

Jennett's Park CE Primary

Commissioning Non- School Alternative Provision Policy



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| Date reviewed | Updated January 2026 in line with new DfE guidance (effective 1 April 2026) |
| Date of Next review | April 2028 |
| Published | Draft |
| Website Status | Yes |

Jennett’s Park CE Primary School Commissioning Non-School Alternative Provision Policy

School Background:

Jennett’s Park CE Primary School is an inclusive Christian school, welcoming all children from the whole community to a caring and happy environment where they can achieve to the very best of their abilities. At Jennett’s Park CE we believe that all children are unique and we encourage them to develop their strengths and creativity as individuals. We emphasise the development of the whole-learner physically, intellectually, emotionally and ethically. We wish for children to flourish and achieve under God’s Love.

We promise as a staff and community to try to serve the common good with our work as part of the Church of England.

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| Educating for Wisdom, Knowledge and Skills | To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives. |
| Educating for Hope and Aspiration | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds |
| Educating for Community and Living Well Together | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish. |
| Educating for Dignity and Respect | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

References

- Alternative provision - GOV.UK
- Independent schools inspection handbook - GOV.UK (www.gov.uk) (Reflecting **November 2025 EIF**)
- Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)
- **Non-school alternative provision - Voluntary national standards (August 2025)**
- **Keeping children safe in education (September 2025)** - GOV.UK (www.gov.uk)
- Registration of independent schools, Departmental advice for proprietors and prospective proprietors of independent schools in England; August 2019
- **School inspection handbook (November 2025)** - GOV.UK (www.gov.uk) (Reflecting **November 2025 EIF**)
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)
- Working together to improve school attendance - GOV.UK (www.gov.uk)
- Working together to safeguard children - GOV.UK (www.gov.uk)

Definition and Purpose

This policy aims to provide clear guidance to *Jennett's Park CE Primary* colleagues and partners in the commissioning of **'non-school' alternative provision (NS-AP)**, also referred to as 'unregulated' or 'unregistered' alternative provision. This term defines an AP setting which is **not a registered school or college** (for pre-16 pupils). This policy assumes the **voluntary adoption and implementation of the DfE's Non-school alternative provision national standards (NS-AP)**.

All children, regardless of circumstance or setting, should expect to receive a good education. When arranging alternative provision, *Jennett's Park CE Primary* will ensure that it is **good quality**, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks.

Adapting Education to a Child's Needs

The education offered by NS-AP settings must be of a good quality, measured against the expectations set out in the NS-AP, particularly **Part 4: Quality of education**. Provision should support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs.

Provider Accountability and Continuous Improvement

Jennett's Park CE Primary expects all non-school alternative provision providers used to adhere fully to the DfE's Non-school alternative provision national standards (Parts 1-4) to ensure pupils are safe and receive high-quality education.

Providers must **continuously evaluate their own practices** so that they can be confident their setting remains high quality. This continuous improvement process, required under **NS-AP Standard 4.4**, should include processes to **self-evaluate whether they are effective in delivering the commissioned services**.

The provider **must be able to furnish the commissioning school with copies of their most recent self-review documentation and associated action plans** upon request.

The Local Authority's Role in Quality Assurance and Approved Providers

Bracknell Forest Council maintains a strategic oversight of the sufficiency and suitability of alternative provision in the local area. The Local Authority (LA) will conduct due diligence and quality assurance oversight of NS-AP providers to assist local authorities and schools in meeting their commissioning responsibilities.

- **Approved Provider List:** The LA produces and maintains an **approved list** (or directory) of local unregistered alternative provision. Providers on this list are measured against clear, locally defined standards (including registration where necessary, safeguarding, health and safety, quality of accommodation, and quality of education).

Identifying a suitable Placement (School Responsibility)

The commissioning school or local authority is **ultimately responsible** for the provision they put in place. When a school places a pupil with an AP provider, **the school continues to be responsible for the safeguarding of that pupil**.

Reliance on the Bracknell Forest Council approved list or quality assurance checks **does not remove the commissioning school's own duty to conduct rigorous due diligence**. As the commissioner, *[name of school]*, prior to placement, should **always conduct their own due diligence to assess whether the provision is safe, offers high quality education and is suitable for meeting the child's individual needs**, specifically checking for adherence to the Non-school alternative provision national standards. Inappropriate or insufficient checks may negatively impact an Ofsted inspection judgment, particularly regarding leadership and management.

Arranging a Placement

As soon as a suitable placement is identified, *Jennett's Park CE Primary* and the AP setting will agree the nature of the intervention, its objectives, reintegration and the timeline to achieve these objectives. The provider should set this out in a personalised plan for the child.

Placement Length Expectation

The planned duration of the placement must be clearly defined from the outset, based on the child's personalized plan and reintegration goals.

