



TDMS

ALTERNATIVE PROVISION & OFF-SITE DIRECTION PROCEDURES

DATE POLICY WAS APPROVED	16/06/2026
DATE POLICY WILL BE REVIEWED	SUMMER 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Deputy Headteacher



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- **TDMS (The De Montfort School)**
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this Policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

This procedure has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Education Act 2002
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- DfE (2026) Keeping Children Safe in Education
- DfE (2024, as amended) Behaviour in Schools
- DfE (July 2026) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England
- DfE (2025) Alternative Provision
- DfE (2018) Mental health and behaviour in schools
- DfE statutory guidance: Working Together to Improve School Attendance (June 2026)

This procedure operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspensions and Exclusions Policy
- Attendance Policy

Any direction off-site will only be used where it is lawful, reasonable and proportionate, for the purpose of improving behaviour, and where it is in the best interests of the student.

Roles and Responsibilities

The Headteacher will be responsible for:

- Taking overall responsibility for the school's use of alternative provision and the implementation of this procedure
- Reporting on the effectiveness of the implementation of this procedure to the Local Academy Board
- Ensuring that budgets for alternative provision are established in due time and managed effectively
- Ensuring parents/carers have been notified when their child has been directed to alternative provision
- Ensuring the sharing of relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider

The Senior Leadership Team (SLT) will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision
- Assigning the students a key member of staff who will oversee the alternative provision placement
- Continually assessing the quality and suitability of providers of alternative education

The Alternative Provision Lead in the school will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL, SENCo, Lead Teacher responsible for CLA students and HOY, to ensure that the appropriate measures are in place to support students in alternative provision
- Ensuring visits to the alternative provision sites, as requested by the SLT, are undertaken to review the progress of relevant students
- Deciding on an appropriate course of action, in conjunction with the SLT and Headteacher, if informed by a provider of any serious behavioural incidents involving the school's students

The Local Authority (LA) will be responsible for:

- Arranging suitable full-time education for students who have been permanently excluded from the school
- Arranging suitable full-time education for students who would not receive suitable education without alternative provision, e.g. because of illness

The Local Academy Board (with the Headteacher) will be responsible for:

- Arranging suitable full-time education for students who receive a fixed-period exclusion of more than five school days
- Where appropriate, directing students off-site for education to improve their behaviour
- Monitoring and reviewing the implementation of this policy

The Designated Safeguarding Lead (DSL) along with the Alternative Provision Lead will be responsible for:

- Ensuring that the alternative education providers used by the school are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety
- Ensuring that all adults at the provision are cleared to work with students, e.g. they have the relevant DBS checks
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy

The Designated Mental Health Lead will be responsible for:

- Assisting in the identification of students with SEMH needs and developing appropriate support plans for these students, in line with the school's Social, Emotional and Mental Health (SEMH) guidance
- Assisting in the development of reintegration plans for students with SEMH needs
- Giving alternative provision settings details of a student's SEMH needs, where appropriate, so their placement can be catered to them

The Attendance Lead will be responsible for:

- Monitoring the attendance of students who have been referred to alternative provision and updating the school's records daily
- Providing attendance updates to the Alternative Provision Lead and Headteacher on a weekly basis (or daily if the student is classed as vulnerable (CLA, on the safeguarding register, or has an EHCP)

The Assessment Lead and Examination Officer will be responsible for:

- Coordinating with the provider to plan for students who are required to sit public examinations
- Liaising with the Alternative Provision Lead, to ensure there is a system in place for tracking student progress

The Special Educational Needs Coordinator (SENCo) will be responsible for:

- Giving alternative provision providers details of a student's SEND, where appropriate, so their placement can be catered to them

Protocols

We recognise that there is a need to ensure that our curriculum is inclusive and offers opportunities for all to succeed. There is a need to provide provision for those that need support to achieve their potential outside of what is accessible within the school-based classroom. To facilitate this individual learning pathway, the school works with several local providers to help those students succeed who may struggle to reach their potential in a school-based environment.

Alternative provision will focus on ensuring that students continue to receive a high-quality education whilst their needs are being addressed and will offer a variety of alternative curriculum provisions to support students' wider development.

