

Sheffield City Council, Children and Young People's Service

Lifelong Learning, Skills and Communities

Alternative Provision

Manual for schools

2016/17



Foreword

Dear School Colleague

This Good Practice Manual has been developed to provide information to partner schools purchasing provision Alternative Provision (AP)

The purpose of the Programme is to widen learner choice, raise learner aspirations, raise achievement, improve progression and to provide young people with transferable skills that will enable them to play an active part in the local economy.

The manual is a toolkit for schools, to enable you to secure the most appropriate route for your learners and support them through their training. It also represents a developmental opportunity for all involved in the partnership to raise the standards of the programmes that we offer to young people. To this end, I invite you and your staff to make comments and suggestions about this manual, your experience of particular providers and Alternative Provision in general.

We will update this manual as necessary and continue with our programme of development in response to customers' requirements.

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Assistant Director, Lifelong learning Skills and Communities

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Section 1: Alternative Provision (AP) – Introduction

What is Alternative Provision?

Alternative provision is education arranged by local authorities for learners who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for learners on a fixed period exclusion; and learners being directed by schools to off-site provision to improve their behavior (DFE 2013)

Sheffield takes a citywide approach to delivering alternative provision and vocational pathways linked to local industry sectors in Sheffield.

Key features of all provision are:

- Delivery in partnership with multi-agency services
- A named key worker
- A SMART Individual Learning Plan focused on next steps
- A personalised curriculum appropriate to learner need, agreed with school prior to start.
- A personalised timetable ensuring a broad and balanced curriculum

Sheffield has a strong and well recognised Alternative Provision Network of providers across the city who can offer vocational based provision to learners.

14-25 Progressions Team

The 14-25 Progressions Team staff work with Sheffield schools in matching learners with Alternative Provision from within our Alternative Provision Network. The team are able to meet with learners, school staff and parent/carers to ensure that the learners are given information and guidance relating to the provision on offer and progression routes post-16.

The Officers work closely with a variety of approved Providers and multi-agency workers to support the young people, monitor attendance and achievements to help solve any day-to-day problems that may arise. The team also monitor contractual compliance and Quality Assurance of provision across the network.

Themes

Primary Alternative Provision

Delivered by a small group of Alternative Provision Network Providers these courses are suitable for learners demonstrating exclusion risk factors that despite the schools usual multi agency strategies are not showing improvement. Placements are part time, short term.

Access: Referral via the Primary Inclusion Panel

Primary Nurture Provision

Nurture based holistic assessment and intervention provision that provides care and support to primary aged learners demonstrating exclusion risk factors.

Access: Referral via the Primary Inclusion Panel

Progression Programmes (Key Stage 4)

These programmes have previously been known as the **Direct Programme** (up to 2 year courses aiming to achieve a GCSE equivalent qualification in a vocational area, see separate directory) and the **Flexible Programme** (roll on, roll off courses).

Delivered by the Alternative Provision Network Providers, these courses are suitable for learners who are at risk of disengaging from the mainstream school curriculum and becoming NEET. Placements are part time and last up to 2 years. Schools can work with a Placement Support Officer from the 14-25 Progressions Team to match learners to placements throughout the school year. This programme can be tailored to meet the needs of individual learners and schools and more flexible packages can be negotiated.

Target group - Key Stage 4 (and, in exceptional circumstances, Y9) learners who would benefit from usually one or two days off site, the remainder of the time typically spent in school.

Programme duration: Ongoing (minimum half term blocks). Some courses offer GCSE equivalent qualifications accessed across 2 years.

Support: Support needs must be met by referring school.

Re-engagement Programmes (Key Stage 3 & 4)

Delivered by the Alternative Provision Network Providers, these courses are suitable for learners demonstrating exclusion risk factors that despite the schools usual multi agency strategies are not showing improvement. Placements are part time (1-2 days per week) and short term (**up to a maximum of one term**).

Access: School refer to the 14-25 Progressions Team

Support: Support needs must be met by referring school.