- **Expected placement length must not exceed full-time attendance for longer than 12 weeks**, or alternatively, arrangements may permit **up to 4 sessions per week for a longer period of time**, provided that the setting does not exceed the legal threshold requiring it to register as an independent school.
- Any extension of a placement beyond these initially agreed limits will only be considered in **exceptional circumstances** following a formal review and explicit agreement from all commissioning partners and stakeholders.

Regular review dates (at least half-termly) between us and the provider will be built in to monitor the child's progress. Alignment with NS-AP requires monitoring of learning progress and formal progress reviews to occur at least every **six weeks** [4.3, 499].

Free School Meals Provision

The **commissioning school retains the statutory responsibility** for ensuring that pupils entitled to Free School Meals (FSM) receive their entitlement. Since pupils accessing non-school alternative provision (NS-AP) remain on the admission register of their home school, the school remains accountable for providing the FSM. The school may provide this entitlement by providing the meal or snacks, reimbursing the parent/carer for the daily cost of the meal, or agreeing other means.

Pre-placement

Pre-placement, *Jennett's Park CE Primary* will ensure that the following checklist has been met:

1. Liaison with all relevant stakeholders (including the pupil, parent carer, EHCP Coordinator, social worker, Virtual School Advisor for Children in Care, health professional etc.) to ensure that the planned provision is in the best interest of the child.
2. Following initial contact with the AP setting, a site visit and record using the **01 Pre-placement visit record (Appendix 1)**, ensuring rigorous inspection against the **Non-school alternative provision national standards (Parts 1-4)**.
3. Completion of the **02 Initial Referral and Admissions (Appendix 2)** form.
4. If relevant, a pre-placement baseline assessment.
5. Funding checks. Ensure sufficient funding is available for the length of placement prior to commissioning.
6. The operational lead will ensure that all relevant documentation (including emails) are stored centrally.
7. *Jennett's Park CE Primary* understands that they have the responsibility to ensure that the pupil is not disadvantaged in respect of being kept safe, attendance or educational outcomes.

Oversight of Placements

Responsibility for the oversight of the alternative provision used **always rests with the local authority or school that commissioned the placement**. Schools should always inform the local authority (**Bracknell Forest Council**) when they commission a placement.

Reviews should be frequent enough (at least half-termly) to assure that the provision is achieving its objectives, is regularly attending, and that the placement continues to be safe and meets the child's needs.

Monitoring and reviewing progress must align with the expectations in **NS-AP Part 4.3**, with updates provided to the school/commissioner at least every **six weeks**. Where safeguarding concerns arise, the placement should be immediately reviewed and terminated if necessary, unless those concerns have been satisfactorily addressed.

Safeguarding (Incorporating NS-AP Part 1 and KCSIE 2025)

Where a child is placed in alternative provision, *Jennett's Park CE Primary* continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment.

Schools **must** obtain **written confirmation** from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment (i.e., those checks that schools would otherwise perform on their own staff).

Adoption of NS-AP Part 1 (Safeguarding and the welfare of children) requires confirmation that the NS-AP provider has the following arrangements in place:

1. **Staff Vetting and Single Central Record (NS 1.1):** All staff, including proprietors, must undergo recruitment checks including an enhanced Disclosure and Barring Service (DBS) with barred list check where appropriate. These checks must be recorded on a **single central record**.
2. **Appropriate Policies (NS 1.2):** Policies must include: Child protection, Behaviour, and Staff behaviour.
3. **Responding to Concerns (NS 1.3):** Robust procedures must be in place outlining how staff should respond to concerns, ensuring timely sharing of information with the named safeguarding lead. Written records must be kept of every concern raised.
4. **Staff Familiarity (NS 1.4):** All permanent staff should undertake child protection training on an **annual basis**.
5. **Named Child Safeguarding Lead (NS 1.5):** Providers must have a **named child safeguarding lead** who has received appropriate, documented training, renewed at least every **two years**.
6. **Site Security (NS 1.6):** Site access should be restricted to children receiving provision, the provider's own staff, and supervised visitors. Risk assessments must be undertaken when learning takes place in non-secure environments.

Jennett's Park CE Primary will obtain **written confirmation** from the alternative provider, using Appendix 7, that appropriate safeguarding checks and arrangements have been carried out and that the provider will inform the commissioner of any changes to arrangements that may put the child at risk (i.e. staff changes).

Attendance (Incorporating NS-AP Part 3.4)

The NS-AP requires providers to record attendance or absence for each session and report that information promptly to the commissioners.

Adoption of NS-AP Part 3.4 requires that:

- Providers record attendance or absence for each session and report that information promptly (ideally within 30 minutes of the session start) to the commissioners.
- Absences should be followed up urgently to ascertain the reason.
- Attendance should be discussed with commissioners at least every **six weeks**.

Summary of Appendices and Usage

The following table outlines the purpose and timing for the use of the operational appendices referenced in the **Bracknell Forest** Model Policy for Commissioning Non-School Alternative Provision.

