



CYFLAWNI **TEGWCH** A **RHAGORIAETH** MEWN  
ADDYSG A **GWELL LLES** I BAWB

**EQUITY** AND **EXCELLENCE** IN **EDUCATION** AND  
**ENHANCED WELLBEING** FOR ALL

**Rhondda Cynon Taf CBC**  
**Education and Inclusion Services**

**Alternative Provision**  
**Commissioned by Schools**  
**and Extended Work Experience**

This document is available in Welsh  
Mae'r ddogfen yma ar gael yn y Gymraeg

**Guidance for Schools**

Date: August 2023

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# SECTION 1: Alternative Provision Commissioned by Schools

## 1. Introduction

This guidance focuses on Alternative Provision (AP) commissioned **by schools**. It relates to provision for learners of compulsory school age that receive Alternative Provision as part of their main education.

It excludes provision that is put in place by the local authority as part of the Education Other than at School (EOTAS) offer.

## 2. Local Authority Education Other than At School Provision

It is important to note that the term 'Alternative Provision' is not defined in Welsh primary legislation. However, section 19 of the [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk) gives local education authorities the power to make arrangements for the provision of suitable education at school or otherwise than school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

Section 53 of The Curriculum and Assessment (Wales) Act 2021 states that a local authority that makes arrangements under section 19A of the [Education Act 1996 \(c. 56\)](https://www.legislation.gov.uk) to provide education for a child otherwise than at a pupil referral unit must ensure that the arrangements secure a curriculum that complies with the following requirements:

- enables the child to develop in the ways described in the four purposes;
- provides for appropriate progression for the child;
- be suitable for the child's age, ability and aptitude; and
- be broad and balanced, so far as is appropriate for the child.

It must also:

- encompass the Health and Well-being Area of Learning and Experience;
- encompass the mandatory element of Relationships and Sexuality Education; and
- develop the mandatory cross-curricular skills.

For learners who meet the above criteria, EOTAS provision is currently available in RCT through its primary and secondary PRUs and tuition service.

## 3. Alternative Provision (AP) Commissioned by Schools

Schools are enabled under Section 29(3) of the Education Act 2002 which provides the governing body of maintained schools with a power to require a learner to attend

educational provision elsewhere. This does not, however, remove the duty placed on schools to deliver the national curriculum for Wales (other than where exemptions apply).

In 2019, the Welsh Government published the [education-otherwise-than-at-school-framework-for-action-2019.pdf \(gov.wales\)](#), where it is stated that the Welsh Government does not consider it appropriate for schools to commission external provision for the purposes of addressing behavioural issues, for example, home tuition for school refusers. This is clearly set out in the Welsh Government's statutory guidance [Exclusion from schools and pupil referral units \(gov.wales\)](#).

Welsh Government stipulates that the commissioning of external services should only be used where the school is unable to meet the curricular needs of the learner by providing enhanced access to vocational or specialist subjects. Where a school considers it is unable to meet the curricular needs of a learner then external providers can be commissioned to deliver education.

## **4. Curriculum Access and Qualifications**

Learners accessing Alternative Provision need to work towards achieving qualifications that have GCSE equivalency. Opportunities to study vocational courses should be provided where appropriate so that learners learn the skills and qualifications needed to access further training or work.

All learners accessing Alternative Provision should access a curriculum that is broad and balanced enough to enable them to progress and gain qualifications that meet their needs and potential. Access to subject specialists should be provided where possible so that learners do not miss out on important aspects of education, which could potentially impact on their future chances of employment and training.

All learners accessing Alternative Provision should access their entitlement to full-time education, including access to the core curriculum, including Maths, English, Science and Relationship and Sexuality Education.

Learners attending Welsh-medium schools should access Alternative Provision through the medium of Welsh where at all possible.

## **5. Reduced Timetables**

Learners accessing Alternative Provision commissioned by schools still have entitlement to full time education and should not be placed on a reduced timetable unless they are being re-integrated back into education.