New Arrival Support (Key Stage 4)

A programme of full-time equivalent provision for young people newly arrived in the city, who require extended induction support before attending a mainstream school. The course is aimed primarily at Y11 students.

Access: Referral via Fair Access arrangements and through the Children Missing Education Team.

Section 2 Referral Process:

All referrals onto Alternative Provision are managed by the 14-25 Progressions Team. A School will work with a Placement Support Officer from the 14-25 Progressions Team to match learners to placements. **Learners cannot commence a course until a fully completed Referral Form and signed parental consent form is in place.**

Referral requirements

Schools, in conjunction with parents, are asked to take great care in referring learners to appropriate courses. All learners will have been assessed as likely to benefit from off-site, additional work based or re-engagement provision. Careful guidance will have demonstrated some interest in the vocational area by the learner.

Additionally, schools should be aware of any literacy and/or numeracy requirements that are associated with the level of course applied for and take these into account when advising and referring learners. Some Providers may use an initial assessment, perhaps at a pre course induction session, to check suitability. A few courses may involve a probationary period: in such cases this will be made clear to learners and their schools.

The Referral Process

The 14-25 Progressions Team deals with all referrals to Alternative Provision

Guidance for schools regarding the Alternative Provision (AP) Referral Process

- A referral form including the parental consent form **must** be completed for each learner wishing to access the AP. Schools must use the correct legal name for learners; this name will appear on the Awarding Body certificate at the end of the course
- All parts of the form **must** be completed.
- The referral form now also includes a blank initial ILP. School staff should complete page one of this document with the learner in school and use it to set initial SMART targets for the Provider to focus and build upon during the placement. Providers will also use this document in their work with learners.
- Incomplete forms may be returned to the school and result in a delayed start date
- Personal information regarding the learner will be disclosed to the training provider to ensure the learner receives the necessary support
- Information given on the referral form must be accurate and based on professional opinion or fact, not hearsay or assumption. Misrepresenting a learner is not in the interest of any of the parties
- Schools need to identify the aspirations for the learners attending AP
- Where a learner has an entitlement to extra time, readers/writers on assessments, or one-to-one support, it is the school's responsibility to inform training providers and make arrangements for any additional needs to be met
- All forms must be clearly handwritten or typed

- Referral forms will be forwarded to potential providers by the Progressions Team. Schools will then be expected to arrange a preliminary visit to each potential providers and accompany the learner on these visits
- Only when all stages of the referral process have been successfully undertaken will a start date be allocated

Induction

It is the responsibility of the provider to ensure that all young people participate in an Induction, to cover as a minimum:

- Health and Safety
- Rights and Responsibilities
- Attendance Procedures
- Review Procedures
- Disciplinary Procedures
- Prohibited Areas and Equipment

All young people will sign to acknowledge participation in the induction, a copy of which will be kept in the learner file.

Further advice on good practice for induction is available from the Contract Manager.

Inappropriate Referrals

If at induction or during the first few weeks of starting the course, the Provider forms the view that the course is unsuitable for the referred young person, the concerns must be discussed with 14-25 Progressions Team without delay. Should a return to school be necessary this will need to take place as early as possible.

Course Transfers (half termly blocks)

Should any learner express dissatisfaction with their chosen course, schools should in the first instance work with their Placement Support Officer to address the issues. If the school believes that some part of the problem highlighted by learner dissatisfaction lies with supplier quality, this should also be raised with the Authority's Officer responsible for Quality Audit. (See Section 13), via the 14-25 Progressions Team

If the difficulties cannot be resolved so that the learner can remain on the course, it may be possible to arrange a transfer. This must be done through the 14-25 Progressions Team; **schools should not arrange any changes directly with the suppliers**. Where schools remove a learner midway through a half term, placements on the AP Flexible programme will be charged until the end of that half term

Changes may be arranged informally on the telephone with your Placement Support Officer, but confirmation in writing, either by means of the additional form (paper or electronically), must be provided to authorise your school's payments. A withdrawal form should be sent or emailed to the 14-25 Progressions Team (ECT@sheffield.gov.uk). In some cases this may also accompany an Incident Form.