These templates are designed to ensure the commissioning school meets its responsibilities for due diligence, safeguarding oversight, and monitoring of educational outcomes, as required by **Keeping Children Safe in Education (KCSIE 2025)**, the **School Inspection Handbook (EIF)**, and the **Non-school alternative provision Voluntary National Standards (NS-AP)**.

| Appendix Number | Appendix Title | Purpose | When to Use |
|-----------------|--|--|--|
| Appendix 1 | 01 Pre-placement visit record | Used to document the required site visit to the Non-School Alternative Provision (NS-AP) setting. It functions as a due diligence and quality assurance checklist covering pre-placement requirements, safeguarding checks, health and safety protocols, and the quality of the provision offer. It ensures the commissioner has assurance that the setting is safe and appropriate prior to placing a pupil. | Mandatory pre-placement , immediately following initial contact with the AP setting. |
| Appendix 2 | 02 Initial Referral and Admissions form | Used to formally refer the pupil (Section A) and confirm the full admissions agreement (Section B) with the NS-AP provider. It captures all necessary data, including core aims and objectives, key professional contacts, agreed placement duration (max 12 weeks full-time or 4 sessions/week part-time), daily attendance reporting protocols (must be within 30 minutes of arrival time), and Free School Meal (FSM) provision arrangements . | Section A is completed prior to placement being agreed. Section B is completed once the placement and protocols have been mutually agreed upon. |
| Appendix 3 | 03 Pre-placement baseline (Pupil) | Used to capture a baseline assessment of the pupil's social, emotional, or behavioural needs (SEMH) and/or academic levels, particularly when the placement aims to improve these areas. It is intended to help subsequently measure progress against key objectives. This may use established tools like the Strengths and Difficulties Questionnaire (SDQ) or the THRIVE approach. | Pre-placement , repeated mid-placement and/or at the end of placement to demonstrate quantifiable progress. |
| Appendix 4 | 04 Learner Code of Conduct agreement | A template document used to establish clear behaviour expectations that align with both the school's policy and the NS-AP setting's rules. It is signed by the pupil, parents/carers, school referrer, and AP contact, confirming agreement to follow the placement rules. | Completed pre-placement , often alongside the final agreement of Appendix 2. |

| | | | |
|------------|---|--|--|
| Appendix 5 | 05 Alternative Provision Progress visit record | Used by the commissioning school colleague to record observations during on-site visits . It monitors the pupil's progress against agreed objectives and re-evaluates the environment and safeguarding practices. Reviews should be conducted at least half-termly . | During regular progress visits to the AP setting. |
| Appendix 6 | 06 Mid or End of placement evaluation | A multi-perspective form used to formally evaluate the success and ongoing suitability of the placement . It collects feedback/scores from the pupil, parent/carer, AP provider, and the commissioning school. The results inform decisions regarding reintegration or transition to a post-16 destination. | Used mid-placement (to review and adjust the offer) and at the end of the placement (to determine next steps and assess outcomes). |
| Appendix 7 | 07 Written Confirmation (KCSIE/NS-AP) | Statutory confirmation required by the commissioning school to ensure that the AP provider has carried out appropriate safeguarding checks on all staff (DBS, barred list, etc.) and maintains a single central record (SCR). This meets the school's ongoing safeguarding responsibility for the pupil, as defined in KCSIE (e.g., paragraphs 169/422). | Mandatory pre-placement , before the pupil starts at the AP setting. |

Appendix 1

Unregulated Alternative Provision / Non-School Alternative Provision

01 Pre-placement visit record (Incorporating National Standards Compliance Check)

| | |
|--------------------|--|
| Name of AP setting | |
| Address | |
| Date of visit | |

PRE-PLACEMENT

| Compliance Check | Y/N | Comments |
|---|-----|----------|
| NS COMPLIANCE: Has the commissioner requested and received written evidence of compliance with the Non-school Alternative Provision Voluntary National Standards (Parts 1-4)? | | |
| LA QUALITY ASSURANCE: Has the commissioner requested and received a copy of the Bracknell Forest Council Quality Assurance visit report from the provider? (if available) | | |
| LEGAL DUTY (Registration Status): Is the commissioner confident that the setting is not operating illegally (providing full-time education for 5+ pupils or 1+ with EHCP/LAC status)? Has the length and intensity of the proposed placement (no more than 12 weeks full-time or 4 sessions per week part-time) been checked against the provider's legal limits? | | |
| DUE DILIGENCE: Has the commissioner verified references/recommendations from other schools/commissioners? | | |
| DIRECTORY/APPROVED LIST: Has the commissioner checked the Bracknell Forest Council Unregulated Alternative Provision Directory? (Note: Checking the directory is mandatory but does not negate the school's duty to conduct its own rigorous due diligence on safety and suitability) | | |
| Self-Review Documentation: Has the commissioner requested and received the provider's most recent self-evaluation report and associated action plan (as per NS-AP 4.4)? | | |