All pupils of compulsory school age are entitled to a full-time education appropriate to their age and irrespective of their needs. In exceptional circumstances, there may be a need for a temporary reduced timetable to meet a learner's individual needs but this cannot be a long term solution.

Reduced timetables must be recorded in a pastoral support programme and have a time-limit. Following this time period, learners must be expected to access full time education unless there are exceptional circumstances.

Welsh Government are very clear that a reduced timetable should not be used to manage a learner's behaviour, as unlike formal exclusions, as set out in the Education Act 1996, reduced timetables are not open to challenge via the discipline committee or local authority independent appeal panel. Reduced timetables can, however, be challenged by parents and carers making a disability claim via the Education Tribunal for Wales.

A reduced timetable should not be used to meet a learner's support needs or additional learning needs. Where a learner has social, emotional and behaviour difficulties, the school must put in place appropriate support to meet their needs and if necessary, make a decision to put in place a school maintained Individual Development Plan.

Where a learner is not able to attend school and has a reduced timetable to assist with re-integration following a period of illness or exclusion, arrangements should be put in place for full time education to be delivered whilst the part-time placement is in place. Schools and local authorities have duties placed on them in relation to delivering the curriculum and ensuring that learners access their statutory entitlement to full time education.

Schools have safeguarding responsibilities for all learners on roll and, therefore, must be aware that even with parent/carer agreement to a reduced timetable for reintegration purposes the school is responsible for the safeguarding and welfare of all learners on roll who are off-site during school hours. Where evidence suggests that a learner will be exposed to safeguarding risks if not in school, then a reduced timetable must not be considered as an option.

Schools should undertake a thorough risk assessment before the implementation of a reduced timetable and give consideration to safeguarding measures for the duration of the arrangement. There should be written agreement about who is responsible for keeping the learner safe for the time they would normally be in school.

## 6. Attendance Codes

Learners must remain on the school roll when accessing Alternative Provision and robust daily monitoring of attendance should take place. The school should utilise a B code as defined in the [guidance-on-school-attendance-codes.pdf \(gov.wales\)](#). Any absence from the setting must be appropriately coded and attendance data transferred daily to the school so that absence procedures can be enacted where appropriate.

**In the event of learners meeting criteria for a reduced timetable,** schools should not use code B when a learner is not attending school and is not accessing an approved educational activity. The use of a B code should only apply if the legal definition of an approved educational activity is met. As detailed in Regulation 4 of [The Education \(Pupil Registration\) \(Wales\) Regulations 2010](#):

- (4) An approved educational activity is-**
- (a) an activity which takes place outside the school premises and which is—**
    - i. approved by a person authorised in that behalf by the proprietor of the school;**
    - ii. of an educational nature, including work experience under section 560 of the Education Act 1996 and a sporting activity; and**
    - iii. supervised by a person authorised in that behalf by the proprietor or the headteacher of the school;**
  - (b) attendance at another school at which the pupil is a registered pupil; or**
  - (c) attendance on a course of study within the local curriculum at a place other than the school.**

An approved educational activity registration code B can only be used where a registered learner is being educated off-site at a supervised activity approved by the school. Schools should not use this code if learners are sent home for independent study, study leave, or as part of an agreed reduced timetable which does not include supervised study.

The authorised absence registration code C should be used when a learner has been placed on an agreed reduced timetable.

## **7. Pastoral Support Plans**

All learners accessing Alternative Provision should have a Pastoral Support Plan (PSP) to help them manage their behaviour where this is deemed necessary. All learners accessing Alternative Provision must have their details uploaded on to the Portal. Please see Appendix 1 for further guidance. This is an essential requirement.

## **8. Additional Learning Needs**

Learners with additional learning needs accessing Alternative Provision should receive the specialist support they need, as identified in their Statement of SEN or Individual Development Plan. Access to specialist multi-agency support should be provided where this is needed.

