



Reading
Borough Council
Working better with you



AP Quality Assurance & Commissioning Toolkit

Framework for schools and Local
Authority Officers

SUMMARY

Summary of the framework for schools and LA Officers commissioning alternative provision for children and young people

OWNER

Fiona Hostler, Head of
Education Access and Support

VERSION

V1.0

DATE

October 2024

REVIEW DATE

When needed

Brighter Futures for Children is the
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Definition

Alternative provision (AP) has been defined as education outside of school arranged by LAs or schools. It can range from pupil referral units and further education colleges to voluntary, charitable, or private sector projects. Some APs also may not have a physical site, such as tuition agencies.

APs are either classified as **registered**, with a regulatory body such as Ofsted or **unregistered**, where the requirements to register as an independent school are not met.

Unregistered APs typically offer no more than 18 hours of provision to ensure that they are not providing a majority of a pupil's education. However, if they are providing full-time education to five or more pupils of compulsory school age, or one such pupil who is looked-after or has an Education, Health and Care plan and which is not maintained by a local authority or a non-maintained special school, must register as an independent school.

If you have concerns about the legal status of a school and need to seek advice or report an unregistered school inform your local contacts Brian.grady@reading.gov.uk / Fiona.hostler@reading.gov.uk and refer your concerns to: unregistered-school-referrals@ofsted.gov.uk

Context

Local authorities use a variety of strategies and different providers to fulfil their responsibilities, including the provision of suitable education for young people otherwise than at school – commonly known as alternative provision.

Although this provision may take place in a variety of settings and may appear very different from the outside, there are some common requirements, laid down by legislation and good practice, which should be applied by all when commissioning provision and monitoring pupil placements.

With an increase in alternative provision being commissioned for children and young people to support, all commissioners must continue to rigorously review processes to ensure safe, quality provision for our children and ensure their educational, social and emotional needs are being met by the providers.

A common framework must be followed to ensure children are not out of sight and out of mind, and to ensure the provision they are receiving is making the intended positive impact. If the pupil is attending alternative provision as part of an '*Off-site direction*' rather than a consent-based alternative educational package, ensure ratification and review processes in line with statutory and local guidance.

There is no legal definition of what constitutes full time education. However, The Local Government Ombudsman has published assumptions that schools work to, as set out in their report '*Out of School... Out of Mind?*' Updated in 2016. Brighter Futures for Children follows these assumptions and advises schools to do the same.

These assumptions are set out below:

Reception and Years 1 to 2 (children aged 5 to 7): 21 hours

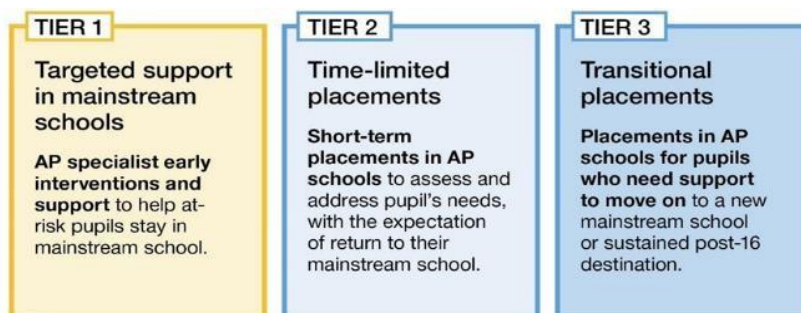
Years 3 to 6 (children aged 7 to 11): 23.5 hours

Years 7 to 10 (children aged 11 to 15): 24 hours

Year 11 (children aged 15 to 16): 25 hours

Our Local Approach to Alternative Provision

Children and young people in Reading have access to highly inclusive schools, and we are committed to ensuring children have access to quality schools and alternative provision that meets their needs, no matter how complex these may be.