PART 1: SAFEGUARDING AND THE WELFARE OF CHILDREN (NS 1.1-1.6)

| Standard | Y/N | Comments |
|---|-----|----------|
| 1.1 Staff Vetting & SCR: Does the AP setting maintain a single central record (SCR) that documents all required staff recruitment checks (DBS, barred list, right to work, prohibition checks)? | | |
| 1.2 Policies: Does the AP setting have up-to-date policies for: Child protection, Behaviour (incl. reasonable force), and Staff behaviour (incl. whistleblowing/allegations)? | | |
| 1.3 Response Procedures: Are robust procedures in place for staff response, recording incidents, and timely notification/referral? | | |
| 1.4 Staff Familiarity: Are all permanent staff familiar with safeguarding procedures, and is child protection training renewed annually ? | | |
| 1.5 Named Lead: Is there a named Child Safeguarding Lead who has received appropriate documented training (renewed at least every two years)? | | |
| 1.6 Site Security: Is the site secure and suitable for children? Have risk assessments been provided for shared/public/off-site learning? | | |
| Has the school received written confirmation (Appendix 7) that appropriate safeguarding checks have been carried out on all individuals working at the establishment? | | |

[Appendix 2](#)

02 Initial Referral (Section A) and Admission form (Section B)

SECTION A to be completed **prior** to placement being agreed

SECTION B to be completed when **placement has been agreed**

Where relevant, cells have a variety of possible responses; colleagues should delete the information as applicable. All cells may be expanded. The pupil name repeats as a header across each page.

SECTION A

| | |
|------------------------------|--|
| PUPIL NAME | |
| DATE OF BIRTH | |
| School | |
| Year group | |
| School key contact name | |
| School key contact role | |
| School key contact telephone | |
| School key contact email | |
| URN Number | |

| | |
|--|---|
| % attendance at time of referral | |
| SEND | NO KNOWN SEND SEND SUPPORT EHCP IN APPLICATION EHCP IN YES TO ASSESS STAGE EHCP IN DRAFT EHCP IN PLACE |
| If the pupil has an EHCP, have the relevant sections/targets been attached to this referral? | YES NO N/A |
| Does the pupil have an Individual Learning Plan (ILP)? | YES NO N/A |
| Is the ILP attached to this referral? | YES NO N/A |
| Has the pupil undergone a risk assessment? | YES NO N/A |
| Is a copy of the risk assessment attached to this referral? | YES NO N/A |
| Is the pupil a child in care? | YES NO |
| Is the pupil an Unaccompanied Asylum Seeker? | YES NO |
| Is the pupil a refugee? | YES NO |
| If yes, (to any of the 3 previous Qs) is the Virtual School aware of this referral? | YES NO N/A |
| Does the pupil have an Individual Healthcare Plan? | YES NO N/A |
| If the pupil has an Individual Healthcare Plan, is it attached to this referral? | YES NO N/A |
| Is the pupil open to social care? | YES NO EH S17 S47 OTHER |
| If any other agencies are involved, please list here | |
| Does the pupil have a Behaviour Support Plan? | YES NO N/A |
| If the pupil has a Behaviour Support plan, is it attached to this referral? | YES NO N/A |
| Day(s) / timings required (Placement limits must be adhered to) | Maximum full-time attendance for not longer than 12 weeks; OR up to 4 sessions per week for a longer period of time. [Conversation History, 10] |
| Preferred attendance duration | E.g., one term or one academic year |
| Proposed start date | |
| Proposed end date | |
| Does the pupil attend any other Alternative Provision? | YES NO N/A |
| If Yes, please specify days and times | |
| If Yes, which course(s) (provide level) | |
| Is the pupil a Young Carer? | YES NO |
| Is the pupil from a Gypsy, Roma or Traveller community? | YES NO |

SECTION B

| | |
|--|---|
| PUPIL NAME | |
| CORE INFORMATION | |
| Gender | MALE FEMALE IDENTIFIES AS MALE IDENTIFIES AS FEMALE NON-BINARY |
| Ethnicity | WHITE BRITISH IRISH WHITE GYPSY ROMA TRAVELLER OF IRISH HERITAGE ANY OTHER BACKGROUND WHITE AND BLACK CARIBBEAN AND BLACK AFRICAN WHITE AND ASIAN ANY OTHER MIXED OR MULTIPLE ETHNIC BACKGROUND INDIAN PAKISTANI BANGLADESHI CHINESE ANY OTHER ASIAN BACKGROUND BLACK AFRICAN BLACK CARIBBEAN ARAB ANY OTHER ETHNIC GROUP |
| Name of parent/carer | |
| Email of parent/carer | |
| Mobile telephone | |
| Home telephone | |
| Work telephone | |
| Emergency contact 1 Name/relationship | |
| Emergency contact 1 Telephone number | |
| Emergency contact 2 Name/relationship | |
| Emergency contact 2 Telephone number | |
| Course/provision offer | |
| Days and times to attend (Must adhere to policy limits) | Maximum full-time attendance for not longer than 12 weeks; OR up to 4 sessions per week for a longer period of time. [Conversation History] |
| Agreed taster date (if applicable) | |
| Agreed start date | |
| Planned end date | |
| Time and method of arrival (please state if different on different days) | |