The school will ensure that providers of alternative provision understand the unique nature of this form of education and the student(s) in attendance. Providers will:

- Have a strong focus on literacy and numeracy throughout the curriculum that enables students to better access wider learning and improve life outcomes.
- Provide a flexible curriculum that can be personalised to meet the varied needs and ambitions of all students.
- Enable curriculum sequencing that allows for the many different possible entry and exit points of children in a school year.

- Where possible, and particularly when re-integration is the aim, work closely with the school to align curriculums as far as is possible.
- Deliver a curriculum that supports academic achievement whilst also aiming to address any additional need of the child including improving behaviour and re-engaging them in education.
- Improve student motivation, self-confidence, attendance and engagement with education.
- Provide clearly defined objectives to the school and student, including the next steps following the placement such as reintegration into mainstream education.

Once directed to alternative provision, the length of time a student spends there will be dependent on what best supports their needs and, where relevant, potential improvement in behaviour.

The school can access a variety of alternative provision placements. However, there is always a clear rationale in place to ensure that this provision is for the benefit of the student's academic progress. The alternative provision used by the school are:

Where	DfE number	Who	Criteria	Contact details
Aspire Academy Worcester	885/1110	BJ	Exhaustion of school's behavioural systems (including Reset, Reflection room) use of external behavioural support. Placement may be determined by recourse to FAAP panel	Bridgewater Road, Worcester WR4 9FQ Simon Stevenson (Headteacher) Richard Rainbird-Hitchins (Deputy Headteacher) admin@theaspireacademy.org.uk Telephone: 01905 455422
Medical Education Centre (Worcester)	See below	BJ	NHS medical referral. When student attendance falls below 90% and medical issues are identified as barrier to school attendance	Midland Road, Worcester, WR5 1DS Karen Ridsdale (Senior Teacher) kridsdale@worcestershire.gov.uk Telephone: 01905 845031
Medical Education Centre (Redditch)	See below	BJ	NHS medical referral. When student attendance falls below 90% and medical issues are identified as barrier to school attendance	215 Easemore Road, Redditch, Worcestershire, B98 8HF Jo Coote (Senior Teacher) jcoote1@worcestershire.gov.uk Telephone: 01905 766174
Newbridge Short Stage School	885/1115	BJ	Exhaustion of school's behavioural systems (including Reset, Reflection room) use of external behavioural support. Placement may be determined by recourse to FAAP panel	Midland Road, Worcester, Worcestershire, WR5 1DS Ian Enwright (Headteacher) enquiries@newbridgeschool.org Telephone :01905 763580
YouTurn	See below	BJ	Students who require additional support to improve attendance, engagement of behaviour. Social and emotional support and anxiety issues	The Evesham Centre, Briar Close, Evesham, WR11 4JQ Michele Vallely (Centre Manager) youturncentre@hotmail.com Telephone: 07443515729

