

Welcome, the  
webinar will start  
shortly.



# Attendance Spotlight Webinar

**Alternative Provision**



# Unregistered Alternative Provision

An overview  
January 2025

[sonia.walker@norfolk.gov.uk](mailto:sonia.walker@norfolk.gov.uk)



**Directory**

of Unregulated  
Alternative Provision



## Question starters

- 1. What is unregulated/unregistered AP?**
- 2. Which children benefit from AP?**
- 3. Is there a maximum time you can commission AP for a child?**
- 4. Is there an age limit?**
- 5. How do you rate your understanding of this sector (where 5 is excellent and 1 is poor)?**

# What is unregulated/unregistered AP?

**Registered AP** – schools such as UET Pathfinder or Catch 22 Include

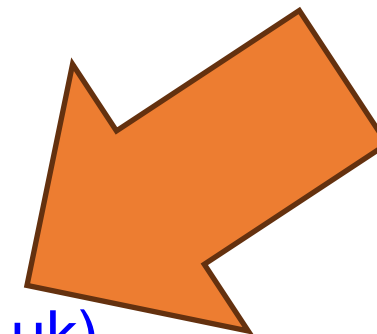
**Unregistered/unregulated AP** – settings like St Eds, ACE, Waterways

## Currently in the UK:

- **No means of registration**
- **No national standards**
- **No national regulation**

# Key guidance

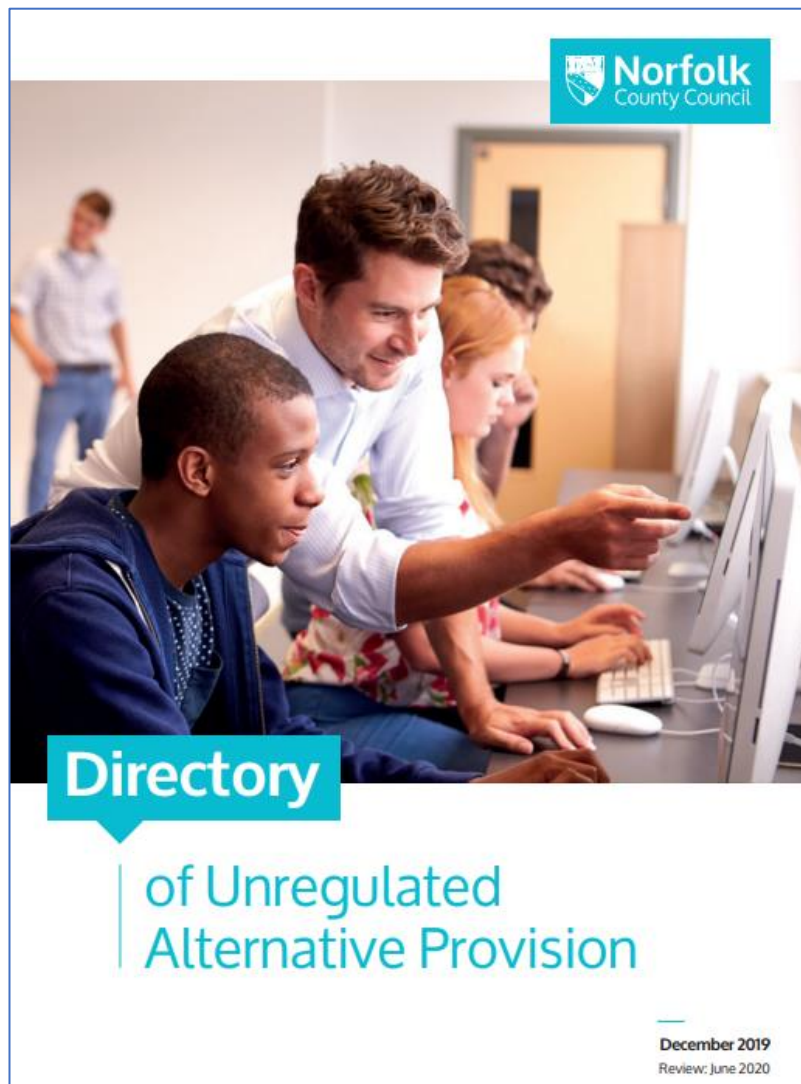
- [Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Alternative provision: vision and reform - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Independent school registration - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Alternative provision - Norfolk County Council](#)
- [Unregulated alternative provision templates - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk)