| | |
|---|--|
| Time and method of departure (please state if different on different days) | |
| If relevant, EHCP Coordinator email | |
| If relevant, youth justice worker email | |
| If relevant, Virtual School Children in care Adviser email | |
| If relevant, social worker/FSP email | |
| SAFEGUARDING | |
| Attendance (NS 3.4) | <i>Please document how attendance at the AP setting will be communicated to the school/commissioner – must be within 30 minutes of the child's agreed arrival time. Method (e.g., by email/text/phone call to the key contact/school pastoral lead/attendance lead) Provide relevant email addresses/telephone numbers and name/role of key contact</i> |
| Procedures for non-attendance | <i>If the pupil has not arrived by (insert time), the following will take place (this list is to be adapted by the school/commissioner): School/commissioner informed as per the agreement above Telephone call to the pupil's parent/carer Telephone call to the relevant professional (provide detail as necessary) If the pupil's whereabouts are not known – indicate agreed safeguarding procedures here</i> |
| School Designated Safeguarding Lead name (KCSIE 2025) | |
| School Designated Safeguarding Lead email | |
| School Designated Safeguarding Lead telephone | |
| Agreed process for the recording and informing of a safeguarding concern (NS 1.3) | This checklist must ensure alignment with KCSIE 2025 and NS-AP: Has the school shared its own preferred safeguarding record form? Has a minimum timeline for sharing concerns been agreed? (e.g., within 30 minutes etc.) Has a Risk Assessment been completed? Method of communication – detail how concerns will be shared and with whom (e.g., DSL contact, via email using the school's safeguarding template/shared drive etc.) How will the AP setting log the concern? Who will follow this up? When? How? |
| General | Has the school checked the AP setting's own safeguarding policy? Has the school/commissioner checked that the pupil will not be mixing with post-16 students/adults who are not staff, while at the setting? Will any of the provision take place off-site/in the family home? Will this require an additional risk assessment or consent form? |
| Photo consent | Is photo consent required? Does the school or AP setting have consent to share photographs of this pupil on social media/on their website/in the press? Will additional consent be checked if needed? |

| AIMS AND OUTCOMES | |
|--|---|
| KEY OBJECTIVE 1 (NS 4.3) | |
| KEY OBJECTIVE 2 (NS 4.3) | |
| KEY OBJECTIVE 3 (NS 4.3) | |
| If these objectives are linked to PEP targets and/or EHCP outcomes, please list here | |
| How do the objectives meet the curriculum provision of this pupil? If relevant, please provide any current levels in core subjects | |
| If the aims are social/emotional, will any baseline tests be completed at the beginning and then during/at the end of the placement to demonstrate progress? | |
| How will the AP setting communicate progress? (format/regularity) To whom? | Communication must align with NS-AP Standard 4.3: Progress updates should be provided to the school/commissioner at least every six weeks. |
| If progress is not evident, what steps will be taken? | |
| Will the pupil be working towards any qualifications? If so, provide detail, with expected levels and completion timeframes | |
| Agree dates and times when the school/commissioner can visit the pupil in the setting. | |
| Agree that the school/commissioner may carry out unplanned visits to the pupil in the setting | |
| If in KS4-5 (Y10-13), how will this placement contribute to post-16/18 planning? | |
| Who is the careers lead at school? Are they aware of this placement? | |
| Will any careers advice be provided during this placement? | |
| SEND/Children in Care/Health/Youth justice information | |
| Core information What are the key needs for this young person? | List the key needs here Does the pupil require additional adult support? Will this be provided by the school? (e.g., TA) If so, what are their contact details? List the basics of what AP staff need to know |
| EHCP/PEP/ILP/BSP targets | List any relevant targets from the pupil's EHCP, PEP, Individual Learning Plan or Behaviour Support Plan How will this placement support the pupil to achieve these targets? Will AP colleagues be invited to reviews as appropriate? |
| English as an additional language | Which languages are spoken at home? Will the pupil require any additional support? How will this be provided? |

