIVE EDUCATION PLAN (IAEP) 2014-15: REVIEW**

*To be completed at or immediately following a meeting with parents/carers and the student to review the current IAEP. Reviews should be held at least every half term.*

Name of Student		Date of Meeting	
Date of initial plan		Current Year Group	
Staff member overseeing this plan		Title	
Report on progress based on desired outcomes of the IAEP			
Maths			
English			
Science			
ICT			
Other courses			
Student's review of AP provision			
Parent/Carer's review of AP provision			
Details of any changes to the basic details (as recorded on the initial plan)			
Details of reason for AP provision (if different to initial plan)			
Desired outcomes for this plan (if different from original IAEP)			
Duration of this plan		Review date	

AEP details					
Total hours per week	Hours on school site		Hours in off site provision		
If the total number of hours is less than 25 hours – please state the reason					
Outline plan to build up to full time provision (with timescale)					
Arrangements for pastoral support (include in timetable)					
Identified support required for the student					
Plans to ensure safeguarding requirements					
Plans for recording weekly attendance					
Programme					
Subject	Qualification	Syllabus	Current Level	Predicted grade	Provider
English					
Maths					
Science					
ICT					
Other subjects (as recoded on timetable)					

**Timetable**

<b>Day</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Location					
Morning					
Afternoon					
After school					

Transport arrangements
Arrangements for FSM (if student is eligible)
Details of Pupil Premium plans (if applicable)

<p>This IAEP has been drawn up to define the Alternative Education programme agreed at a review meeting attended by the parent/carer, the student and the designated representative of the school. A copy of the plan has been provided for the parent/carer and a copy will be retained to inform IAEP review and quality assurance processes.</p> <p>Details of the updated IAEP will be recorded on the schools AEP Register.</p>			
Signature on behalf of the school		Designation	
Parent signature		Designation	
Student's signature			

Copy to parent provided		AEP Register updated (if required)	
Date		Date	

**Appendix 4**

Dear

**Re: SAFEGUARDING CONCERN NOTIFICATION**

As part of the quality assurance of educational provision processes, the Local Authority Quality Assurance Monitoring Group meet every two weeks to consider any reports related to individual or groups of students which are causing concern.

At the last meeting the following concern was discussed:

<b>Students name:</b>	

You will be familiar with the guidance in the **Safeguarding Children and Safer Recruitment Guidance issued by the DfE**. It defines the responsibilities of all local authorities, schools and further education (FE) institutions in England to safeguard and promote the welfare of children. **It states:**

1.1. Everyone working with children and young people in education settings shares an objective to help keep children safe by contributing to:

- providing a safe environment for children to learn in education settings.

1.2. Achieving this objective requires systems designed to:

- prevent unsuitable people working with children;
- promote safe practice and challenge poor and unsafe practice;
- identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved with providing services for children

In response to the concern outlined above we would recommend the following course of action:

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If you would like to discuss the content of this correspondence, please contact:

Yours sincerely