Cancellation of Course

Where learners have been allocated to a course that is cancelled at short notice, the school is responsible for informing the affected learners but will not be responsible for the remaining half-termly charge.

Section 3 Learner Support:

Learner support

It is vital that appropriate levels of support be offered to learners when they participate in activities that take place away from school premises. All Partners have a responsibility to contribute to that support and the following procedures are designed to ensure that this does happen:

- essential information about learners must be passed to the 14-25 Progressions Team for forwarding to the Providers. This ensures that staff who work with and support learners are aware of any factors that might influence the support process
- the referral form provides an opportunity for information to be shared but it may also be necessary for schools to have direct discussions with Providers in certain circumstances.
- you should ensure that you have considered the needs of individual learners and that sufficient support has been allocated to help them gain a positive experience with support for the most vulnerable learners being provided by a member of the school staff
- collaboration across all Partners can ensure sufficient support for all participants and schools will be encouraged to contribute where possible

In order to support Partners, networking and training will be facilitated for the broad range of workers who might be required to offer learner support.

Transport

Any learner allocated to their catchment school who travels more than three miles from home to school may be eligible for a free bus pass, which school should help organise. A zero fare pass may have a supplement added to enable travel to another place of learning.

For those learners who are not eligible for free transport even though they may travel more than three miles to Work Related Programmes, it is the responsibility of the school to ensure that they have the support to do so where financial hardship may present a barrier to participation.

Learners should be encouraged to apply for and use a reduced fare pass that can be used to travel to AP Providers.

Special Education Needs & Disabilities (SEND)

Where young people have identified SEND, this should be discussed with the proposed Provider. Where a learner requires additional help, either for learning or assessment or both, **it is the school's responsibility to make suitable provision**, especially where this is a provision within the learner's Statement of Special Educational Needs or Education, Health and Care Plan.

School monitoring visits

Best practice based on learner feedback would indicate that monitoring visits are best done as a matter of routine and as a positive support mechanism, rather than as a crisis response when there are difficulties. Providers welcome interest shown by school staff members as supportive of their work

No single visits frequency is appropriate for all situations. However, recent Ofsted survey assessments of the use of AP by Sheffield schools, and the Ofsted report of AP from July 2014 both make reference to the importance of schools visiting and remaining in touch with learners placed with alternative providers. Whilst no frequency of visits is prescribed, it is important that monitoring of learners placed with alternative providers is given the same importance by schools as the internal monitoring of learner progress within school.

Breaks and Lunchtimes

It should be the aim of Providers to supervise the learners at all times whilst on their premises. However, it is acknowledged that, at lunchtimes, it is not always possible to provide the staff to do this. Parents/guardians are aware that learners may be unsupervised for certain periods of time. This permission does not, of course, remove responsibility for acting responsibly with regard to adults' Duty of Care.

During the training hours it is important that the learners are with a responsible adult at all times. This is especially crucial where there are adult trainees, who probably will not have been DBS cleared, on the premises at the same time. Where this is the case and pre-16 trainees leave the building, for example at break times, a responsible adult must be in close proximity at all times. (It is recommended that adult trainees who may come into contact with pre-16 learners be DBS checked; this is free for 'volunteers').

Section 4: Charges and Invoicing

- Invoices for AP delivery will be distributed as per the procedures and schedules included in the contract or as amended subsequently by the 14-25 Progressions Team or Grant Administration Unit. Procedures relevant to the current academic year are circulated and available from GAU at Crookesmoor
- Invoices will be sent to schools on a termly basis.
- Prior to invoices being sent out, the Grant Administration Unit within Lifelong Learning and Skills will send to all schools a list of learners who have been placed on Alternative Provision over the previous term. Once checked by the school, this will lead to invoice being produced and sent to each school for payment.
- Any examination entry fees for Alternative Provision learners for Ofqual Approved qualifications incurred (but not any costs of registering as a Centre) may be reclaimed from the Grants Administration Unit by sending an itemised invoice. **This must include names of candidates, their owning schools and the qualification(s) entered with dates:** without this information the invoice will be returned unpaid.
- Where training has not been deliverable as planned due to unforeseen and unavoidable circumstances that are the responsibility of the Provider, invoices will be reduced to reflect any missed days. In addition, the Authority and the affected schools will be informed of planned non-delivery with as much notice as possible. Frequent or unjustified failure to deliver may result in a Breach of Contract: Providers should ensure that their contingency staffing arrangements are robust, and that buildings are fit for purpose in all weather conditions

School Charges

Please refer to your contract for current payment details.