| | |
|--|--|
| Health | Does this pupil have an Individual Healthcare Plan? Is there any other relevant health information? Does the pupil take any medication during the day? Does this require secure storage? |
| GP contact details | Please provide the name of the pupil's GP, surgery address and telephone number |
| Youth justice | If the pupil has a youth justice worker, please add their contact details here. Have they been notified of this placement? |
| BEHAVIOUR (NS 3.5) | |
| Expectations | Has the 04 Learner Code of Conduct been completed? Summarise here the expected behaviour from the pupil, e.g. X will arrive on time X will not smoke on site XX will follow instructions etc. |
| Policy | Has the school checked the Behaviour policy/expectations of the setting? What is the setting's policy around smoking? Has the AP setting shared its use of sanctions with the commissioner? How often will the AP setting report back to the school on the pupil's behaviour? |
| Physical Intervention | Does the AP setting have a policy on physical intervention? If so, who is trained and is that up to date? |
| Suspension and exclusion | Has a discussion taken place, and agreement reached, on what would happen if the pupil received a suspension from school? E.g., will this impact on the AP setting? |
| EQUIPMENT/USE OF MACHINERY/TOOLS | |
| Equipment | Provide detail of what will be required ahead of the placement/what the AP setting will provide (e.g., hard hats, appropriate footwear etc.). Are there any specific clothing requirements? |
| Use of machinery, tools and/or digital equipment | Has an appropriate risk assessment with regard to the use of tools, machinery and/or digital equipment been agreed? What is the induction process? What will be the staffing ratios at the setting? |
| Animals | If relevant, how will the pupil receive appropriate induction in handling/assisting with animals? Are there any health risks associated with contact with animals? |
| PRACTICALITIES | |
| Transport | How will the pupil travel to and from the AP setting? If by taxi, what are the key contact details for the taxi company? |
| Lunch/snacks | If the pupil is entitled to Free School Meals, the commissioning school retains statutory responsibility to ensure the entitlement is provided. How will this be ensured (e.g., packed meal, reimbursement, or AP provision)? [Conversation History] Does the pupil have any food allergies/dietary requirements? Is there a setting policy (e.g., no nuts on site etc.)? |
| Other as appropriate (can be deleted/adapted) | |

Signatures

We, the named persons below certify that we are authorised to refer the pupil named and accept the terms of business as agreed with the referring agency/school. We confirm that all details are current, correct and that all relevant information has been shared. We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

| Signatory | Signature | Date |
|--------------------------------|-----------|------|
| Parent/carer | | |
| Pupil | | |
| School referrer | | |
| AP contact/lead | | |
| Other professional (name/role) | | |

A completed copy of this form will be forwarded to:

- Parent/carer
- Pupil
- School contact
- AP contact
- EHCP Co
- Virtual School for Children in Care Adviser
- Youth justice Key worker
- NHS professional
- Other relevant professional

Appendix 3

03 Pre-placement baseline (Pupil Focus: Social, Emotional, Mental Health)

If the Alternative Provision (AP) placement has a primary or secondary aim related to social and emotional or mental health (SEMH) improvement, conducting a pre-placement baseline assessment is essential to demonstrate progress.

This baseline can be revisited mid-placement and at the end of the placement to measure impact. Where objectives are social/emotional, baseline tests must be completed to demonstrate progress.

Schools are strongly encouraged to utilize their own pre-existing templates, tracking systems, or recognized educational tools (such as the Boxall Profile Online or the THRIVE approach) already in use within the mainstream or specialist setting.

| | | | |
|----------------------|--|-----------------------------|--|
| Pupil Name | | School | |
| Date of Placement | | Date of Baseline Assessment | |
| Assessor (Name/Role) | | AP Setting | |

Recommended Tools and Resources

The purpose of the baseline is to gather quantifiable or qualitative data on the pupil's emotional well-being, behaviours, and readiness for learning prior to starting the NS-AP placement. This data must directly inform the Key Objectives listed in the Initial Referral form (Appendix 2) [12.3.4].

| Area of Need | Suggested Tools (Examples) | Compliance Links |
|---------------------------------------|--|---|
| Social/Emotional/Mental Health (SEMH) | Strengths and Difficulties Questionnaire (SDQ); Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS); Wishes & Feelings questionnaires/charts. | Provision must address personal, social and emotional needs, alongside educational needs. |
| Behaviour and Attitudes | Baseline review of school behavior logs (positive/negative points); review of any existing Behaviour Support Plans (BSP); review of previous attendance/engagement data. | Placement aims should be set to improve behaviour, attendance, and re-engage pupils in education. |
| Academic/Literacy | Quick assessment of reading/writing age or core subject levels, especially literacy and numeracy. | AP should aim to achieve good academic attainment, particularly in English and Maths. |

Summary of Baseline Findings

| Area | Current Baseline Observation/Score | Placement Objective Link (from Appendix 2) |
|------------------------------------|------------------------------------|--|
| Key Social/Emotional Finding | | |
| Key Behavioural/Engagement Finding | | |
| Key Academic/Curriculum Finding | | |

Appendix 4

04 Learner Code of Conduct agreement

This Code of Conduct is an agreement between the commissioning school, the non-school Alternative Provision (AP) setting, the pupil, and the parent/carer. It can be adapted to suit the setting's existing behaviour policy.