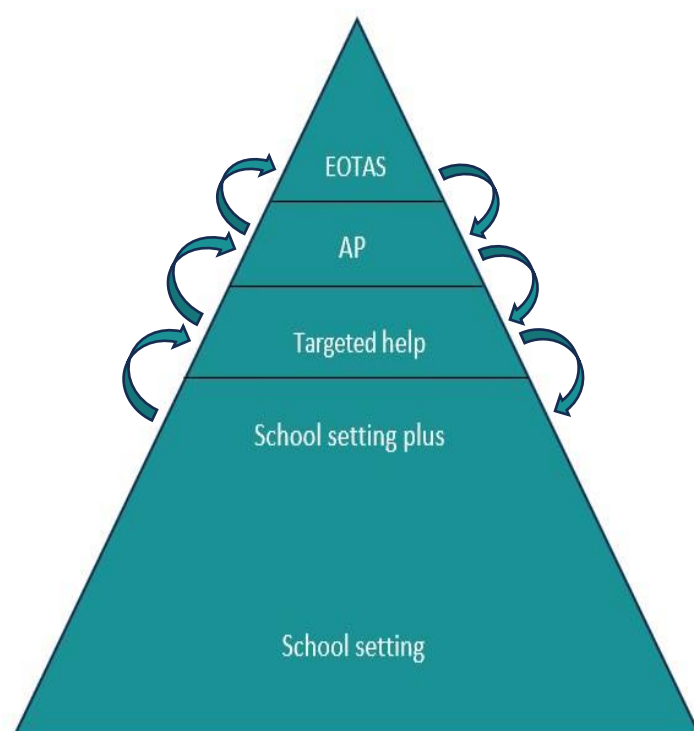


Local continuum of Alternative Provision

In addition to the DfE's intended approach to alternative provision which has been considered and is reflective of the current offer in Reading, the local model has been developed further and is considered the local continuum of alternative provision.

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Area of delivery	Local Teams & Services
EOTAS	Education other than at school longer term AP placements in best interest of child, will be reintegrated into school placements where appropriate
AP	Short-or medium-term placements. Working to further assess needs, re-engage and transition back to mainstream or special where required
Targeted help	Utilising specialist services, bespoke plans, support from alternative providers to support school placement
School setting plus	Identifying and assessing needs providing more individualised support through the school day, utilising some external services
School setting	Quality graduated response, early identification of needs



Quality Assurance Visit purpose

It is imperative that the provision commissioned for children and young people in alternative provision leads to feelings of being included, supported, safe and that they have access to teams and services that are expert in ensuring they receive suitable, good quality education wherever this may be and whatever form it takes.

QA Visits enable review of the provision to ensure that it continues to:

- Deliver effective and safe education and educational activities.
- Clearly evidence impact they are having towards the child/young person's goals and progress measures.
- Ensure that the provision being provided is still the right approach for the child/ young person.
- Clearly understand the pathway out of AP and map arrangements in a timely way.

Key principles of the AP QA framework

Responsibility The responsibility for the provision rests with the commissioner. Therefore, any commissioning that has taken place should follow this framework and be subject to rigorous quality assurance for the duration of the arrangement and escalation in place where required.

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Good commissioning All AP must be visited prior to the placement of pupils to ensure it is appropriate to meet their needs. Commissioning will be informed by the local AP QA framework as outlined by the BFFC Commissioning team and all appropriate vetting will be completed before a placement of a pupil begins.

Impactful provision Ongoing monitoring of the provision will be by the commissioner (or delegated officer) will be supported by attendance and progress reports, and termly QA checks. Where progress is not being made, escalation procedures must be in place.

Safety The commissioner must be able to obtain details of the pupil's provision and timetable as quickly as they would be able to locate the name of a child's school on a database, and timely escalation of concerns to the appropriate authorities be in place should concerns be raised.

Local themes requiring focused attention in quality assurance processes:

Through quality assurance in the local area, the below themes have arisen that are important for commissioners to be aware of. You should consider your local themes in your quality assurance processes and review them regularly to ensure:

- **Strong information sharing between partners:** Consider how to ensure your AP is a core member of any networks such as CIN, CP, CLA reviews, TAF/TAC etc.
- **Your provider has knowledge of local processes for safeguarding referrals** – Advise them to participate in local training or to connect with Local Authority Officers to support their practice in the local system. APs often have children from many authorities and there are lots of differing processes to remember!
- **Your provider has copies of the pupil's EHCP & social worker details** – Ensure these are sent without delay and remedy any learning to prevent recurrence in future

The Commissioning and Quality Assurance toolkit

How to use the Quality Assurance Framework toolkit:

Complete steps 1 – 5 to ensure a robust Commissioning and Quality Assurance processes.	
Step 1 (Tool 1):	Complete a tender form and scope suitable alternative provisions. The alternative provision may request their own referral form to be completed, but in these instances, cross-check any information with local tender form to ensure nothing is missing. Seek responses from more than one provider that looks like it could meet the pupil's needs, to ensure responsible commissioning and use of public funds. Ensure potential providers are aware of the asks of them and the profile of the child to ensure they can meet the child's needs and will be compliant with reviews and quality assurance procedures.
Step 2 (Tool 2):	Complete commissioning standard quality checks <u>before</u> an Individual Placement Arrangement is agreed.
Step 3 (Tool 3):	Complete Individual Placement Agreement with the chosen provider. Ensure that the IPA is clear with roles and responsibilities of all parties involved in the agreement, the goals and summary of interventions and clear methods of how progress will be measured.
Step 4 (Tool 4):	Complete due diligence with the Quality Assurance Framework and share and respond to any concerns in a timely way and in line with school policies and local arrangements.
Step 5 (Tool 5)	Check your processes, ensure that you have followed the steps checklist to ensure you are compliant and have good processes in place to ensure safe, quality provision for your pupil. If not, agree who will complete relevant actions and by when.