Every effort should also be made to provide re-integration opportunities for learners so that learners continue to access opportunities to further develop relationships and friendships with their peer groups.

For learners with health or medical needs, it will be important that the learners and the staff involved in teaching them have access to the specialist advice and guidance they need to support learners' needs. The school and the Alternative Provision provider must ensure that appropriate health care plans are in place where this is required and that the appropriate training has been accessed where necessary to keep learners safe.

## 9. Safeguarding

It is the responsibility of school leaders and their governing bodies to ensure that all staff in the commissioned provision have appropriate DBS checks in place and have reviewed this evidence. These responsibilities also extend to ensuring that the relevant level of safeguarding training has been accessed by all staff in the setting, including level 3 training for the designated lead for safeguarding. The school and its governing body should also ensure that the setting has a qualified first aider on site every day.

The setting must be vetted by the Education, Employment and Training Team prior to any learner being placed in the setting. Contact must be made to [eett@rctcbc.gov.uk](mailto:eett@rctcbc.gov.uk) at least 6 weeks prior to the commencement of alternative provision.

The school must ensure that all DBS, safeguarding arrangements, insurance and appropriate employer liability insurance are in place prior to a learner's placement in the setting. The necessary checks should be undertaken by the school prior to placement and written documentation retained.

## 10. Quality Assurance Processes for Alternative Provision

Schools must have robust quality assurance processes in place to evaluate the quality of the alternative provision they commission.

### 10.1 Safeguarding

Learners must not attend Alternative Provision commissioned by the school until all appropriate safeguarding checks have been undertaken.

Even when attending Alternative Provision, the school and their governing body has responsibility for ensuring that all local authority policies and legislation are fully complied with. In the case of a pupil referral unit, this responsibility rests with the setting and management committee in partnership with Inclusion Services.

There is currently no specific Welsh Government guidance on the safeguards that schools must put in place when commissioning Alternative Provision. However, this guidance has been informed by the recommendations made in Welsh Government's [Review of Local Authority Commissioning Arrangements for Education Otherwise than at School Provision \(gov.wales\)](#). The review undertaken by Welsh Government highlights the importance of establishing robust quality assurance processes when commissioning Alternative Provision and the importance of rigorously assessing the suitability of external providers.

Prior to a school putting in place Alternative Provision, school leaders **must**:

- check the **registration status** of providers and ensure that the provision does not contravene the regulations about registration. For example, schools and PRUs should not commission Alternative Provision from unregistered providers that should be operating as independent schools. In law, an independent school is any school that provides full time education for: five or more learners of compulsory

school age; or one or more learners of compulsory school age with a statement of special educational needs, or who is in public care as outlined in [Independent Schools Information and Registration \(gov.wales\)](https://gov.wales/independent-schools-information-and-registration). All independent schools are legally required to register with the Welsh Government and appropriate checks must be undertaken by schools prior to any placement within these settings;

- review the provider's **policies and practices** which would be expected to be in place. These should include the learner behaviour policy, curriculum plans, learner safeguarding arrangements, anti-bullying policy, health and safety policy, quality of accommodation, and qualifications and experiences of staff;
- review all written information about **social networking** and the use of social media and assess its appropriateness;
- ensure that **safeguarding arrangements** are robust, including health and safety checks. There must be full compliance with the commissioning school's safeguarding policy, including DBS checks and compliance with the appropriate level of safeguarding training for all staff;
- provide written information to the provider about the commissioner's expectations for **child protection** which should be based on the school's Safeguarding Policy, and which must be adhered to if providers have any concerns about a learner and/or staff member;
- ensure **robust attendance monitoring** of any learner attending an Alternative Provision; and
- seek the necessary reassurances that all educational activities are **supervised** by someone approved by the school.

## 10.2 Leadership and Management

Schools **must**:

- evaluate the **leadership and management** arrangements put in place by the providers, as well as provider staff development and training;
- ensure that the setting has appropriate policies in place and good **governance arrangements**; and
- agree **transport arrangements** for the learner to attend the placement.