# NCC guidance

- [Unregulated alternative provision templates - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk)
    - **Directory (NOT an approved list)**
    - **Model policy for schools/trusts**
    - **01 Pre-placement visit record**
    - **02 Initial Referral and Admissions**
    - **03 Pre-placement baseline**
    - **04 Learner Code of Conduct Agreement**
    - **05 Alternative Provision Progress visit record**
    - **06 Mid or End of placement evaluation**
    - **07 Safer recruitment checklist**
    - **(via The Safer Programme – a model safeguarding policy)**
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# Unregulated alternative provision templates - Norfolk Schools and Learning Providers - Norfolk County Council



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**2023-2024**



# Unregulated alternative provision templates - Norfolk Schools and Learning Providers - Norfolk County Council



**2024-2025**

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# Key guidance

- [Independent school registration - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/registration-of-independent-schools)



## Registration of independent schools

Departmental guidance for proprietors and prospective proprietors of independent schools in England

August 2019

## Part A: Scope of arrangements

An independent school is defined<sup>3</sup> as any school<sup>4</sup> at which full-time education is provided for five or more pupils of compulsory school age, or for one or more such pupils with an EHC plan<sup>5</sup> or a statement of special educational needs or who is “looked after” by a local authority, and is not a school maintained by a local authority or a non-maintained special school. A child is “looked after by a local authority” if he or she is in its care or is provided with accommodation for a continuous period of more than 24 hours by the authority under its social services functions (see section 22 of the Children Act 1989 and section 74 of the Social Services and Well-being (Wales) Act 2014).

**So, in summary – a setting needs to register as a school if there is a full-time offer for....**

**5 pupils**

**OR**

**1 LAC**

**OR**

**1 EHCP**

**\*Compulsory school age only – not relevant for post 1**

## Full-time education

There is no legal definition of what constitutes 'full-time' education. However, we would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.

Relevant factors in determining whether education is full-time include:

- a) the number of hours per week that is provided - including breaks and independent study time;
- b) the number of weeks in the academic term/year the education is provided;
- c) the time of day it is provided;
- d) whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

P6-7



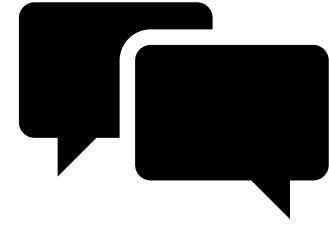
Department  
for Education

**Registration of  
independent schools**

Departmental guidance for proprietors  
and prospective proprietors of  
independent schools in England

August 2019

# Scenario – what are the issues?



Child attends the same AP 10am-2pm 4 days per week and does not attend anywhere else on day 5



## a) The number of hours per week that is provided – including breaks and independent study time



Generally, we consider any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.



**DO NOT ASSUME** that it is safe to commission for 12-15 hours..... (as some LAs do)



# Can a child attend more than 1 AP for 5 days total?

Short answer =YES

**BUT!**

- Needs a VERY clear rationale & plan in place
- Needs full oversight
- Who is monitoring safeguarding?
- Is the child receiving their curriculum entitlement? (Personal development, SMSC, CEIAG etc.)
- Does the programme provide a platform for the child's next steps?
- **AVOID** where at all possible

## b) Number of weeks in the academic term/year the education is provided



### Key points

- The number of weeks is **not specified**
- In theory then, a child can attend the same AP 5 days – AS LONG AS it's short term
- **RISK** – 3 weeks can turn into 6 into 8 into 12....

**c)The time of day it is provided**



As for bullet point a – beware a 10am-2pm offer!