N.B Exclusions

- For parents under a personal budget arrangement with the LA, where the LA is paying the parent/carer rather than the provider –this framework does not apply in the same way. However, all officers should ensure they are responsive and curious to concerns being raised and the effectiveness of the provision is reviewed regularly in termly financial reviews
- For packages related to children of non-statutory school age, quality assurance is still required. However, the hours the child can access are not restricted in the same way as a child of compulsory school age.



AP Blank tendering form (Tool 1)

Seek responses from more than one provider that looks like it could meet the pupil's needs, to ensure responsible commissioning and use of public funds.

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Alternative Provision Required (please circle main requirements)						
Type of provision						
Full Time Alternative Provision	Part Time Alternative Provision	Tutoring	On-line Learning	Off-site support, mentoring and coaching	On-site support, mentoring and coachin g	Full or Part-Time Alternative Provision for Post 16 Students
Key Stage						
Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	16+		
Tuition Requirements						
English	Maths	Science	Core Curriculum	Vocational Training	None	

Quotation Requirements		
Date of Referral:		
Closing Date and Time:	Date:	Time:
Reference No. (if required):		
Response must include: (tick appropriate box(s))	Response to quality questions (attached) ☐	
	Copies of relevant policies as requested in quality questions ☐	
	Evidence of current insurance ☐	
	Other: (for example – provision map, ILP etc., please specify)	
School/Commissioners Details		
Name:		
Position:		
Name of School:		
Telephone Number:		
Email Address:		
Address:		
Proposed Service Users Details		
Age:		
Current School Year:		
Male/Female:		
Looked After:	Yes / No	
Child Protection Plan:	Yes / No	
Child in Need:	Yes / No	
Does the Service User have an EHCP?	Yes / No (if 'Yes' attach anonymised plan)	
Is the Service User eligible to Free School Meals?	Yes / No	
Reason for Referral (Summary of concerns and intended outcomes)		
Enter text here		

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Current Education Provision Status:			
Child/Young person profile:			
Include the pupil's views, areas of enjoyment, strengths, interests, other agencies involvement etc.			
Additional Information: Any specific needs that need to be met e.g. cultural, religious, English as a second language etc.			
Any risks that need to be considered (Attach risk assessment where applicable) :			
Education Provision Required			
Sessions Required: Full time or hours per day or week / specific days? etc:			
Proposed Start Date:		Proposed End Date:	
Desired Outcomes: Include the Pupil's future aspiration (please use a separate sheet if required)			
Transport Requirements: (if required)		Postcode: Maximum distance from the postcode above is X miles.	
Maximum Budget Available:	£		
Performance Monitoring Requirements			
Performance Monitoring Report Required: (tick appropriate box(s))		Weekly ☐ Half termly ☐ Termly ☐ Annually ☐ End of placement ☐	
Performance Indicators to be included in report:			
Pupil Attendance			Yes / No
Level of engagement from the pupil			Yes / No
Attainment and progress			Yes / No
Any issues or concerns with the education package, and any action taken			Yes / No
Good news stories			Yes / No
Pupil feedback			Yes / No
Feedback from Parents/Carers			Yes / No
Partnership Engagement/feedback			Yes / No
Other (Please specify)			Yes / No
Review of documents and records: Including (but not exclusively) Individual Learning Plans, Therapeutic Thinking Plans or similar. (tick appropriate box(s))		Weekly ☐ Half termly ☐ Termly ☐ Annually ☐ End of placement ☐ Not Required ☐	
Frequency for reporting back to the Commissioner. (tick appropriate box(s))		Weekly ☐ Half termly ☐ Termly ☐ Annually ☐ End of placement ☐ Not Required ☐	
Format for reporting back to the Commissioner. (tick appropriate box(s))		Weekly ☐ Half termly ☐ Termly ☐ Annually ☐ End of placement ☐ Not Required ☐	

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Quality assurance visits:

Evaluating the quality of provision for Service Users against the expected outcomes as set out in the Individual Learning Plans.