Registration, Certification and Exam Fees

For all courses any applicable awarding body fees should be invoiced to the Grant Administration Unit (GAU) who will in turn invoice the school. Training organisations should send clearly itemised requests for reimbursement, with evidence of the expense incurred (normally the Awarding Body's receipted accounts) to the Grants Administration Team at the Crookesmoor Building. Providers are asked to take care that only entry costs for AP learners, those referred through CYPF are claimed. All other requests will be declined and may result in payment delays.

Personal Protective Equipment Charges

Where this is applicable an additional 0.50 p daily rate will be charged to the school and paid to the provider. There may also be a further additional charge in highly resourced areas such as Beauty Therapy and Catering.

AP Programme – Half Termly Blocking

Schools and learners are asked to commit to a placement until the end of the half term (exceptions will be discussed on an individual case basis). Schools who would like to end a placement will be required to fund the placement until the end of the half term. Schools should liaise with their placement support officer in the usual way to set up a new placement.

The programme will still retain a rolling starts process for new referrals ensuring no learner is left without provision to attend.

Exceptions - Where a placement becomes untenable e.g. as a result of a significant incident the placement will be ended. These circumstances must be agreed with the Operations Manager who will ensure all parties are fully informed.

Free school meals

Learners eligible for Free School Meals, through arrangement with the 14-25 Progressions Team, will have a meal provided at the training premises or the cash amount given where there is no catering. Other learners may take their own lunch or purchase one onsite or near the training placement.

Upon confirmation of a AP placement, 14-25 Progressions Team sends the Learner Referral Form to the Provider. This informs the Provider of the eligibility for Free School Meals (FSM) and the current period of eligibility.

The Provider gives all eligible learners a meal (or cash equivalent at the current rate), for each day they attend.

The Provider submits a monthly claim form, listing all AP learners who have received FSM to:

- School Food Service at Floor 7, Moorfoot Building.
- Grants Admin Unit, if they have provided FSM to eligible learners from schools that have opted out of the Central Catering Contract. The invoice should include: name(s), school(s), dates monies given, total claimed and evidence of receipt by the learners for example a signed claim form.

Service Level Agreement or contract

For clarity and to avoid any misunderstanding, a Service Level Agreement (SLA) is prepared for each school purchasing provision from the 14-25 Progressions Team. A copy of this Service Level Agreement will be with each school and a copy is available on request from the 14-25 Progressions Team. This document **must** be returned for a school to access the AP Network.

Section 5: Reporting attendance and absence

Attendance and absence reporting

Learners following Work Related Programmes are likely to be out of school and on other premises for at least some of the school week, however the legal requirement to keep a check on their attendance still remains.

All providers of education & training are contracted to complete the online attendance register twice daily, however it is also vital that schools take responsibility for informing the 14-25 Progressions Team and the providers as soon as they are aware that a learners will not be attending provision.

Schools are also requested to inform the 14-25 Progressions Team, with notice, of any training days or other school closures that would affect the attendance of their learners.

Procedures for monitoring absence

The following procedure has been designed to ensure that legal responsibilities are satisfied and that relevant staff are informed of any absence, authorised or not.