## 10.3 Teaching, Learning and Outcomes

Schools **must**:

- ensure that an appropriate assessment of the **quality of teaching** offered by the provider has been undertaken prior to the placement of learners in the provision;
- agree on the written information required and timescales in relation to placement objectives, **educational outcomes** and (where appropriate) formal qualification targets for the learner;
- agree processes for monitoring **learner progress** against the objectives agreed and the frequency of these activities;
- establish how progress and **achievements of learners will be reported** and shared with the school and parents/carers, including the progress made in relation to the qualifications they are studying;



- agree information and protocols for **sharing information** with the school, PRU, parents/carers and the local authority when this is required;
- assess the **quality of provision**, including teaching and learning and support for additional learning needs and wellbeing;
- ensure that the provider agrees to very frequent **monitoring visits** (at least half-termly); and
- agree plans for ensuring the learner remains a member of the school community, and has **reintegration plans in place** where appropriate.

## 10.4 Support for Wellbeing

Schools must

- Assess the **quality of support for ALN, wellbeing and engagement in learning**.

## 11. Expectations of External Providers

External providers must:

- comply with legislation and registration requirements for independent schools where criteria is met;
- be advised what **policies and procedures** they would be expected to have in place to ensure that learner welfare, high quality teaching and learning, safeguarding, and health and safety is maintained;
- comply with what is expected of them in terms of their **contact and communication** with both the commissioning school and the parent/carer of the learner;
- be clear on expectations in relation to an initial **assessment** of the educational needs of the learner and what this assessment should involve;
- be clear of what is expected of them in terms of notifying the commissioning school about learner **attendance and absence**, ensuring robust daily attendance monitoring of any learner attending their provision;
- provide regular reports on **learner progress** to the commissioning school and parents/carers as agreed prior to placement. These reports should cover learner engagement, attendance, behaviour, educational progress and achievement; and
- work pro-actively with the school to encourage the success of the learner attending.

All expectations must be clearly documented and signed by all parties i.e. the headteacher, chair of governors and the provider.

## 12. Essential Commissioning Processes

All schools **must**:

- ensure that a senior school leader completes the annual survey of Alternative Provision commissioned by schools. Alternative Provision includes learners accessing training providers, college placements, work-related education, and provision made by voluntary and community organisations. The survey can be found

at:<https://forms.office.com/Pages/ResponsePage.aspx?id=urld5xeqAE6ITjrUN9dAnskOg1T-cWJNnNsXS1biLI1UNjHODBFMUyRiFEWkEwOEtLQkEzNFBFVyQIQCN0PWcu>.

This must be completed, including nil returns. In the event of circumstances changing during the course of the academic year, a further updated survey must be completed;

- ensure that a health and safety visit has been undertaken by the Education, Employment and Training Team prior to any placement. Site vetting is an essential process and placements should not commence without this. Immediate contact should be made with the Education, Employment and Training Team so that appropriate provider and site vetting can be undertaken. A request for a site visit can be made by contacting [eett@rctcbc.gov.uk](mailto:eett@rctcbc.gov.uk); and
- ensure that once this assessment has been undertaken, information is uploaded onto the Portal for every learner accessing this provision **prior to** placement commencement. This is an essential requirement. Process information is detailed in Appendix 1.

This live data will enable the local authority to monitor all learners accessing school commissioned Alternative Provision and ensure that robust safeguarding processes are in place for this cohort of vulnerable learners.

Compliance with these requirements will be routinely audited.

## **SECTION 2: Extended Work Placements**

### **1. Introduction**

Evidence provided by the Gatsby Good Career Benchmarks shows that a work experience placement can have a significant impact on a learner's understanding of the realities of work. This includes expected behaviour and the functions of a workplace. A work placement can also provide first-hand experience of the skills and personal qualities required in different sectors.