**d) Whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere**


**So – as above**

- Avoid a 10am-2pm offer
- Avoid 3 days (60%)




**NCC guidance – no more than 2 full days or 4 sessions per week**

# Ofsted (in brief)

1. During the initial call, the lead inspector should establish if any pupils are educated off-site
  2. Schools are required to notify commissioned AP providers of an inspection
  3. Inspectors will gather evidence of learning in off-site provision
  4. Inspectors may scrutinise documentation relating to the welfare and safety of pupils in AP
  5. Inspectors may speak to pupils and/or visit off-site AP
  6. Inspectors will consider why AP is being used and if appropriate checks have been made (do pupils still have a broad and balanced curriculum?)
  7. If pupils at AP are not safe – Inadequate (B&A)
  8. Ineffective use and monitoring of AP - Inadequate (L&M)
- 

# Safeguarding (in brief)

- AP settings (not schools) do not have to abide by KCSIE – BUT – in NCC QA they are advised to ensure ALL staff read Part 1 (and sign to say they have done so)
  - They should refer to [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/363822/Working_together_to_safeguard_children_-_2018.pdf)
  - Safeguarding checks – see NCC templates
  - [Safer Programme page | Norfolk Safeguarding Children Partnership | PWWC \(norfolklscp.org.uk\)](https://www.norfolklscp.org.uk/safer-programme) – STRONGLY recommend they subscribe – and adopt the model policy (updated every September)
  - NCC QA process gives clear advice and has high expectations around safeguarding – notably regarding safer recruitment practices
- 

**Responsibility for  
the alternative  
provision used rests  
with the  
commissioner. (p11)**

**Alternative Provision**  
Statutory guidance for local  
authorities

January 2013



- **Which children might benefit from AP?**
- **What do they have in common?**



- Awaiting placement
- Behaviour (risk of PEX)
- Children in care
- Attendance issues
- Medical needs
- SEND
- Suspended pupils (after day 6)
- Vocational




**Without these guys L wouldn't have come so far in the last 10 weeks with his mental health, his confidence, his self-esteem and his general well-being after a terrible time during lockdowns of completely shutting down and hiding himself away and not talking to anybody [...] I genuinely have never seen L as happy and relaxed as he was doing these sessions**

*The child is now accessing the mainstream class again after spending nearly 2 terms having to be educated outside of the classroom due to [their] high level of disruptive behaviour*

*The provision has enabled the child to develop some of the skills which have impacted on [their] behaviour and thus lowered the risk of exclusion*

# NCC Quality Assurance

- **Voluntary**
  - **2 sections:**
    - Online following completion of a self-evaluation form (SEF)
    - Onsite visit
  - **Report** shared with the provider and NCC colleagues
  - Targets set and **reviewed after 6 months**
  - Has received positive feedback (including from HMI)
  - Settings appreciate the support – *‘you don’t know what you don’t know’*
- 

Checklist	Response	Evidence seen?	RAG
1. personal details (current and former names, current address and national insurance number) 2. details of their present (or last) employment and reasons for leaving 3. full employment history 4. qualifications 5. details of referees 6. a statement of personal qualities and experience			
Do ALL staff files have a self-declaration of any criminal record or information which may make them unsuitable to work with children?	Yes/No/in progress		
Do ALL staff files have evidence of right to work in the UK?	Yes/No/in progress/N/A		
Do ALL staff files have photographs of 2 identity checks (with a photograph) - see <a href="#">How to access and verify someone's identity - GOV.UK</a>	Yes/No/in progress		
Do ALL staff files have at least 2 references, including 1 from the current or most recent employer?	Yes/No/in progress		
Do any staff files have a risk assessment? (i.e. if a colleague has declared a conviction such as a driving offence, which may not affect their suitability to work with children)	Please answer Yes or No or N/A - do not provide personal details		
Do ALL staff files have interview notes which include a safeguarding question?	Yes/No/in progress		

Checklist	Response	Evidence seen?	RAG
Do ALL staff files have photocopies of qualifications?	Yes/No/some/in progress/N/A		
Is there a staff tracker or single central record which includes name and address of employees/volunteer?	Yes/No/in progress <b>DO NOT EMAIL THIS DOCUMENT - IT CAN BE VIEWED ON SCREEN OR ON SITE</b>		
a. Date employment started b. Date identity checks carried out and by whom c. Date DBS checked and by whom d. Risk assessment in place yes/no e. Right to work in the UK checked - when and by whom f. Qualifications check - when and by whom g. Protection order checks - when and by whom (for those in teaching activity)			
Have all staff had an ENHANCED DBS check which has been undertaken by your setting (i.e. not a certificate from a previous check)?	Yes/No/in progress		
Is there a central log of all staff training/professional development?	Yes/No/in progress		
Do staff undergo performance reviews or appraisals?	Please describe		
Are staff offered opportunities to debrief following a challenging session at the end of each day/week?	Please describe		
Is there a staff code of conduct? Does it include clear expectations and information on acceptable use of technologies, relationships and communications between	Yes/No/in progress		

