

# 10 things you should know about Alternative Provision Placements



1. **The right thing for the learner-** Before placing a young person into alternative provision the school/commissioner must have exhausted all other interventions and should have agreed with all relevant parties that the placement is necessary, appropriate and has the best interests of the learner in mind.
2. **Alternative Provision framework-** Northumberland has a strong framework of alternative education providers that successfully completed a rigorous tendering process. Providers on this framework are subject to regular quality assurance checks and are evaluated by the local authority using the principles of the current Ofsted framework. The local authority must have regard to this framework when commissioning placements for permanently excluded pupils; schools are welcome to use the framework but can also commission provision outside of it. [Alternative provision catalogue](#)
3. **Education entitlement-** All learners are entitled to a full time education (the definition varies by key stage but is generally accepted as 25 hours). This must be taken into account when arranging an alternative provision placement. Students accessing alternative provision *must remain on their school roll* unless permanently excluded at which point the local authority will allocate them a new school through the appropriate processes. Learners are also entitled to access English and maths which must be part of their core offer.
4. **Independent School regulations-** When making a decision to place a learner into an alternative provision setting, schools/local authority must have regard to [The Education \(Independent School Standards\) Regulations 2014](#).
5. **Accessing alternative provision -**
  - schools can refer directly to the provider and are then responsible for all aspects of monitoring and quality assurance including accountability regarding illegal settings/placements;
  - From September 2022 schools can refer learners at risk of permanent exclusion to our '[Inclusion panel](#)'. The panel considers information provided by the school and make a decision about the suitability of an off site provision. Alternatively advice,






support and guidance might be offered as an attempt to keep the child in their mainstream setting. The inclusion team will monitor all learners in alternative provision to ensure they are making progress and there is an identified exit strategy.

NB: The local authority is responsible for commissioning placements for permanently excluded pupils.

6. **Cost**-The local authority is responsible for all alternative provision costs associated with permanently excluded pupils. If the learner is on a school roll, the school is responsible for all costs including transport. If schools require financial support for alternative provision placement and associated costs they can request additional resources via the inclusion panel.
7. **Transport**- Some alternative providers factor transport into their offer but if transport is not included this must be arranged and paid for by the commissioner. The inclusion team can support with this if required.
8. **Monitoring/quality assurance**- All providers on the Northumberland framework are subject to regular quality assurance and monitoring checks. However Ofsted expects schools to visit the providers themselves and provide evidence that they are monitoring all aspects of progress, attendance and safeguarding for learners on their roll who are educated off site. If a school chooses to commission a provider outside of the framework they need to provide evidence that they have done all of the above.
9. **Re-integration/Exit strategy**- All learners placed in alternative provision should have regular reviews to assess the ongoing suitability of the placement and to plan for transition, either back into school or to a post-16 provider. Learners who receive their education off site are still entitled to receive advice and guidance and should be supported to make choices about their progression route. Colleagues from the inclusion team will monitor all alternative provision placements irrespective of the commissioning route to ensure learners have identified pathways.
10. **Outcomes**-When placed into alternative provision, learners/providers should be given clear objectives linked to outcomes. Commissioners should ensure that objectives are met and that outcomes are evaluated regularly throughout the placement. At the end of the placement outcomes should be reviewed to determine the success of the intervention.



INCLUSION

	Jill Atkinson
	01670 624187
	Jill.atkinson@northumberland.gov.uk
	Webpage: <a href="#">School exclusion</a>
	County Hall Morpeth Northumberland NE61 2EF