(tick appropriate box(s))

Weekly ☐ Half termly ☐

Termly ☐ Annually ☐

As required (with or without notice) ☐ Not
Required ☐



Pre-commissioning checks (Tool 2)



Any AP commissioned must have undertaken appropriate levels of vetting before purchase. The provider approval process ensures that providers on the directory meet minimum standards. Use the checklist below to ensure you have completed the appropriate checks¹:

¹ 4.2 Providers that have met minimum standards through LA vetting are published on an 'Approved Provider List' which is updated annually
[Approved Alternative Providers - Brighter Futures For Children](#)

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Commissioning standards:	Detail	Standard met satisfactorily (Y/N)
1) Economic and financial standing: Provider pass or fail	Credit check completed; seek advice from your bursar Seek a statement of accounts as an alternative to a credit check if necessary Looking for financial stability e.g not already running at a deficit and will be able to meet the requirements of the agreement	
2) Insurance in place: Providers pass or fail on the below criteria:	Public & Products Liability to a minimum indemnity limit of £10million each and every claim. Cover MUST include for Abuse; Employers Liability to a minimum annual indemnity limit of £5million (this is the minimum legal requirement); Professional Indemnity to a minimum annual indemnity limit of £5million, with a run-off period of 6 years	
3) Appropriate policies are in place Polices must be READ by the commissioner and copies stored on file	Safeguarding and safer recruitment (seek copy of section 11 audits) Equality and diversity Health and safety Business continuity Modern slavery <i>Optional policies: Don't</i> only consider the above policies if there are there are further areas to seek assurance on e.g extra familial harm/ SEND. Assure yourself that the provider can identify, support and respond appropriately to presenting needs and keep your pupil safe.	
4) Regulatory body rating, which must be good or outstanding, or equivalent Provider pass or fail	For registered AP, these will all be subject to Ofsted inspection	

Individual placement agreement: IPA – (Tool 3)

Once you have completed relevant checks and visited the site with the pupil and family and deemed the provision suitable, ensure that an IPA has been completed and signed by both parties before the pupil starts the provision.

Submit a copy of your signed IPA to ChildrensCommissioning@reading.gov.uk upon commissioning a service from those published on the BFFC Approved Provider List.

Individual Placement Agreement – Alternative Provision

The Individual Placement Agreement (IPA) is the Individual Agreement for each Child/Young Person placed with the Service Provider and includes this front sheet and all attachments.

The Agreement is between the Provider (**Insert Name of Provider**) and the Service Purchaser (**Name of Purchaser**) for the following Child/Young Person (**Insert initials of child**).

Child/Young Person's Details		Placement Details	
ID No (ULN):		Placement Name:	
C/YP Name:		Start date of placement:	
Date of Birth:		Expected length of placement:	
Year Group		Placement address:	

1. Timetable:

It is agreed that [PUPIL NAME] will attend [PROVIDER NAME] on the following timetable:

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Monday	Tuesday	Wednesday	Thursday	Friday

2. Transition Plan (if applicable):

Additional measures are/are not required to assist [PUPIL NAME] with their start/end in [PROVIDER NAME]

Summary of transition plans (if applicable)

- *E.g transport considerations, meet and greet of relevant staff, reintegration timetable, KIT sessions at school setting, provide careers information, advice and guidance to explore/secure suitable post 16 pathways for year 11 and Post 16 students*
-

3. Goals and programme summary:

[PUPIL NAME'S] goals for the duration of (set by the pupil, commissioner and provider):

-

[PROVIDER] agree to provide the following support to [PUPIL NAME] to help them achieve their goals:

-

4. Ensuring impact

In agreement between the provider and commissioner, success will be measured by (tick all that apply):



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Data/hard evidenced impact measures for this placement are:			
Improvement in baseline testing results		Achievement of a qualification	
Progress against Strengths and Difficulties questionnaire (SDQ)		Reduction of severity of initial risk assessment	
Provider's own assessment proforma		Improved attendance percentage	
Pupils' goals being met		Securing suitable post 16 outcomes e.g progression to another course, apprenticeship or employment with accredited training	
Softer measures of success for this placement look like:			
Forming positive relationships with staff		Increased engagement in learning/activities; answering questions, showing curiosity,	
Increased confidence		Examples of engagement in positive activities	

5. Key dates

Meeting	Date	To be attended by	To be held at
QA meeting 1			
QA meeting 2			
QA meeting 3			
Final review meeting			

COPY OF SECTIONS 1-5 TO BE SENT TO PARENT/CARERS OF PUPIL**Placement Costings**

Placement cost per week	
Additional Services per week <i>(Include number of hours)</i>	
Total Fees for agreement (Excluding VAT)	
Contact for invoicing:	



Signatories

Placing		Service Provider
NAME:		
POSITION:		
SIGNATURE:		
DATE:		

Amendments and Variations to this IPA

The Purchaser must be notified of any proposed increases to Fee and/or Additional Service Fees, by the Provider.