This can be of particular importance in broadening the horizons of those students who may have limited experiences of the world of work within their families and communities. Such experiences can also help in the exploration of career opportunities and can help to further inform future career planning.

Extended work placements can also be of benefit to a smaller number of learners who have become disenfranchised by the school system and can be an important part of an alternative provision programme.

## 2. Key Considerations

When considering an extended work placement for a learner, schools must consider the following:

- **Duration:** It is recommended that the placement should not exceed three days in any five-day period.
- **Curriculum access and qualifications:** schools must ensure that learners still benefit from a curriculum that enables development as described in the four purposes and should encompass the Health and Wellbeing Area of Learning and Experience and the mandatory element of Relationships and Sexuality Education.
- The curriculum should be broad and balanced, provide appropriate progression and be appropriate to the learner's age, ability, and aptitude. Opportunities for the development of cross curricular skills should also still be available to the learner. The school may wish to consider providing access to a pre-employment qualification whilst the learner is at the placement.
- **Engagement programmes:** an extended work placement should be a measured response and all efforts should have been exhausted in the process of motivating the learner to remain in the school environment. This includes participation in all aspects of the Gatsby benchmarks. Where appropriate a learner should have engaged with programmes to support reengagement and improved attendance when available.
- **Pastoral Support Plan:** Any learner on an extended work placement must have a regularly reviewed Pastoral Support Plan.

## 3. Essential Processes

All schools **must** comply with the following requirements:

- Before any learner attends an extended work placement. The following Microsoft Form must be completed and submitted to the local authority:  
<https://forms.office.com/e/g9m2hiSfp5>.
- This will be reviewed by the 14-19 lead officer who will make contact and discuss the reasons provided for the request for an extended work placement. A decision will be made by the 14-19 lead officer whether the extended work placement should be pursued or if further intervention is required.
- In the event of any approach to an employer for an extended work experience placement, immediate contact must be made to: [Work.Experience@rctcbc.gov.uk](mailto:Work.Experience@rctcbc.gov.uk) or [eett@rctcbc.gov.uk](mailto:eett@rctcbc.gov.uk) in order to undertake **health and safety vetting** prior to placement commencement. No learner should attend an extended work experience placement without confirmation from the Employment Education and Training Team that vetting has taken place.
- The school still retains the duty of care to the learner and must balance all the risks associated with the placement before proceeding. A detailed **risk assessment** must be completed by the school prior to placement. This would include the travel arrangements, safeguarding, possible benefits to the learner and any other risks that may be prevalent at that time. A suitable risk assessment for the learner, including any prevailing conditions, should be undertaken by a suitably qualified

person before the placement commences. The Education, Employment and Training Team can assist with this using the email:

[Work.Experience@rctcbc.gov.uk](mailto:Work.Experience@rctcbc.gov.uk) or [eett@rctcbc.gov.uk](mailto:eett@rctcbc.gov.uk).

- All learners accessing extended work placements must have their details uploaded on to the Portal by populating the appropriate **Alternative Provision form**. This is essential so that the local authority can track the ongoing progress of learners.
- Parents/carers must play a key role in establishing any extended work placement and a suitable **signed agreement between parents/carers, employer and school** must be in place prior to commencement of the placement.
- **Employer briefing** must be undertaken prior to placement commencement. It is essential to prepare the employer in relation to the needs of the school and the learner so that they may best use the opportunity. Having suitable challenge and engagement activities whilst on the placement will be key to the placement's success.
- **Emergency contacts** must be shared prior to placement. The learner, parent/guardian, school, and employer need to be aware of what the arrangements are in the case of emergency. This may mean creating an 'on call' system so that communication may flow effectively.
- All schools should consider the need for disseminating awareness of **Safeguarding** and the **Prevent Duty** and encourage participation in training where appropriate.
- **Disclosure and Barring Service** checks must be undertaken prior to placement commencing. It is expected that a member of staff at the work placement maintains a full DBS check. For more information see: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>.
- The learner attending should be made aware of who this person is, and school, learner and parents/carers should be informed of how to contact them. In the event of this person not being in the workplace, further advice and guidance should be sought. Early contact with [eett@rctcbc.gov.uk](mailto:eett@rctcbc.gov.uk) should be undertaken prior to placement to commence this process. No learner should attend an extended work placement until this check has been completed.
- Learners must not receive any **payment** by the employer during their placement and may invalidate insurances if they do so. However, contributions towards travel or sustenance may be acceptable if it occurs during working hours.