Checklist	Response	Evidence seen?	RAG
Children/parents/carers and staff/volunteers, including the use of social media. Rates on staff/volunteer contact with children by phone or messaging services, a commitment that under no circumstances should any staff/volunteer inflict physical or psychological harm on a child?	Please provide detail		
Please provide any other staffing/leadership information which you feel is relevant			

## 02 Safeguarding

Checklist	Response	Evidence seen?	RAG
Is the provider a member of the <a href="#">Safe and Sound</a> (Safer Schools Partnership) or the <a href="#">Safer Schools Partnership</a> (SSP)?	Yes/No/in progress		
Is there an up-to-date safeguarding policy? Is it available on the website?	Yes/No/in progress		
Is the policy adapted from the unregulated AP model policy available via the Safer Programme?	Yes/No/in progress		
Does the policy have detail around contacting schools/other commissioners without delay, in case of a concern?	Yes/No/in progress		
Does the policy reference <a href="#">Safer Schools</a> calls to education - <a href="#">GOV.UK</a> <a href="#">www.gov.uk</a> / <a href="#">NCSEB</a> ?	Yes/No/in progress		

Checklist	Response	Evidence seen?	RAG
Are staff required to read Part One of the <a href="#">Safer Schools</a> and sign to say they have done so?	Yes/No/in progress		
Does the policy reference <a href="#">Safer Schools</a> together to safeguard children - <a href="#">GOV.UK</a> <a href="#">www.gov.uk</a> ?	Yes/No/in progress		
Does the policy include detail on how to contact the Duty Desk (LADD Page service)? If there is a concern that an adult working with a child/children may have caused them harm? The telephone number to include is 01603 307787	Yes/No/in progress		
Does the policy include a sample safeguarding record form? Does the safeguarding record form include sections on who at the commissioning school/local authority was contacted, how and when?	Please provide detail		
How and when are safeguarding records stored securely?	Yes/No/in progress		
Do behaviour incident record forms include sections on who at the commissioning school/local authority was contacted, how and when?	Yes/No/in progress		
If the setting works with <b>stepbeyond</b> home-educated children, does the policy have clear detail on contacting the <a href="#">Safer Schools</a> <a href="#">Child Protection</a> in the case of a safeguarding concern?	Yes/No/in progress/the setting does not work with home-educated children		
Does the policy state that if the placement is under the remit of the <a href="#">Alternative Education Service</a> ( <a href="#">Safer Schools</a> )	Yes/No/in progress		

Checklist	Response	Evidence seen?	RAG
Is there a <a href="#">Safer Schools</a> <a href="#">Child Protection</a> <a href="#">Policy</a> (SSCP) or other policy which is regularly reviewed and updated?	Yes/No/in progress		
Does the policy include information on the Prevent Duty and how to make a referral if needed?	Yes/No/in progress		
Does the policy have contact information for <a href="#">Children's Justice and Duty Services</a> ( <a href="#">Child Protection</a> <a href="#">Council</a> / <a href="#">North</a> <a href="#">Community</a> <a href="#">Network</a> and how/when to make a referral)?	Yes/No/in progress		
Who are the safeguarding leads and what training have they undertaken?	Please provide detail Please provide evidence of certificates		
How all staff undertake safeguarding training? Which organisation delivers the training?	Yes/No/in progress Please provide evidence of certificates		
Does the provider have a central log of all the Designated Safeguarding Leads at each commissioning home school?	Yes/No/in progress		
Is attendance reported back to the commissioner within 30 minutes of a child's planned arrival time?	Yes/No - please provide detail if the answer is No		
Do learners have a behaviour contract/code of conduct?	Please provide detail		
Is any form of physical intervention used at the setting? If so, how and when are staff trained and is there a suitable policy in place?	Yes/No - Please provide detail Please send copies of certificates or have available to view on site		
Do learners use technology and/or have access to the internet while at	Yes/No - please provide detail		