- Each school will identify a named person to deal with information about absentees. This contact will inform the appropriate provider of training as soon as they are aware of a learner absence and will receive information, via the online register, if a learner fails to attend an activity as planned
- Where learners are leaving for training from school, a register should be taken before they leave
- Providers will receive notification of all young people who are expected to attend a course
- Registers will be taken at the start of each session by the delivery staff at each provider
- Providers are required to submit morning attendance via the web-based system within 30 minutes of the agreed start time for that provision, either the morning or afternoon session (for example where provision is scheduled to start at 9.30am the register must be completed by 10am). **All registers must be complete** by 10.30 am and afternoon data by 1.30 pm. Providers are asked to finalise the day's data by 3.00 pm
- If a learner leaves provision mid-session without authorisation, the Provider is contracted to notify school immediately
- Schools may check their learners' morning absences on the online register from 10.30am, and it is suggested that the transfer of attendance information to the school's internal system is carried out after 4pm

First day absence contact with families

- The parent/carer for any learner who is expected to attend but is not present must be contacted by the Provider within 30 minutes of the register closing. This should be done on the first day of absence within a week unless school staff have already notified the Provider of a planned absence.

- It is important that Providers maintain an up to date contact list for parents of learners placed with them so that a standard text can be sent to notify parents of non-attendance. Schools must support Providers to maintain these contacts.
- Providers can either telephone the family of a learner or text the family to inform them that the learner has not arrived as expected.

Suggested wording for the text:

*“Please be aware that NAME has not arrived at their education provision today and has been marked absent. Please contact the school/Children Missing Education Team^{*delete as appropriate} immediately to either confirm the reasons for this absence or to discuss further.”*

- Providers should not retrospectively change learner’s marks on the system without notifying the school.
- School Training days - wherever possible, learners should continue to attend their off-site placement when the school has a training day. There should always be a person available at the school for emergency contact if necessary

Attendance Codes

The following codes are available for use by providers:

P	Present
X	Absent
I	Illness – to be used when a parent / guardian or school has informed the provider that the learner is ill.
L	Late – to be used when a learner arrived 30 minutes after the session start time
TSC	Not expected at The Sheffield College

- Providers using the illness mark must keep a log within their own systems naming the person who rang, time and reason for absence.
- Providers using the late mark must keep a log within their own systems of the time the learner arrived and the reason given for lateness.
- Schools are asked to contact providers directly if they require this detailed information.

It is the schools decision how to transpose the providers register information into their register systems.

Learners Leaving Providers’ Premises During Sessions

- Leaving with permission, where a non-emergency illness or appointment means that the learner wants to or is required to leave during a session, the Provider should contact the school directly to seek permission for the trainee to go home. The provider should, if at all possible, supervise the learner whilst waiting for a response from school
- **Without permission**, if a learner leaves your site before a session ends, the **provider must inform school immediately** If a learner is persistently leaving provision without permission an Incident Form should be completed using the incident reporting process

Unplanned non-delivery

Where a provider, due to unforeseen and unavoidable circumstances, is unable to accommodate learners as planned, 14-25 Progressions Team and the affected schools should be informed as a matter of urgency and with as much notice as possible. Payment for such suspensions, will of course, not be available.

Frequent and/or unjustified interruptions to delivery may be deemed a Breach of Contract.

Providers are required to be available for work on all the delivery weeks as specified in the Alternative Provision (AP) Calendar which forms part of the Contract with the SCC.

Improving Attendance

Where patterns of absences occur in particular where these are unauthorised, school staff members, as part of their support, are urged to work with the Provider and family, where relevant, to raise attendance. The 14-25 Progressions Team Placement Support Officer may also be able to help.

School Training Days

Where a school is not teaching due to training days or other interruptions on days when AP training is delivering, schools are asked to encourage attendance by their learners.

Fixed-term Exclusions

Headteachers are asked to make their intentions clear regarding a learner's continued attendance, or otherwise of alternatives, when imposing a Fixed Exclusion.

Work Experience

Schools are asked to inform their 14-25 Progressions Team Placement Support Officer when their learners will be unable to attend their training because of block work experience.

Planned or Known Non-Attendances

Schools are asked to inform 14-25 Progressions Team, as far in advance as possible where they are aware that individuals or groups of their learners will not be attending scheduled off-site training. This might apply to school trips, sports days, and possibly to training days.

Where there will be unplanned non-attendance, perhaps due to school closure caused by weather or industrial action, please notify the 14-25 Progressions Team as soon as possible.