## 4. Pre-Induction

The following **pre-induction** activities must be undertaken:

- discussion on contact details, duties, agreed hours, clothing requirements and arrangement for breaks and sustenance must be agreed between school, employer, parents/carers and learners, prior to the commencement of the extended work placement;
- agreed emergency contacts;
- a review of the agreement between parents/carers, employer and school prior to commencement of the placement; and
- a review of the risk assessment and agreed mitigating actions.

## 5. Induction

Appropriate **induction** must include:

- clear instructions given to the learner as to the expectations of the employer and the school during the placement;
- discussion on the workplace's agreed practices and policies, including telephone usage, social media, confidentiality, whistleblowing procedures, health and safety, and security; and
- discussion on the need for the learner to follow school social media and ICT policies whilst attending the placement.

## 6. Quality Assurance Processes

School leaders **must** ensure that:

- **regular monitoring of the learner and placement** is undertaken as the school should continue to exercise their duty of care to the learner. These monitoring visits should be undertaken at least fortnightly to review the environment and learner progress;
- **Parents/carers must be regularly updated** as to the progress of the extended work placement, with information shared by the school and the employer;
- Learners must remain on the school roll when accessing the extended work placement. Schools and employers must ensure **robust attendance monitoring** of any learner attending an alternative provision. This involves the school entering Code B as outlined on page 11 [guidance-on-school-attendance-codes.pdf \(gov.wales\)](https://www.gov.wales/guidance-on-school-attendance-codes.pdf). The school and employer must have robust systems in place to ensure accurate attendance data is collected daily and in a timely manner. These processes should be in line with local authority and national guidance and regulations;
- Opportunities should exist for the learner to reflect on their experiences and to relate to their career plans. The learner must still have access to **careers advice** and guidance counselling from a Careers Wales adviser; and
- The learner must continue to have **access to other wellbeing services and activities** that are on offer to their peers.

## Portal Support Checklist

### Referral – LSS: Alternative Provision - Notification to A&I

This document has been created to support you in completing the steps on the RCT Professional Portal when creating Referrals to the Access & Inclusion Service. It should be used in conjunction with the **Capita One Professional Portal – ALNCO** training document, if you require a copy, please contact the ESS team on **01443 744081** or email [ess@rctcbc.gov.uk](mailto:ess@rctcbc.gov.uk).

There will be sections to complete here which you will then only need to copy and paste into the portal. Other sections will provide advice and a checklist for other steps. If all steps are complete and all checklist required have a Yes, then you can proceed to log into portal and complete your referral in one attempt. This should eliminate logging in and out of the portal to submit a referral.

**Have all the documents ready for upload in the same folder on the School Drive, this will make the upload of documents more streamlined and will save a lot of time searching for the documents.**

**Every red box of the steps should be filled with a YES before logging into portal and submitting your referral.**

**This form will be used to notify us when you Start or Cease an Alternative Provision. Please be aware of the supporting text for each Step to make sure all details are recorded for the relevant process.**

#### STEP 1 – Work Details

This will be the work details added when you register on the Portal, all you need to do here is confirm.

If your details have changed you will need to update your details, log into the portal and follow the path below to update Work Details:

**My Account > Work Details**

**Step Complete**

#### STEP 2 – Alternative Provision Type

You must select the Alternative Provision Type and Date this Started or Ceased. Hours Set for AP and Core Curriculum details are mandatory when Starting the Alternative Provision.