The Provider may notify the Purchaser of any proposed changes in Fees for the following financial year, giving a minimum of three months for consideration of the request.

Any variations to the services and costs must be detailed in an amended version of this IPA. This must then be signed by both parties prior to any change in service and costs becoming payable under this agreement.

Notice to end this agreement is **[TO BE AGREED BETWEEN COMMISSIONER AND PROVIDER]**



Quality Assurance framework (Tool 4)

The commissioner must have visited the site of the commissioned alternative provision. This must be completed if a child is on a longer placement at least annually. We refer to this as the annual site check.

In the event of a child receiving at-home provision, ensure an observation at least annually of the provision (if a longer-term arrangement is in place) or in response to any concerns being shared. Seek more regularly pupil and parent voice to guide key lines of enquiry in quality assurance.

Quality Assurance of progress against outcomes once provision has commenced, can be virtual although best practice is that the pupil and site are visited as regularly as possible to assist in identifying any concerns with the provision and to keep relationships with the pupil as positive and strong as possible.

The commissioner must focus review on ensuring safe, good quality education, and ensure their social, emotional mental health needs are being met. All provisions must be monitored a **minimum of termly (6 weeks)** or more/less if required and this can be online. If less frequent monitoring is deemed appropriate, rationale must be recorded. Ongoing monitoring of attendance is required, and the providers responsiveness of concerns or issued raised.

In addition to the QA checklist, all pupils should be sent a copy of the pupil questionnaire (*See Appendix 5*) to be completed with appropriate support. The views of families and children must be considered, and resources adapted to ensure accessibility of pupils with speech, language, and communication needs. This can be adapted into an online form for pupils that prefer to use technology to share their views or printed and used in written form. It is important that all answers are considered carefully, and proportionate action taken to address any worries in line with the wishes of the pupil.

When the QA is completed, the document needs to be saved appropriately on records and any recommendations actioned and sent to the provider, and any other relevant professionals.

Site and QA Checks

(If child has EHCP, ensure latest version goes with you to the visit)

CONTRACT TITLE:	
SUPPLIER NAME:	

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VISITED BY:	
--------------------	--

14

DATE OF SPOT CHECK:	
REASON FOR VISIT	



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ANNUAL SITE CHECK	R	A	G	Comments/Actions to be remedied:
DUE DILIGENCE <i>(ensure this area is completed at the start of commissioning arrangement and it is reviewed <u>at least annually</u> or when updates are required)</i>				
The AP has basic and Essential Information Name, Age, home address, ethnicity, contact numbers				
Has an Individual Placement Agreement been completed and signed by the commissioner and the Provider?				
Does the AP have a copy of EHCP? (if applicable)				
Evidence that the Provider takes into account choice and preference, and explains their care/support to the Pupil				
Health Information and Individual Health Care Plan in place where applicable still fit for purpose				
Dietary requirements fully understood				
HEALTH & SAFETY AND SUITABILITY <i>(ensure this area is completed at the start of commissioning arrangement and it is reviewed at least annually or when updates are required)</i>				
Is the site/property in a good state of repair e.g clean environment				
Do any remedies need to be made before the child begins the setting/ is this still suitable?				
Appropriate number of toilets/bathrooms?				
Do any remedies need to be made before the child begins the setting/ is this still suitable?				

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Is the property fully accessible in line with the child's needs e/g drop kerbs for wheelchairs, disabled bathrooms?	Red	Yellow	Green	
Do any remedies need to be made before the child begins the setting/ is this still suitable?				
Is the site secure in line with the needs of the child?	Red	Yellow	Green	
Do any remedies need to be made before the child begins the setting/ is this still suitable?				
Is there any visible hazards such as unattended sharps, hazardous materials etc. that could create risk in line with risk assessment of the child? Fire extinguishers spotted on visit?	Red	Yellow	Green	
Do any remedies need to be made before the child begins the setting/ is this still suitable?				
QUALITY ASSURANCE				
Have any concerns been reported or fed back from the pupil, parents/carers or professionals prior to the visit?	Red	Yellow	Green	
Response to any emotional wellbeing/ mental health needs <i>Is the AP aware of local mental health systems and services?</i>				
Risk Management Plans □ Safeguarding □ Date of review of Risk Assessment of Activities <i>Look at any relevant documentation for pupil</i>	Red	Yellow	Green	
Understanding of curriculum and activities, are the topics in line with aims on EHCP/ personalised plan/ PEP?				