The Forge Secondary Short Stay School	885/1121	BJ	Exhaustion of school's behavioural systems (including Isolation, Inclusion Unit) use of external behavioural support. Placement may be determined by recourse to FAAP panel	215 Easemore Road, Redditch, Worcestershire, B98 8HF Daniel Smith (Headteacher) office@theforge.worcs.sch.uk Telephone: 01527 597936
Off-Site direction – Pershore High School	885/4030	BJ	Exhaustion of school's behavioural systems (including Isolation, Inclusion Unit) use of external behavioural support. Placement may be determined by recourse to FAAP panel	Pershore High School Persore, WR10 2BX Adrian Bennett (Deputy Headteacher) bnt@pershore.worcs.sch.uk 01386 552471
Off-Site direction – Blackminster Middle School	885/4408	BJ	Exhaustion of school's behavioural systems (including Isolation, Inclusion Unit) use of external behavioural support. Placement may be determined by recourse to FAAP panel	Blackminster Middle School Station Road, South Littleton WR11 8TG Matt Sandell (Deputy Headteacher) msandell@blackminster.worcs.sch.uk 01386 830311
Off-Site direction- St Egwins C.E Middle School	885/4576	BJ	Exhaustion of school's behavioural systems (including Isolation, Inclusion Unit) use of external behavioural support. Placement may be determined by recourse to FAAP panel	St Egwin's C.E Middle School Worcester Road, Evesham WR11 4JU Steve Plane (Deputy Headteacher) splane@st-egwins.worcs.sch.uk 01386 446924
Off-Site direction – Chipping Campden School	916/5414	BJ	Exhaustion of school's behavioural systems (including Isolation, Inclusion Unit) use of external behavioural support. Placement may be determined by recourse to FAAP panel	Chipping Campden School Cidermill Lane, Chipping Campden GL55 6HU Rebecca Dunn (Assistant Headteacher) Rdunn@campden.school 01386 840216
Perryfields Primary PRU	885/1103	BJ	Exhaustion of school's behavioural systems (including Isolation, Inclusion Unit) use of external behavioural support. Placement may be determined by recourse to FAAP panel	Glebe Close, St Johns, Worcester. WR2 5AX Mr P Hines (Headteacher) office@perryfields.worcs.sch.uk Telephone: 01905 427011
Evesham Adventure Playground	See below	BJ	Students who require additional support to improve attendance, engagement of behaviour. Social and emotional support and anxiety issues	Woodlands, Evesham, WR11 1XH Dave Boucker Info@eveshamadventureplayground.org Telephone: 01386 442154
Enable Others Ltd T/A N-able	See below	BJ	N-Able is a therapeutic learning provision for students that have significant emotional issues	Attwood House, John Comyn Drive, Worcester, WR3 7NS Sally Hazlehurst (Deputy Manager) admin@n-ableworcester.co.uk Telephone : 01905 930078

Flourish at the Farm	937/6037	BJ	Flourish is a therapeutic learning provision for students that have significant emotional issues	Kings Lane, Snitterfield, Stratford upon-Avon, CV37 0QA Ben Kruze (Director of Education) ben@flourishatthefarm.co.uk Telephone: 07399626997
Longlands Care Farm	See below	BJ	Longlands is an alternative provision for students with mental health issues focusing on therapeutic learning with animals	Longlands Farm Worcester, WR6 5SG Julia Evans (Founder & CEO) admin@longlandsfarm.org.uk Telephone: 01886 821728
BeMyTutor	See Below	BJ	BeMyTutor delivers time-limited, part-time educational support to children and young people of compulsory school age.	Online provider with Head Office at 43 Ebury Road, Rickmansworth, WD3 1BL Adam Haffner info@bemytutor.co.uk Telephone: 07901916286
Wick Care Farm	See below	BJ	Wick Care Farm CIC is open to adults and young people (11+) who may benefit from participating in farm-based activities, including people living with: Mental illness Learning difficulties Mild cognitive impairment Other support needs	Wick Care Farm Owletts Ln, Wick, Pershore WR10 3PB Isobel Meikle (Director) Info@wickcarefarm.co.uk 07460128098

- YouTurn: project, set up by Wallace House Community Centre, funded through Worcestershire County Councils' Positive Activity Grant
- Medical Education Team: specialist teaching service organised by the local authority for students who are unable to attend school because of their medical needs.
- N-Able is registered with OFSTED, Enable Others Ltd Unique Reference Number 2668837
- Evesham Adventure Playground is a registered charity (No. 513526). The setting is OFSTED registered as a childcare setting (registration number 205234)
- Longlands Care Farm is a registered charity (No: 1163084) as an alternative provision setting.
- BeMyTutor is an online tutoring service provided in conjunction with the local authority for students needing supplementary alternative provision support.
- Wick Care Farm CIC (Community Interest Company) (company number 12035737) is a farm based therapeutic setting that supports students with mental health illness and other support needs.

The use of alternative provision will only be used in the following circumstances.

- To improve behaviour. The school has the power to send a student to another education provider (for example, the Aspire Academy or another mainstream setting) to modify and improve their behaviour. The objectives of the provision, days/times of attendance and duration of provision will be clearly set out from the start of the process. The student's attendance and progress at the alternative provider will be regularly reviewed to ensure that the placement is achieving its objectives, and the student is benefitting from it. The student will be re-integrated back into school once they have modified and improved their behaviour so that they can conform to the school's 'Behaviour Policy' and 'Behaviour for Learning protocols'.

