## Alternative Provision Monitoring (before a pupil can start)

*Please note that this form is designed predominantly for unregistered alternative provision, but schools should consider using sections of this form to ascertain the suitability of registered schools, such as the Primary PRU, when a child remains on your role. The recommended sections have been shaded for clarity. This form should also be adapted to monitor any tutoring provision.*

*Schools should request copies of the documents highlighted below and scrutinise them, returning to the setting with any concerns or queries.*

## Name of AP: Date:

**Name(s) of reviewer: Name of Pupil and year group:**

| **Safeguarding**  | Yes | No | Comments |
| --- | --- | --- | --- |
| Is the provision Ofsted registered?  |  |  | **If yes:**URN:Ofsted Grading:Date of Inspection:Key areas to improve:***If no, complete row below*** |
| If it is unregistered provision, have you checked that it is not operating as an illegal school?*Not allowed to offer more than 2.5 days per week for:** *5 or more students OR*
* *1 LAC OR*
* *1 EHCP*

Evidence of this check – email confirmation, timetables of other students, etc. |  |  |  |
| **Single Central Record**, particularly for evidence of:* Enhanced DBS check – number and date
* Safer recruitment procedures, e.g. barred list check, prohibition checks, evidence of having acceptable references

Check that the staff (and volunteers) working with the pupil are on the SCR – is it up to date?*If a copy will not be shared for data protection reasons, make sure the AP has let you scrutinise it – time and date this and make notes of names, DBS numbers etc.)* |  |  |  |
| **Attendance** Policy and Procedures – ensure that a daily check is made on attendance and this is recorded on school systems, with normal school absence procedures followed.Will CLM be used? Who will check this and by what time? If not, how will this work? |  |  |  |
| Safeguarding and child protection policy, including safer recruitment details and Prevent.Establish a system for sharing concerns – if the AP has a safeguarding concern, how will they share that with you so you can ensure that appropriate actions are taken and a record is made by school? |  |  |  |
| Health and Safety policy, and core risk assessments relevant to the area of work and location. |  |  |  |
| Health and Safety Policy |  |  |  |
| Educational Visits and Outings Policy and Procedures |  |  |  |
| Behaviour Policy (to include drugs policy and anti-bullying policies) |  |  |  |
| Staff Code of Conduct |  |  |  |
| Data Protection Policy and Procedures |  |  |  |
| Names and certificates of all DSLs |  |  | List of DSL Names: |
| Complaints Procedure  |  |  |  |
| Any other documents – please specify: |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Insurance** | Yes | No | Comment |
| Public Liability insurance |  |  |  |
| Employer’s Liability insurance |  |  |  |
| Motor Vehicle Insurance (where transport is used) |  |  |  |

| **Quality / Scope of provision** |  |  |  |
| --- | --- | --- | --- |
| The pupil has full time provision planned with no more than 2.5 days at any one unregistered setting.Please ensure a timetable is completed (see suggested Excel document) |  |  |  |
| The pupil is on a pathway that will lead to meaningful qualifications. |  |  | List accreditations / qualifications: |
| The premises are fit for purpose – clean, secure, welcoming, safe.  |  |  |  |
| Health and safety arrangements are of an appropriate standard*For example, look for signing in arrangements, checking of ID, supervision of students, security of site, etc.* |  |  |  |
| Evidence that teaching and learning is well resources and of a high standard*For example, look at curriculum plans, teaching materials, teaching areas, etc.* |  |  |  |
| Behaviour management is strong *Do you have any concerns during your visit about how pupils are responded to when they misbehave?* |  |  |  |
| Tracking and reporting on progress is thorough, meaningful and regular*How will this work? How often will reports be provided to school? How are parents informed of progress?* |  |  |  |
| Due attention is paid to reintegration or progression to post-16 pathways, where appropriate to the age of the child*How do they manage this? Who will make a college application? How / when will your careers advisor be involved?* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Supporting documentation**  | Yes | No | Comment |
| Service Level Agreement or similar |  |  |  |
| Education and progression plan for each student  |  |  |  |
| Review calendar for monitoring student progress and outcomes and quality of provision.  |  |  |  |
| Formal agreement from the parent(s) for the arrangement |  |  |  |
| Other – specify |  |  |  |

## Relevant documentation

* Alternative Provision – Statutory guidance for local authorities - DfE January 2013 (Also applies to *governing bodies and head teachers; state schools; academies; PRUs; AP providers*) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf>
* Keeping Children Safe in Education: Statutory guidance for schools and colleges

[Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

* Unregistered independent schools and out of school settings – DfE March 2018 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/690495/La_Guidance_March_2018.pdf>