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Summary of training and Employment Activities / Life Skills progress/ Self-care programmes in place if appropriate Year 11 and Post 16 transition and progression planning if required				
Has there been any safeguarding incidents of concern? Does the provider understand local referral mechanisms?				
Emotional and Behavioural needs responded to well, preventing recurrence <i>Examples of difficult situations and response over course of provision</i>				
Correspondence with LA & family <i>Check how often reports of attendance, behaviour etc. Is being shared with LA and family</i>				
Case Recording / Key Worker Sessions <i>Explore examples of session interventions</i>				
Formal Pupil reviews are regularly conducted <i>Evidence of timely meetings, strong plan, do, review approach</i>				
Transition plans in place relating to agreed ending of placement				
Conversation with the Pupil (ensure child/young person has been given the opportunity to complete pupil questionnaire on each review):				
Do they feel safe? Do they know how to make a complaint? Do they feel supported? <i>Understand how the AP works to ensure this if the pupil has speech, language and/or communication needs</i>				



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Overall findings of Visit	
Follow up actions (to include date and named person responsible for those actions):	
Distribution	Date
Copy to case worker/allocated staff member overseeing the plan	
Copy to QA files/ pupil record on MIS	
Copy to SEND manager/SENCo, if pupil has EHCP	





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Commissioning Checklist for [PUPIL NAME] at [AP NAME] with effect from [PROVISION START DATE]	Y/N	Action required	By When	By who
The AP I am commissioning is on the BfC approved provider list OR all appropriate checks have been completed in line with good commissioning guidance				
I have conducted a visit to the AP to ensure it is suitable to the needs of the child/young person before signing a financial agreement				
The child/ young person and their parent/carer have visited the provision and agree it is suitable				
I have worked with the pupil and provider to determine the goals of the provision, the support that will be provided and how impact towards goals will be measured before the pupil has started				
I have worked with the pupil and provider to determine transition arrangements in and out of the alternative provision, and the start and end dates have been set				
I have booked QA visits in with the provider and know how to carry these out appropriately				
I have ensured the provider has a named contact to share attendance and progress reports with				
I have shared all relevant information I have on with the provider including: SEND & Safeguarding (including name and contact details of social worker)				
I have recorded the pupil's details and their AP timetable into a centralised recording system, and all emergency contacts and details of the provision				
Checklist completed by: [NAME OF STAFF MEMBER]				
Date: [DD/MM/YY]				

Appendices

Appendix 1: Local escalation procedures for quality or safety concerns in Alternative Provision

Quality concerns

- If there are quality concerns e.g RAG ratings reflect more red or amber ratings than green in QA checks; ensure robust actions with deadlines and monitoring methods are recorded in your QA check. An interim check may be appropriate to ensure the actions are completed and these are checked in a timely way.
- Pass quality concerns to your manager/budget holder and provider. If the provider is on the Approved Provider List; also pass quality concerns to ChildrensCommissioning@reading.gov.uk
- Implement a 'proposal to cease procedure' (below), which formally reclarifies expectations of the AP with expected improvement timescales, and ensure the improvement timescales matches the notice period within the Individual Placement Agreement (IPA)