Checklist	Response	Evidence seen?	RAG
the provision? If so, what filtering systems are in place?	Yes/No/in progress		
Is there a photograph consent policy/form?	Please provide detail		
If there are over-18 or adults, also learning on site at the setting, how is safeguarding for school-age young people ensured?	Please provide detail		
Are signing in procedures appropriate?	To be completed by the LA Officer		
Please provide any other safeguarding information which you feel is relevant	To be completed by the LA Officer Please provide detail		

## 03 Health and safety

Checklist	Response	Evidence seen?	RAG
Is there an up-to-date health and safety policy? Is the policy available on the website?	Yes/No/in progress		
What training is in place for health and safety for all staff?	Please provide detail/certificates		
Does the policy have detail around contacting schools/commissioners without delay, in case of a concern/first aid incident/accident?	Yes/No/in progress		
How many staff have received First Aid training?	Please provide detail, including certificates		
Is there a dedicated First Aid record book/log? How are First Aid incidents reported back to commissioners and parent carers?	Please provide detail		

**QA SEF sample pages - providers complete the blue column ahead of the online review; evidence is confirmed (online and on-site) and recommendations made in the yellow column. This is then RAG-rated and red/amber targets reviewed after 6 months**

# Attendance reporting

<p>Is <b>attendance</b> reported back to the commissioner within 30 minutes of a child's planned arrival time?</p>	<p>Yes - schools email in</p>	<p>Leaders report that schools ring the centre to enquire about attendance. Commissioner feedback in this area was varied, ranging from the centre calling them, to the commissioner having to call, and one who stated, <i>'they have never contacted us.'</i> The onus is on [the setting - redacted] to inform the commissioner, not vice versa. This should be agreed during pre-placement discussions.</p>	
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- **Within 30 minutes of the planned arrival time**
- **School codes B**



## Question starters

- 1. What is unregulated AP?**
- 2. Which children benefit from AP?**
- 3. Is there a maximum time you can commission AP for a child?**
- 4. Is there an age limit?**
- 5. How do you rate your understanding of this sector (where 5 is excellent and 1 is poor)?**

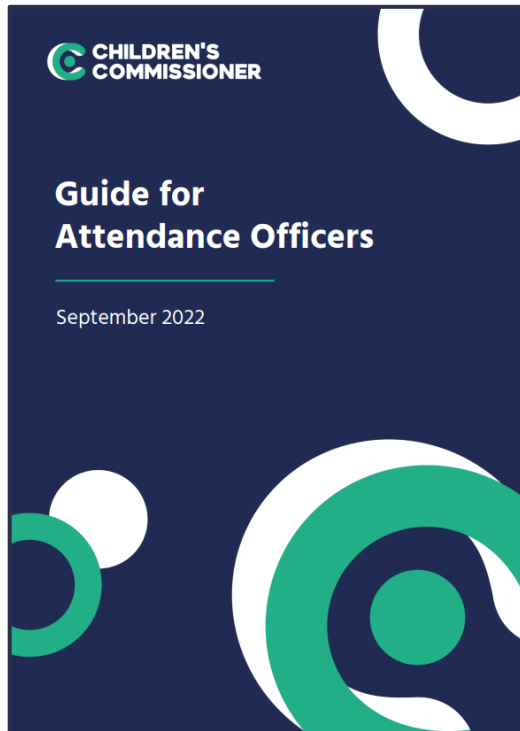
# Attendance News & Current Events





Blogs >

## The importance of the first week back at school – a guide for attendance officers



[The importance of the first week back at school – a guide for attendance officers | Children's Commissioner for England](#)

## Attendance toolkit for schools

To support schools to identify the drivers of absence and adopt effective practice to improve attendance

[Attendance toolkit for schools.pdf](#)

## **Implementing the National Framework for Attendance – November 2024**

We consulted with schools at the beginning of the Summer Term 2024 to inform our response to the introduction of the new national framework for school attendance. We received 104 responses which indicated that, in general, schools felt confident about implementing the requirements of the reforms and we used the results to inform the development of guidance and support for schools. Now that the reforms are statutory, we would like to take this opportunity to understand how confident schools feel and identify any additional support needs they may have.