- To meet the educational needs of students who are unable to attend school physically, because of a documented medical need. Student attendance and progress in such situations will be monitored half-termly, always with a view to when students will be able to transition back to school.
- To support the educational delivery and emotional needs of students who have shown a long-term inability to attend school and are classed as Emotionally Based School Non-Attendees. This will likely be in line with Section-19 delivery in collaboration with Worcestershire County Council.
- To provide a liaison between school and sporting academies to ensure that students leaving school for day release are accessing education at their home club.
- To provide 6th day provision for students who are permanently excluded or suspended for 6 or more days.
- As part of an education support plan for young people with an EHCP.

We will:

- ensure, where possible, parents/carers are engaged in the decision taken by TDMS to direct a student off-site. We will ensure that parents/carers (and the local authority where the student has an EHCP) are given clear information about the placement: why, when, where, and how it will be reviewed.
- involve students in decisions about their education from the outset to the extent that their age, additional needs and health allow. Students will be informed of the reasons and intended outcome for the placement and be encouraged to commit to and engage with the provision.
- keep the placement under regular review and ensure that parents/carers are meaningfully involved in review meetings, including the opportunity to contribute views before and during reviews. Review frequency will be determined on a case-by-case basis but will take place sufficiently often to provide assurance that the off-site education is meeting its intended outcomes and that the student is benefitting from the placement. Parents/carers will be informed in advance of review meetings and provided with timely and accessible information following each review, including outcomes, progress against objectives, and any decisions regarding continuation, adjustment, or termination of the placement. Where a student has an EHCP, the local authority will be encouraged to be actively involved in review meetings and decision-making where appropriate, and will receive full review documentation. Parents/carers will be actively involved in discussions relating to the effectiveness of the placement and any proposed changes.
- have regard to time frames, appropriate monitoring of progress and reviews. These should all be agreed and set out at the time a direction is made and include arrangements for reviews – including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.
- ensure that parents/carers and, where the student has an EHC plan, the local authority, can request, in writing, that the school review the placement. When this happens, the school must comply with the request as soon as reasonably practicable, unless there has already been a review in the previous 10 weeks.
- ensure that the focus remains on ensuring that the student 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 student spends in alternative provision will depend on what best supports the student's needs and potential educational attainment.
- reintegration planning will begin at the point of placement and be reviewed throughout the duration of the provision. This may include a discussion with the parents/carers and/or setting specific objectives (for example on attendance or behaviour). If the placement does not end with reintegration into the school – for example, when a student 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 student's next destination as part of its planning for alternative provision intervention; and
- obtain from the provider a final report on the student's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. We will also seek the student'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 students.

Safeguarding arrangements

We will:

- contact all offsite providers to discuss their safeguarding and child protection procedures before we refer our students to them to ensure the provision is suitable.
- ensure all providers of the school are registered and approved wherever possible.
- inform Four Stones Gateway Trust People Team of any new AP provision who will request a signed letter of reassurance.
- ensure the Health and Safety Policy and Child Protection policy for each provider is obtained.
- ensure relevant safeguarding information is shared, where there is a need to do so.
- contact the provider daily to check on attendance, where a student is placed at a setting full time.
- ensure weekly attendance updates are received.
- meet with the DSL/DDSL at the offsite provision to discuss individual students where necessary.

Monitoring progress, attendance, and behaviour

We will:

- complete daily calls to check students have arrived at their placement.
- complete at least half termly visits to the placement to meet with staff and students to assure that the provision is achieving its objectives, that students are regularly attending and that the placement continues to be safe and meet students' needs.
- these meetings should also be an opportunity to discuss achievement, behaviour, attendance, wellbeing, and any action points. These will be recorded on the 'Staff Visit to Offsite Provider' form (appendix 5).
- attend reintegration meetings after any suspension(s) from off-site providers.

Notifying parents/carers

- Where we are directing a student to off-site alternative provision, their parents/carers will be notified in writing (please see model letters in the appendix)
- Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin.
- The notification letter will explain the purpose of the alternative provision and the reason the student has been referred to this provision.
- The notification letter will state the dates for which the student will be required to attend alternative provision, the time the provision will start, the amount of time the student is to spend at the placement each day, the address the student will need to attend and the name of the person responsible for the provision.
- Follow up letters will be sent each half term where a placement continues.