Safeguarding/ site safety concerns

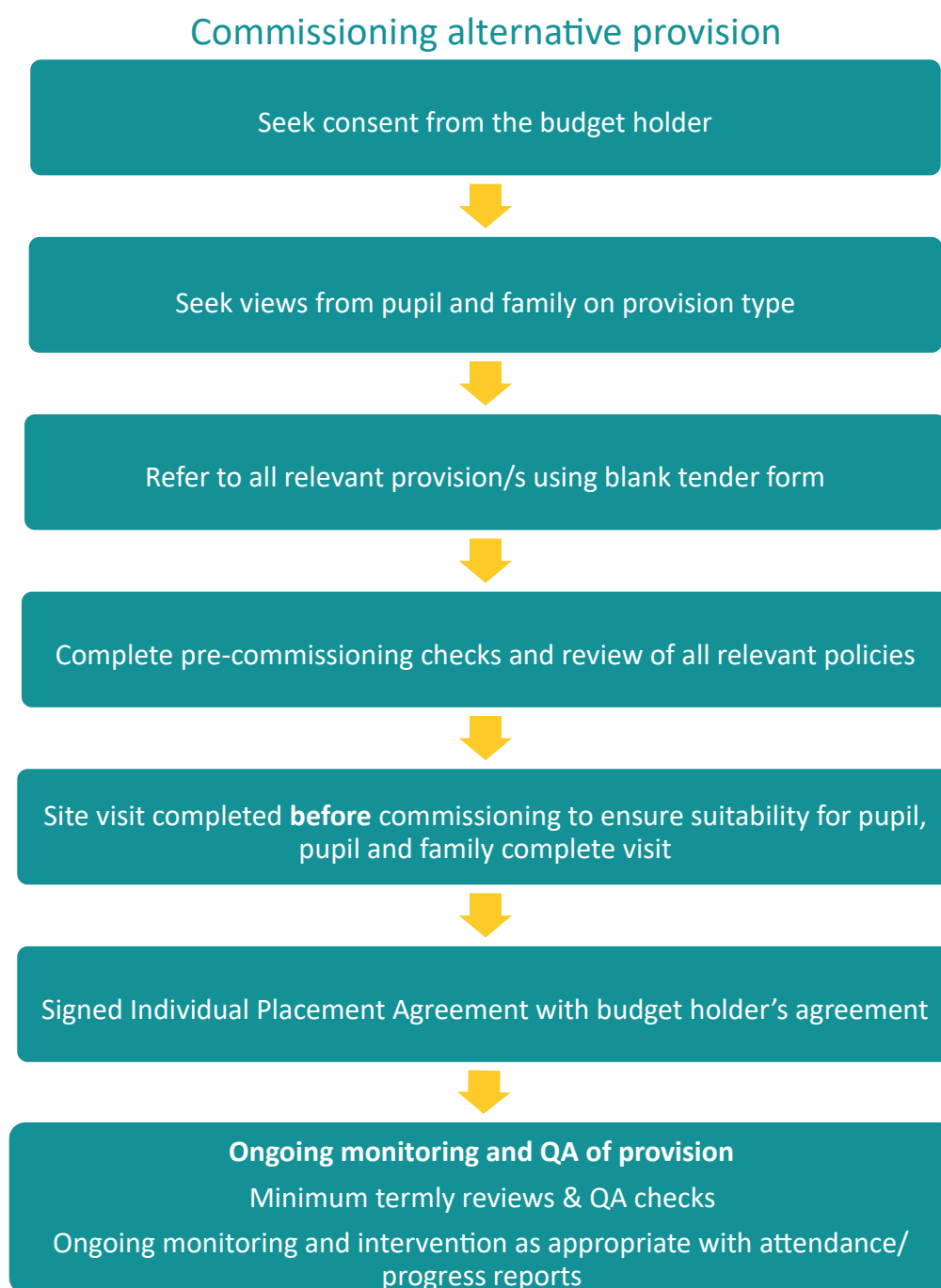
- If there are safeguarding/site safety concerns, remedy these reasonably within your control and pass your concerns without delay to your manager and the proprietor and DSL of the Alternative Provision (or Head Teacher in the case of a registered AP)
- Implement a 'proposal to cease procedure', which reclarifies expectations of the AP with expected improvement timescales, and ensure the improvement timescales matches the notice period within the Individual Placement Agreement (IPA)
- Consider a more robust 'deep dive' approach to vetting in line with safeguarding audit procedures – seek advice from ChildrensCommissioning@reading.gov.uk
- Consider removing the pupil from the provision if this is proportionate to the risk
- For critical concerns, consider wider response to ensure the safety for other children and young people - Refer to the LADO where threshold is met and seek advice from your local contact/s: Brian.grady@reading.gov.uk / Fiona.hostler@reading.gov.uk

Proposal to cease procedure:

- **Ensure concerns in writing** proposing to cease the agreement is sent to the provider with a summary of evidence of concerns, and the previous attempts made to remedy these (see appendix 3 – Model Letter; Proposal to cease AP arrangements)
- **Explicitly share expectations** over the course of the improvement period, and how improvement will be measured.
- **Explain what will happen** if improvements are not made in the agreed timeframes.
- **Stick to your word** and cease the AP arrangements if improvements have not been made in line with your requests. (see appendix 2 – Model Letter; Confirmation to cease AP arrangements)

If you have concerns about the legal status of a school and need to seek advice or report an unregistered school inform your local contacts Brian.grady@reading.gov.uk / Fiona.hostler@reading.gov.uk and refer your concerns to: unregisteredchoolreferrals@ofsted.gov.uk

2: Commissioning and QA Flowchart



Appendix

3: Model Letter – Proposal to cease AP arrangements.

Name:

Address

Date:

Dear **[AP CONTACT NAME]**

Re: Proposal to cease AP arrangements

Student Name:

Year Group:

Following recent quality assurance, I am writing to propose to cease our current arrangements with effect from **[DD/MM/YY]**. However, I anticipate this can be avoided in the event that assurance is received relating to the areas that require improvement.

I am hopeful that we can work together to remedy the concerns with you regarding the provision of **[PUPIL NAME]**

The elements as agreed within our IPA not being met that require urgent improvement are namely:

- **[IMPROVEMENT POINT 1]**
- **[IMPROVEMENT POINT 2]**

We expect **[SUMMARISE EXPECTATIONS]** to be remedied without delay, and I propose and interim monitoring meeting to be arranged within **[X WORKING DAYS]**

Yours sincerely

[NAME]

Headteacher

Copy to: Headteacher - Home School

Childrens.commissioning@reading.gov.uk

Appendix

4: Model Letter – Confirmation to cease AP arrangements.