**1.\*Alternative Provision Type =**

- Start
- Cease

**2. \*Date =**

**3. Weekly Hours set for Alternative Provision =**

**4. Core Curriculum - Weekly Hours Set and Subjects =**

**Step Complete**

### STEP 3 – Provider

Please add details for the Alternative Provision Provider if you select 'Other'

#### 1. \*Select Provider =

Academy 21 Ltd  
Amelia Trust Farm  
ARC Adventures  
Associated Community Learning (ACT)  
Black Sheep Provision  
Bryncynon Strategy  
Coleg Y Cymoedd  
Cynon Valley Organic Adventure  
Dallaglio Rugby Works  
Dolygaer  
Empire Boxing  
Equity Foundation  
Fathom Trust  
Hen Felin Training  
HIT  
iDEA  
Jamie's Farm  
Let Me Play  
Military Prep  
Positive Futures  
Princes Trust  
Rock UK  
Sports Development  
Storey Arms  
YEPS  
Other

#### 2. If 'Other' selected please give details of Provider =

#### 3. Have you contacted HR EET to confirm Alternative Provider is approved? Yes/No

Step Complete

#### **STEP 4 –Reason**

If the Alternative Provision is Starting and multiple Reasons need to be selected use the ADD MORE tab. Please add details for each reason selected.

If the Alternative Provision is going to Cease and you have selected 'Cease - Other' you must add details to support this reason.

##### **1. \*Reason =**

- Start - Behaviour
- Start - Social Emotional Wellbeing
- Start - Medical
- Start - Managed Move/IYT
- Start - Attendance
- Start - Reintegration
- Start - Step 4 Provision/Alternative Curriculum
- Start - Extended Work Placement
  
- Cease - Returning to School Based Provision
- Cease - Change of Provision
- Cease - Statutory School Leaving Age
- Cease – Other

##### **2. Please add details to support your Reason =**

**Step Complete**

#### **STEP 5 – Assessment Data**

##### **1. Do you transfer assessment data with the Alternative Provision provider? =**

- Yes
- No

##### **2. Does the Alternative Provision provider transfer assessment data with you? =**

- Yes
- No

##### **3. If applicable, please give details of the type of assessment data shared**

**Step Complete**



### STEP 6 – Pastoral Support Plan

1. Does your pupil have a Pastoral Support Plan in place?

- Yes
- No

4. Upload a copy of the Pastoral Support Plan =

Pastoral Support Plan Ready for Upload

Step Complete

If your pupil **will** be on a Reduced Timetable please complete **STEP 7 fully**.  
There will be **NO** need to complete a LSS: Reduced Timetable Commenced – Notification to A&I/AWS form if this is completed.

### STEP 7 – Reduced Timetable

If the pupil will also be going on a Reduced Timetable please complete this step fully, if not, just answer the mandatory first question and continue to the next step.

1. \*Is the Pupil going to be on a Reduced Timetable? = Yes/No

2. Reduced Timetable Start Date =

3. Reason for Reduced Timetable =

- Behaviour
- Social Emotional Wellbeing
- Medical
- Managed moves/IYT
- Attendance
- Reintegration

Step Complete

### STEP 8 – Additional Information

Any Additional Information you want to tell us about?

Step Complete

### STEP 9 – Summary

This step will show you a summary of the referral and give you the opportunity to amend any steps.

Once you have completed the summary your Referral will be submitted to the Access and Inclusion Service.

Step Complete

It all red boxes above are filled with a YES then you are now ready to log into the Professional Portal and start your referral.

There are 2 steps below to support you in regard to getting your emails ready and knowing the folder your documents for upload are stored.

Some quick tips below to help

#### Tip 1 – Outlook Open

Make sure you have the email account registered to the portal is open and accessible for the two-step verification.

Complete

#### Tip 2 – Document Folder

Have all the documents ready for upload in the same folder on the School Drive, this will save time searching for the documents.

Complete