Cancellation of Sessions

Where a provider is forced to cancel provision, for example due to fire, flood, staff illness, etc, the 14-25 Progressions Team will inform the schools concerned with as much notice as possible. **It is then the schools responsibility to inform parents as appropriate.** This cannot be done learner by learner by LA staff.

Adverse weather policy

In the event of adverse weather conditions causing provision to remain closed, it is the Providers responsibility to inform the Progressions Team as soon as this is known, by telephone. The Progressions Team will then forward this information onto schools.

In the event of adverse weather conditions developing during the day when learners are in attendance, it is the responsibility of the provider to make a judgement about whether to remain open based on information from weather forecasters and from the Sheffield Travel website. Providers should exercise caution when weather conditions deteriorate and prioritise the safe homeward journey of learners in their care. Again, the Progressions Team should be contacted as soon as any decision to send learners home is made so that schools can be informed.

Section 6: Planning and Recording Learner Learning and Achievement

Course planning

All organisations, whatever level of qualification is being taught, are expected to have clear schemes of work, based on the expected outcomes, and setting out activities, resources, assessment opportunities, arrangements for inclusion of slower learners and challenging the more able with an approximate schedule

Arising from the broad scheme of work, Session Plans, customised to the individuals in the group, are also important, providing a flexible structure to guide activities.

Individual Learning Plans (ILP)

- It is a contractual requirement and good practice that all learners will have been involved in a planning exercise that will be recorded. This will include, amongst other things, the agreed aims of the trainee, the qualifications to be aimed for and the steps along the way. Progress reviews in relation to the ILP should be made and recorded at intervals depending on the learners' attendance pattern
- The 14-25 Progressions Team provides a model ILP with linked Review Form that is offered to contracted suppliers. We require support from schools to complete some aspects of the initial ILP in order to give Providers information about the targets that they should be working with for individual learners.

Half termly tutor reporting of learner progress

- These are to be completed through the tutor report spreadsheet by the Provider for every learner by the dates stated on the AP Calendar once every half term times each year. **This is a contractual requirement.** A Tutor Report is needed if the learner has been on roll for at least four weeks by the report deadline date
- Timely and thorough reporting is essential for learners to have their learning confirmed and problems identified, for schools to incorporate off-site learning evidence in their reporting and for parents to have some information to encourage them to support their child
- Please note that the half-termly Tutor Report is different from the ILP Review, this document is for the learner and trainer only, the Tutor Report is for the learner, school and parent.
- A standard tutor report template will be sent to providers to use. These should be completed by the deadline and returned directly to the referring school by the Provider. A copy will be sent to the 14-25 Progressions Team.

Recording and reporting a learner's views of their course

- The learner should complete an online learner survey once each year by the deadline stated, this can be done alone or with the help of the Provider or school support, but it should reflect the learner's own views. It is not satisfactory for the views expressed on the form to be those of the Provider staff. An online "Feedback" submission should be made by each learner who has been on roll for four weeks or more at the time of the Feedback Window

Achievements and Qualifications

It is a priority for the Authority that as much of the learning that takes place with AP providers as possible is recognised by means of externally validated qualifications / accreditation.

Informing the Local Authority of Achievements and Qualifications

One of the benefits for schools who purchase placements on Alternative Provision is the achievement of a qualification or accreditation.

It is a contractual requirement that all certificates relating to accredited qualifications for learners should be submitted to the 14-25 Progressions Team by 31st July each academic year at the latest and before this date if possible.

- **original** external certificates will be sent to the 14-25 Progressions Team **as soon as they are available**. These will be scanned and an image uploaded for schools to use, before being sent to schools for issue to learners
- a copy can be handed to the learner if that is the wish of the Provider
- It is very important that results of all external accreditation for AP learners are reported to the Authority as soon as they are known, even if certificates have not yet been issued
- each year, beginning in December, the Progressions Team will begin the process of collecting expected accreditation outcomes on behalf of schools. Providers will be contacted for predictions at various points up until the final verification of achieved qualifications

Section 7: Behaviour Management

Learner behaviour and expectations

In its guidance to contracted suppliers, SCC repeatedly emphasises the importance of positive behaviour management. This is essential to secure a productive learning environment and the safety of learners. It is the responsibility of all parties to promote and strive for positive behaviour.