Name:

Address

Date:

Dear **[AP CONTACT NAME]**

Re: Confirmation to cease AP arrangements

Student Name:

Year Group:

Following the attempts to remedy quality concerns with you regarding the provision of **[PUPIL NAME]**, I am writing to confirm that I wish to cease our current arrangements with effect from **[DD/MM/YY]**.

The reasons for this are elements as agreed within our IPA not being met, namely:

- **[CONCERN 1]**
- **[CONCERN 2]**

Despite attempts to clarify expectations, and put in place monitoring periods, I have not been able to be in receipt of the assurance I require to ensure **[PUPIL NAME]** is in receipt of **[QUALITY/SAFE delete as appropriate]** provision.

I have shared my concerns regarding the provision with the Local Authority Commissioning service as per local arrangements to ensure all alternative provision serving Reading children is effective, of good quality and safe.

In line with the notice period, we will cease our IPA with you with effect from **[DD/MM/YY]**.

Yours sincerely

[NAME]

Headteacher

Copy to: Headteacher

Childrens.commissioning@reading.gov.uk

Appendix

5: Pupil questionnaire

Your views and feelings about the educational setting you attend.

This questionnaire is to help us understand what is going well in the educational setting you attend, and what could be improved. Please answer as honestly as you can, and try to answer every question, but you are welcome to leave some if you are not sure. Some of your answers we make seek to follow up with you, or members of staff within the educational setting you attend to ensure you are having the best experience possible.

Do you enjoy coming to your educational setting? (with 10 being the best)

1 2 3 4 5 6 7 8 9 10

Why? (e.g. Activities, Lessons, Teachers, Peers)

Do you feel motivated (to do well)? (with 10 being most)

1 2 3 4 5 6 7 8 9 10

Why? Or why not? What could help you feel more motivated?

Do you feel challenged with the work / tasks you are given? (10 is most challenged)

1 2 3 4 5 6 7 8 9 10

Why? (e.g. too easy/hard, workload, timetable)

Do you feel that you are making progress towards your goals? (with 10 being most)

1 2 3 4 5 6 7 8 9 10



Appendix

In what ways?

Do you feel safe here? (with 10 being most)

1 2 3 4 5 6 7 8 9 10

Additional Comments (e.g. school environment, atmosphere)

Do you feel understood here? (with 10 being most)

1 2 3 4 5 6 7 8 9 10

Additional Comments (e.g. peers, staff)

Do you think your educational setting is preparing you for you next step. (e.g. adulthood, reintegration into mainstream school? (with 10 being the best)

1 2 3 4 5 6 7 8 9 10

Additional comments (e.g. learning new skills, academics, job)

Appendix

The next section is a questionnaire called the 'Psychological Sense of School Membership Scale'. This will help us understand how connected you feel to the current setting that you attend.

I feel like a part of my educational setting.

1 - Not at all true 2 3 4 5- completely true



People at my setting notice when I am good at something.

1- Not at all true 2 3 4 5- completely true

It is hard for people like me to be accepted at my educational setting.

1- Not at all true 2 3 4 5- completely true

Other students in my educational setting take my opinions seriously.

1- Not at all true 2 3 4 5- completely true

Most teachers at my educational setting are interested in me.

1- Not at all true 2 3 4 5- completely true

Sometimes I feel as if I don't belong in my educational setting.

1- Not at all true 2 3 4 5- completely true

There is at least one teacher or adult I can talk to in my educational setting if I have a problem.

1- Not at all true 2 3 4 5- completely true

People at my educational setting are friendly to me.

1- Not at all true 2 3 4 5- completely true

Teachers here are not interested in people like me.

1- Not at all true 2 3 4 5- completely true

I am included in lots of activities at my educational setting.

1- Not at all true 2 3 4 5- completely true

I am treated with as much respect as other students in my educational setting.

1- Not at all true 2 3 4 5- completely true

I feel very different from most other students at my educational setting.

Not at all true 2 3 4 5- completely true

I can really be myself at my educational setting.

Not at all true 2 3 4 5- completely true

People at my educational setting know that I can do good work.

Not at all true 2 3 4 5- completely true

I wish I were in a different educational setting.

1- Not at all true 2 3 4 5- completely true

I feel proud to belong to my educational setting.

1- Not at all true 2 3 4 5- completely true

Other students at my educational setting like me the way that I am.

1- Not at all true 2 3 4 5- completely true

17.Any further comments