| | | | |
|-------------------|------------------------------------|----------------------|--|
| Pupil Name | | Date of Birth | |
| School | [Name of School, Bracknell Forest] | Year Group | |
| AP Setting Name | | AP Contact Name | |

Key Expectations and Placement Requirements

This section confirms compliance with the NS-AP National Standards (Part 3.5: Behaviour, and Part 1.6: Site Security) and the legal limits of unregistered provision.

| Whilst at my AP I agree to/have been told about the following | Pupil to sign here |
|--|---------------------------|
| Attendance: If I cannot attend for any reason, I will inform the AP by the agreed time, allowing the AP to notify my school within 30 minutes of the planned start. | |
| Punctuality: I will arrive on time and ready to learn. | |
| Placement Limits: I understand my placement is agreed as [Insert agreed limit: Full-time for a maximum of 12 weeks OR up to 4 sessions per week] [Conversation History]. | |
| Respect: I will be respectful of all others, staff, and property. | |
| Effort: I will do my best in all sessions and complete all required work. | |
| Clothing/Equipment: I will wear appropriate clothing for the setting, and use any special equipment safely. | |
| Medical: If I require medication, it must be securely handled as agreed with my parent/carer and the school. | |
| Safety: If I have an accident or concern, I will inform my teacher/instructor straight away. | |
| Site Security: I understand I cannot leave site during the session/without supervision as outlined in the risk assessment. | |
| Mobile Devices: I understand that my mobile phone/smart watch may need to be stored away during the day, as per AP policy. | |
| Substances: I understand that AP sites are non-smoking/non-vaping/drug and alcohol-free and agree to adhere to these rules. | |
| Consequences: I understand that breaching these expectations may lead to consequences, review, or termination of the placement. | |

Agreement and Signatures

We, the named persons below, agree to the Code of Conduct and the Key Expectations set out for this placement, which are designed to support the pupil's progress and ensure their safety.

| Signatory | Signature | Date |
|--------------------------------|-----------|------|
| Parent/Carer | | |
| Young Person | | |
| School Referrer (Commissioner) | | |
| AP Contact/Lead | | |
| Other Professional (Name/Role) | | |

Appendix 5

05 Alternative Provision Progress Visit Record

This form must be completed by a commissioning school colleague during regular visits to the Non-school Alternative Provision (NS-AP) setting. Reviews should be frequent enough (at least half-terminly) to assure objectives are met and the placement is safe. NS-AP Standard 4.3 requires progress monitoring at least every six weeks.

| | | | |
|------------------------------------|--|----------------------------------|------------------------------------|
| Name of Pupil | | Date of Birth | |
| Name of AP | | Date and Time of Visit | |
| Visit completed by (Name and Role) | | School/Organisation | [Name of School, Bracknell Forest] |
| AP Contact Met | | Most Recent Risk Assessment Seen | |

Section 1: Review of Safeguarding and Site Suitability (NS-AP Part 1 & 2 / KCSIE 2025)

The commissioning school retains responsibility for the pupil's safeguarding and must be satisfied the provision is safe.

| Item | Status (Met/Not Met/N/A) | Evidence/Observation from Visit |
|--|---------------------------------|--|
| 1. Site Security & Environment (NS 1.6/2.1): Is the immediate learning environment secure, appropriate, and adequately supervised? | | |
| 2. Staff Vetting (KCSIE/NS 1.1): Was written confirmation of staff checks (Appendix 7) reviewed by the school? Is the SCR available? | | |
| 3. Health & Safety (NS 2.1-2.6): Are basic H&S standards maintained (e.g., clear access, first aid availability)? | | |
| 4. Staff Knowledge (NS 1.4): Do staff demonstrate familiarity with safeguarding procedures and the specific needs of the pupil? | | |
| 5. Pupil Welfare: Is the pupil comfortable? Do they know who the Named Safeguarding Lead is, and how to raise concerns? | | |
| 6. Medical Needs: Are agreed arrangements for medication/Individual Healthcare Plan (IHP) being followed? | | |

Section 2: Review of Progress and Accountability (NS-AP Part 4)

| Item | Status (On Track/Review/Concern) | Evidence/Observation from Visit (Based on NS 4.3 report) |
|---|---|---|
| 1. Attendance (NS 3.4): Has attendance been consistently recorded and reported promptly (within 30 mins) to the commissioner? | | |
| 2. Academic Progress (NS 4.3): Has the pupil made satisfactory progress towards academic targets/qualifications since the last review (at least 6 weeks ago)? | | |
| 3. Key Objective 1: Progress toward [Insert Objective 1] | | |

| | | |
|---|--|--|
| 4. Key Objective 2: Progress toward [Insert Objective 2] | | |
| 5. AP Self-Evaluation (NS 4.4): Has the AP setting provided evidence of continuous self-evaluation and improvement actions? | | |
| 6. Overall Suitability: Does the placement remain suitable to the child's age, ability, aptitude, and SEN? | | |