All providers have individual behaviour/anti-bullying/health & safety/equal opportunities policies or similar which will set out reasonable expectations of safe and positive behaviours to which learners are expected to comply. These should be shared with learners as part of induction and copies should be made available to schools and the contract management section at the Progressions Team.

Incident reporting and recording

Any incident which is cause for concern **MUST** be reported by the Provider directly to the school as soon as possible, initially by telephone and then on a completed Incident Form. The incident form should be categorised as 'Safeguarding Concern', 'For Action' or 'For Information Only'. The form **must** be encrypted using a password and emailed to the named contact within the school. Schools have a responsibility to ensure that the named contact and his/her contact details are kept up-to-date.

Providers should also complete a behaviour log, summarising all incidents, actions taken by provider and responses from schools. This log should be sent to the Progressions Team at the end of each half-term for our records.

Where the school knows about behaviour-related issues and there has been no Incident Report from the provider, the school is asked to inform their Placement Support Officer to ensure a coordinated approach and comprehensive SCC data and records.

Partnership working – school support

The first port of call in seeking support should be from the learner's named school support member of staff. Where schools become aware of behaviour problems, either through incident reports, information through learners or parents, or the observations of their own visiting staff, it is requested that appropriate action is taken within school to emphasise the importance of good behaviour in all settings.

Serious or repeated unacceptable behaviours

In extreme cases of unacceptable behaviour (for example, where a learner is endangering him/herself and/or others; is involved in theft or violence; or there are repeated serious breaches of the organisation's policies) the school should be informed and arrangements made for the individual to be removed from the premises. Providers have the right to remove a learner temporarily on Health and Safety grounds or for serious breaches of their Code of Conduct but the owning

school must be consulted prior to removal in order to ensure the safety and wellbeing of the learner.

The Progressions Team should be informed and copied into the behaviour log so that discussions can be arranged between the provider, school, placement officer and possibly the parent, to seek a resolution and ultimately to decide whether the learner can return to the placement (perhaps with a revised behaviour contract) or whether the placement needs to be discontinued. Other agencies (eg YJS; CYT; social worker etc) may also be involved, as appropriate.

Withdrawal of places

Decisions to withdraw a place permanently, however, should always be made after an objective consideration of the circumstances and preferably through a discussion between the school, provider, CYPF Officer and possibly the learner and parent.

Providers are required to inform the school and the Progressions Team where they are minded to withdraw a place. This enables proper consideration of the case and a fair outcome.

Where a place is withdrawn, schools are asked to give careful consideration to the learner's suitability for further off-site education. In any case, school should update the referral form to reflect the learner's recent behaviour. Where the conclusion is that a further opportunity could usefully be offered, the 14-25 Progressions Team Placement Support Officer will attempt to identify an appropriate vacancy, subject to availability, and to the provider's willingness to accept the new learner.

Physical restraint

Very rarely, it may be necessary to physically restrain a learner. The DfE publication '*The Use of Force to Control or Restrain Learners*', sets out the limited circumstances in which school staff members (and by extension responsible provider staff) can use reasonable and minimum force to prevent damage to persons or property. Revised guidance on the use of force to control or restrain learners may be read or downloaded at:

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force>

Section 8: Quality Assurance

Quality Assurance & Performance Management Review (PMR)

Reviews will be held with providers on a regular basis the frequency is determined by risk banding. The purpose of the PMR visit is to ensure that the performance of training providers contracting with the CYPF is quality assured, reviewed and reported upon in order to reflect upon the quality of the 'learning experience' of learners and to identify possible areas for development that will contribute to continuous improvement.

PMRs and other reports for all providers on the Alternative Provision network are made available to schools through the online *School Point* system.