Appendix 1: Parental letters

Letter 1 (informing the parent/carer of the AP provision and the rationale)

Dear <PARENTAL SALUTATION>

I am writing to you to inform you of our <DECISION/JOINT AGREEMENT> for <NAME> to attend XXXXXX (Address) to <REASON FOR ATTENDANCE AT AP PROVIDER>. We hope that <NAME>'s attendance at <PROVIDER> supports their ongoing education.

Attendance will begin on <DATE>, from <TIME AM> to <TIME PM> each day. Your contact at XXXX will be <NAME OF CONTACT AT AP>, you should ask for them on arrival on <NAME>'s first day. The address of the provider is XXXX

<NAME>'s progress at XXXXXX will be reviewed on a half termly basis to ensure that the placement is achieving its objectives and <HE/SHE> is benefitting from it. The first review is scheduled to take place during the week beginning <DATE> and so I will contact you in the week following this update you on the outcome of this review.

Should you wish to contact me regarding this letter, please do not hesitate in doing so.

Yours sincerely,

Letter 2 (repeated as many times as necessary throughout placement), to indicate placement continuation for students.

Dear

I am writing to update you on the review of <NAME>'s placement at XXXXXX, which was held on <DATE>. We discussed the following information:

- Information on attendance
- Information on behaviour; and
- Information on achievement.

<PARAGRAPH SUMMARISING THE ABOVE INFORMATION>

We have agreed that <NAME> will continue at XXXXXX, with <HIS/HER> progress being reviewed on a half termly basis to ensure that the placement is achieving its objectives and <HE/SHE> is benefitting from it. The next review is scheduled to take place during the week beginning <DATE> and so I will contact you in the week following this update you on the outcome of this review.

Should you wish to contact me regarding this letter, please do not hesitate in doing so.

Yours sincerely,

Letter 3 to signal the end of the placement.

Dear

I am writing to update you on the review of <NAME>'s placement at XXXXXX, which was held on <DATE>. We discussed the following information:

- Information on attendance.
- Information on behaviour; and
- Information on achievement.

It is clear that <NAME> has made good progress at XXXXX and the placement has achieved its objective. We are now planning to re-integrate <NAME> back into The De Montfort school over the few weeks. The plan is for <HIM/HER> to be back full-time at The De Montfort school on <DATE>. During our phone call on <DATE> we discussed the re-integration plan and agreed on the following:
<GIVE THE DETAILED STEPS OF THE RE-INTEGRATION PLAN>.

Should you wish to contact me regarding this letter, please do not hesitate in doing so.

Yours sincerely,

Appendix 2: Letter of reassurance

Dear <HEADTEACHER>

I am able to confirm the following:

All pre-employment checks have been completed for all staff at <PROVIDER>.

All the members of staff have been appointed in line with safer recruitment processes and all receive regular safeguarding training and updates.

In the event of any concerns about a member of staff at <PROVIDER> contact <NAME – POSITION> on <PHONE> or <EMAIL>.

<PROVIDER> DFE number:

Yours sincerely

Print Name:

Position:

Appendix 3: Quality assurance for non-Ofsted registered AP

TDMS ALTERNATIVE PROVISION QUALITY ASSURANCE

PROVIDER:

CONTACT DETAILS:

BRIEF DESCRIPTION OF PROGRAMME:

COURSE/SUBJECT	EXPECTED OUTCOMES

DETAILS OF PREVIOUS QUALITY ASSURANCE VISIT(S)

CARRIED OUT BY:

DATE OF VISITS:

THEME ONE: 'SAFEGUARDING (ESSENTIAL) REQUIREMENT GUIDING PRINCIPLE': Young people feel safe.