Implementing the National Framework for Attendance - November 2024



[Link to survey – Implementing the National Framework for Attendance](#)

# Data sharing & absence returns

In line with [The Education \(Information About Individual Pupils\) \(England\) \(Amendment\) Regulations 2024](#) and the requirements of 'Working together to improve school attendance', all schools are now legally required to share information from their registers with the DfE and the local authority.

## Sharing data with the DfE:

From the start of the 2024-25 academic year, schools have a duty to provide attendance information to the Department for Education (DfE) on request. Data indicates that as of 6<sup>th</sup> September, over 380 have already signed up to share their daily attendance data with the DfE in line with statutory requirements.

**Action:** It is important that all schools ensure that they have completed this process and for those schools who have not, further guidance on how to share your data is available via this link: [Share your daily school attendance data - GOV.UK \(www.gov.uk\)](#)

Once you are sharing data with the DfE you will have access to a range of tools that will support you to analyse your data. The DfE has published guidance for schools, academy trusts and local authorities on using the monitor your [school attendance tool](#).

## Sharing data with the LA:

Further, to facilitate timely collaborative working across partners, all schools are also required to share information from their registers with the local authority. As a minimum this includes:

- New Pupil and Deletion returns
- Attendance returns
- Sickness returns

If your school is not currently sharing data as part of the local arrangements, you will receive an e-mail from [attendancedatacollection@norfolk.gov.uk](mailto:attendancedatacollection@norfolk.gov.uk) within the next two weeks providing guidance on what you need to do next.

If you already provide attendance data to the LA via the local arrangements, please also contact [attendancedatacollection@norfolk.gov.uk](mailto:attendancedatacollection@norfolk.gov.uk) if:

1. You have changed Management Information System provider over the Summer as this will impact on data collection.
2. You are unsure of who we hold as your contact for the local data feed and/or would like to make a change to the contact.

# Targeting Support Meetings

Schools are expected to participate in these meetings in line with 'Working together to improve school attendance.' The number of meetings a school is expected to have is outlined within the DfE guidance and depends on the level of the attendance challenges in the school:

- If your school's attendance levels were below the national average for your phase, it is expected that you book a TSM for each term
- If your school's attendance levels were above national average for that phase, you may if you want only schedule one TSM for the academic year.

We would encourage all secondary schools in Norfolk to book a TSM for each term, whether above or below national average. If your setting's attendance rates are above the national average for your phase and you wish to meet with us termly, you are welcome and invited to do so.

## Booking your TSM

To book your TSMs for the academic year:

- Visit the following page: [NCC Targeting Support Meeting Bookings](#)
- Select the meeting type that applies to your school setting.
- Select the date you wish to book in the calendar.
- Select a time from the available options.
- Add your details into the required fields, ensuring to include the name of your school.
- Select book and you will receive an email confirmation of your booking.

## Please note:

- If you wish other colleagues to attend, you can forward the meeting invitation.
- When booking a meeting for each term, you will need to repeat this process for each booking.
- If a date or time is unavailable that is because the slot is already booked, or the date falls outside of term-time based on the Norfolk calendar.

# Save the date!

## Attendance Spotlight Webinars

Will be held approximately on the last Thursday of each month. They will begin at 10.30am and can be accessed via the links in the [Upcoming events](#) section of Attendance news and events page. Autumn Term schedule:

6<sup>th</sup> February 2025

27<sup>th</sup> March 2025

24<sup>th</sup> April 2025

22<sup>nd</sup> May 2025

3<sup>rd</sup> July 2025

## Countywide Attendance Network Meetings

Spring Network Meeting: Thursday 27<sup>th</sup> February

Summer Network Meeting: Thursday 26<sup>th</sup> June

All held in person at The Inspiration Teaching Hub.



Keep up to date with Attendance news and events via:

[Attendance news and events page](#)

And by [registering](#) to receive weekly emails and updates from the News for Norfolk Education Providers.

Webpage for News for Norfolk Education Providers can be found [here](#).



Further support and guidance can be found at:

[School attendance - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk)

If you have any further questions that have not been answered today, then please contact the Attendance Team on 01603 233681 or at [csattendance@norfolk.gov.uk](mailto:csattendance@norfolk.gov.uk)