Section 3: Recommendations and Next Steps

| | |
|---|--|
| Pupil Perspective (Record pupil's views on the placement, achievement, and safety) | AP Contact Feedback (Summary of AP Lead's perspective on progress, barriers, or required changes) |
| Commissioning School Action Plan (Actions required by the school, including contact with Bracknell Forest LA if necessary, or initiation of a full placement review) | Next Review Date/Type (Formal review, reintegration planning, or end of placement) |

Appendix 6

06 Mid or End of Placement Evaluation

This evaluation should be completed by the school, AP setting, parent/carer, and pupil to assess the placement's effectiveness, ideally half-termly (mid-placement) or prior to the final transition (end of placement). This formal documentation supports the decision to continue, modify, or terminate the placement.

| | | | |
|---------------------------------|---|------------------------------|--|
| Pupil Name | | Date of Birth | |
| School/Commissioner | [Name of School, Bracknell Forest] | AP Lead Completing this Form | |
| Date of Evaluation | | Placement Dates | |
| Total Placement Duration Agreed | [Max 12 weeks full-time OR 4 sessions/week part-time] | Course(s) Completed/Attended | |

Section 1: Evaluation of Core Outcomes

Please rate the success of the placement in achieving the agreed objectives (1=Poor, 5=Exceptional).

| Objective Category | AP Lead Score | Pupil Score | Parent/Carer Score | School Score | Comments (Referencing evidence from NS 4.3) |
|---|---------------|-------------|--------------------|--------------|---|
| Academic Progress (Towards qualifications/literacy/numeracy) | | | | | |
| Behaviour Improvement (Meeting expectations, emotional regulation) | | | | | |
| Attendance/Engagement (Regular attendance and commitment to learning) | | | | | |
| Personal Development (Confidence, social skills, post-16 preparation) | | | | | |

Section 2: Reintegration/Next Steps Planning

The overall purpose of AP placement should be reintegration back into mainstream or progression to a sustained post-16 destination.

| Question | AP Lead Comments | School/Commissioner Comments |
|--|------------------|------------------------------|
| 1. Achievement of Objectives: Have the core aims and objectives of the placement been met? If not, why? | | |
| 2. Next Steps: Is the pupil ready for: Reintegration (Mainstream/Specialist), Sustained Post-16 Destination, or Extension (Exceptional circumstances only)? [Conversation History] | | |
| 3. Transition Plan: What support (academic, pastoral, therapeutic) is required from the school/LA/AP to secure the next step? | | |
| 4. Key Barriers: What are the remaining barriers to success? | | |

Section 3: Decision and Agreement

| | | | | |
|-----------------------------|--|--|---|---------------------|
| Recommendation (Circle One) | Continue Placement (Standard duration) | Modify Placement (Change sessions/focus) | Extend Placement (Exceptional Circumstances Only) | Terminate Placement |
|-----------------------------|--|--|---|---------------------|

| | |
|------------------------------|--|
| Agreed Actions (Who/By When) | |
|------------------------------|--|

| | | |
|-----------|-----------|------|
| Signatory | Signature | Date |
|-----------|-----------|------|

| | | |
|--|--|--|
| Parent/Carer | | |
| Pupil | | |
| School Referrer | | |
| AP Contact/Lead | | |
| Other Professional (e.g., EHCP Co-ordinator) | | |

Appendix 7

07 Non-school alternative provision written confirmation (KCSIE 2025/NS 1.1)

As per Keeping children safe in education (KCSIE September 2025) and Non-school alternative provision national standard 1.1:

Jennett's Park CE Primary is obliged to obtain written confirmation of the following. Prior to any placement being agreed, the following must be completed by the AP centre lead or proprietor, signed and returned to the school.

| | |
|---|--|
| Name of provision | |
| Proprietor/centre lead name/role | |
| Proprietor/centre lead contact telephone and email | |
| Name and role(s) of colleagues who are safer recruitment trained | |
| Date of safer recruitment training | |

I, the undersigned, confirm that the provision is operating in **voluntary compliance with the DfE's Non-school alternative provision national standards (August 2025)**, specifically affirming the following requirements based on **NS 1.1** and **KCSIE paragraphs 169/422** for all employees and volunteers:

1. **Staff files** are in place and contain evidence of all required recruitment checks (application forms, qualifications, references, and right to work in the UK).
2. **A Staff tracker or single central record** is maintained detailing identity checks, enhanced DBS checks (with barred list where applicable), right to work checks, qualification checks, and prohibition order checks.

I confirm that **all staff are suitable to work with children** and that the school may request sight of relevant documents during a pre or mid-placement visit. I confirm that the AP will inform the commissioning school of any arrangements that may put the child at risk (i.e., staff changes), so that the commissioning school can ensure appropriate safeguarding checks have been carried out on new staff.