	Requirement	Evidence	Requirement met. (circle)	Date checked
1	Access to the site is restricted to registered students and the organisation's own staff. All staff have current DBSs which are recorded on a central register.	☐ Secure entrance. ☐ Site is secure from intruders. ☐ Sign in book. ☐ Sign in procedures. ☐ Central DBS Register/SCR.	FULLY PARTIALLY	

COMMENTS

2	Safeguarding/Child Protection policies are in place and up to date.	☐ Names and contact details of those responsible for Safeguarding in both of partner institutions to provide consistency. ☐ Safeguarding/child protection policies from both providers. ☐ Induction procedure and resources for new staff. ☐ Minutes of policy review. ☐ Communications to parents and young people.	FULLY PARTIALLY	
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COMMENTS

3	Refresher training is available at 2 yearly intervals for lead member of staff and all staff that work with children undertake appropriate training and then refresher training at 3 yearly intervals. All members of staff are aware of and access to Safeguarding. Children training programmes.	☐ Records of staff L1, L2 and L3 Safeguarding Certificates. ☐ Safeguarding training and information plan.	FULLY PARTIALLY	
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COMMENTS				
	Requirement	Evidence	Requirement met. (circle)	Date checked
4	The organisation has an e-safety/acceptable use policy and anti-bullying policy signed by staff and pupils.	☐ E-safety/acceptable use policy and anti-bullying policy. ☐ All staff trained in e-safety and anti-bullying.	FULLY PARTIALLY	
COMMENTS				
5	All members of staff know what to do if a disclosure is made.	☐ Information on how Child Protection (CP) concerns are raised. ☐ Log sheet. ☐ LA's Model Concerns Record Sheet.	FULLY PARTIALLY	
COMMENTS				
6	All staff aware of the evidence given from the Health and Safety Executive about lone working.	☐ A lone working risk assessment has been carried out. ☐ Policy. ☐ Policy guidance documents.	FULLY PARTIALLY	
COMMENTS There are always 2 workers working along with the students as all are 'high risk'.				

THEME TWO: HEALTH AND SAFETY (ESSENTIAL) REQUIREMENT GUIDING PRINCIPLE: Young people are safe on and off the premises.

	Requirement	Evidence	Requirement met. (circle)	Date checked
1	An up-to-date Health and Safety policy is in place and accessible to all staff, young people, carers and visitors and there is a designated person who is held ultimately responsible for health and safety.	☐ Knowledge of requirements of health and safety legislation. ☐ 'Competent' health and safety advice available. ☐ Appropriate health and safety signs and notices.	FULLY PARTIALLY	
COMMENTS				
2	Risk assessments have been carried out to identify significant risks on site.	☐ Adequate risk control measures. ☐ Record of at least yearly regular reviews	FULLY PARTIALLY	
COMMENTS				

3	Fire drills take place regularly, at least once a year.	☐ Fire alarms are regularly tested and meet the Fire Brigade's criteria. ☐ Fire extinguishers tested regularly. ☐ Staff trained in fire prevention measures. ☐ Diary showing recent fire drills and notes. ☐ Certificate showing tests of fire alarms.	FULLY PARTIALLY	
COMMENTS				
	Requirement	Evidence	Requirement met. (circle)	Date checked
4	Public liability insurance policy is current, and the insurance certificate is displayed.	☐ Public liability insurance document. ☐ Other relevant insurance documents.	FULLY PARTIALLY	
COMMENTS				
5	First aid equipment and/or facilities are readily available. ☐ Is the organisation familiar with procedures for reporting accidents and injuries etc? www.hse.gov.uk	☐ Arrangements for access to a qualified first aider or 'Appointed person.' ☐ Recording systems for accidents and first aid treatments and notification to the school (if appropriate) and/or the parents/carers? ☐ List of trained first aiders displayed.	FULLY PARTIALLY	
COMMENTS				
6	Arrangements are in place for supervision of young people.	☐ Supervision arrangements. ☐ Rotes. ☐ Ratios of staff to young people identified according to need and upheld	FULLY PARTIALLY	
COMMENTS				

THEME THREE: TEACHING AND LEARNING

GUIDING PRINCIPLE: Learner's benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs.

	Requirement	Evidence	Requirement met. (circle)	Date checked
1	Lessons/sessions have clear and appropriate learning outcomes.		FULLY PARTIALLY	
COMMENTS				
2	Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve.		FULLY PARTIALLY	
COMMENTS				
3	Regular and thorough assessment and review of progress takes place.		FULLY PARTIALLY	
COMMENTS				

Appendix 4: Initial Offsite Visit Checklist

Name of student	
Offsite provider	
Member of staff completing the form	
Date provision starts	
Key contact	

To be completed BEFORE placement	Yes	No	Notes
Member of staff who did a pre-visit - who and date?			
A letter of reassurance has been received for this academic year and is on file.			
A copy of the safeguarding policy for this academic year is on file.			
Is the establishment DFE registered? If not, is it on the LA registered list?			
What course(s) will our student take?			
How will the student get there?			
If by taxi, is it County approved?			
Does the student need a risk assessment based upon their behaviour/needs to date? Has one been done? Where is it?			
What time should the student arrive/leave?			
Does the student need lunch?			
What should the student wear?			
Safeguarding or SEND records/concerns about the student shared with the providers?			

Appendix 5: Staff Visit to Offsite Provider
(to be used if the provider does not have a feedback document)

Offsite provider	
Name of student	
Reason for referral	
Date	
Attendance	
Member of school staff visiting	
Member of offsite provider's staff spoken to	
Curriculum/Course(s)	
Comments regarding student's progress (is the reason for the referral being addressed?)	
Any comments from student shared during the visit/review meeting	
Date of next visit	

Appendix 6: Documents to be used and kept in the school AP folder

6a

Alternative Provision Overview

An overview of students attending offsite provision for academic and/or behavioural reasons whilst remaining on our school roll is kept, updated and overseen by the Deputy Headteacher i/c Behaviour & Culture.

We also have students using alternative provision in addition to attending TDMS full time; this includes students with an EHCP and CLA students whose funding supplements additional tuition after school. These students are included in the overview document (link in paragraph 1).

Folder contents:

The alternative provision (AP) folder should contain the following information:

- The AP Overview sheet completed for the current academic year (this must include the DFE numbers for DFE registered providers in the above table)
- The TDMS Offsite Protocols for the current academic year
- A section for each AP provider including:
 - a letter of reassurance (appendix 2)
 - the safeguarding policy for the current academic year
 - quality assurance for non-Ofsted registered AP (appendix 3) if required
- A section for each student to include the **AP Student Cover Sheet** (this outlines all other documentation required for each student accessing AP)
- Quality assurance checks section to include the **AP Half Termly QA** document completed

Student Cover Sheet

Student Name:	
AP Provider (DFE and URN number to be included):	
Start Date:	
Rationale:	
Contextual Information (SEND/Section 19/CLA/PCLA/PP/CIN/CP etc) :	
Timetable (what days/times will the student attend)	
Parent/carers consent obtained (letter 1)	
TDMS named contact (name and number/email):	
Alternative Provision named contact (name and number/email):	
Headteacher approval (at least 2 weeks prior to the placement start date)	
Attendance Officer, Admissions Officer, HOY and SLT informed	
Other agencies involved (these should be shared with the AP)	
Letter of reassurance for the AP provider confirmed (appendix 2) and safeguarding policy printed	
QA for non-DFE registered AP if required (appendix 3)	
Initial offsite checklist (appendix 4)	

Quality Assurance/Well-being and Progress Checks/Review Dates (signed and dated by the member of staff carrying out the visit/review). Appendix 5 should be completed if there is no report from the AP

Autumn Term		Spring Term		Summer Term		Next academic year
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	
Date letter sent to Parent/Carer	Date letter sent to Parent/Carer	Date letter sent to Parent/Carer	Date letter sent to Parent/Carer	Date letter sent to Parent/Carer	Date letter sent to Parent/Carer	Date letter sent to Parent/Carer

Half Termly Quality Assurance (to be completed each half term)

Date and signature and member of staff completing the check		
Document	Present (Y/N/Some)	Notes and actions
Letter of reassurance for each AP provider (appendix 2) for current academic year		
Safeguarding policy for each provider for current academic year		
QA for non-DFE registered AP if required (appendix 3)		
Date of half termly checks and initials of member of staff checking for each student		
Initial offsite checklist for all students (appendix 4) – these should be in each student section		
Parent letter 1 (appendix 1) for each student - confirm this has been sent to parents/carers		
Half termly parent letter 2 (appendix 1) for each student - confirm this has been sent to parents/carers - all letters from commencement of placement		
Attendance report (up to date) for each student - all reports (SIMS/Arbor) from commencement of placement		
Half termly progress report/feedback from the AP provider (appendix 5 or AP report) for each student - confirm parents/carers has been informed of current attendance - all reports from commencement of placement		