All reviews will consider the provider's performance and will include consideration of the following areas (where applicable):

- referrals to the programme and the relationship with the 14-25 Progressions Team
- learner information - to include consideration of the number of learners on register, the qualifications pursued, issues arising and leaver information
- details of any accidents, incidents, safeguarding concerns and equality issues
- learner files
- tutor audit forms or interviews
- claims and administration issues
- health & safety including DBS checks and safeguarding training are current and a review of progress against any action plans currently in force
- impact of any organisational changes since the last review
- any changes to the arrangements for the delivery of the training within the programme
- a review of the most recent observation of teaching and learning report and progress against any action plans currently in force
- quality assurance covering all areas of delivery at least once over the period of a year including; management of learning, schemes of work, lesson plans induction, health & safety and equal opportunities
- completion of the annual self-assessment report (SAR) and associated quality improvement plan (QIP)
- Financial appraisal and monitoring issues arising
- volumes and finance against contract and profile
- progress towards meeting any performance indicators

Reviews will be booked in advance by mutual agreement between the contract management officer and the provider's representative and will take place at the provider's premises.

The contract management officer will also check that all action points agreed at the last review have been addressed and cover any other business essential to the review process.

The contract management officer will give verbal feedback to the provider in order to summarise and agree the findings and actions arising from the meeting and will then complete a formal report of the review and send to the provider within 10 working days of the review having taken place.

If there are any urgent areas of concern that cannot wait to be discussed at next meeting, the contract management officer will arrange a date to visit the provider to discuss findings and agree actions required.

Non-compliance

Where a review reveals a serious non-compliance with the contract, the contract management officer should establish the nature and extent of the non-compliance and will send details of the non-compliance in writing to the provider, together with the action the CYPF intends to take to deal with the situation and the implications for the contract with the provider. Where necessary this will take the form of a formal notice that the provider is in breach of contract. This will be either minor or major breach depending upon the nature and degree of non-compliance. If the situation is retrievable a time bound action plan is to be put in place which the provider will be expected to adhere to.

Other Actions

Any health and safety issues raised during the audit will be referred to the LLS&C's health and safety officer where appropriate and any financial issues raised during the audit will be referred to Grants Administration Unit, in the first instance, for onward transmission to the assistant service manager if required.

Performance Reporting

The contract management officer is responsible for reporting to senior management on a regular basis and the assistant service manager is responsible for reporting headline performance of the new routes individual programme to the 14-25 Progressions Team and the assistant director.

The Self-Assessment Report (SAR) and the Quality Improvement Plan (QIP)

It is a contractual requirement that all contracted providers annually complete a SAR and an associated QIP, proformas are provided. These are submitted to the assistant service manager or contract management officer by the date specified. The assessment made on the SAR will be commented upon by the contract management officer as part of the support for improvement.

Observation of Training Delivery

LLSC is committed to high quality teaching and learning. To ensure quality and to ensure the efficient use of funding from various agencies with whom it contracts, the service will assess its provision against the requirements of the Common Inspection

Framework (CIF). This provides the basis of judgements about the quality of provision across the service. An OTL -policy is in place and available on request.

Provider Feedback

The Authority conducts an annual satisfaction survey, seeking contracted Providers' views on all aspects of the Programme the outcome of which will be reported through the Provider Support Meetings.

Less formally, officers welcome comments or suggestions from Provider staff at any time. Schools meetings offer a further opportunity to make 14-25 Progressions Team staff aware of your views.

The AP Calendar

A calendar of activity across the year will be sent to all schools and providers on an annual basis. Schools are asked to note the relevant dates, including college development days where delivery may be suspended.

Schools and Provider – CYPF AP Liaison Meetings

The Calendar also shows dates of the periodic meetings with school representatives to discuss all aspects of the Programme. We value inputs from our school partners and ask that each school sends a representative to all of the four meetings each year.

Listening to Our Customers

As part of the CYPF's internal quality auditing, to provide feedback for improving our practice, schools' representatives are asked to complete a questionnaire periodically. Responses are collated and shared with schools and brought to the group of Officers who form the AP Steering Group.

Curriculum Managers and Parents are also surveyed annually to ask for feedback on both the Programme and the service provided by the 14-25 Progressions Team.

Of course, the 14-25 Progressions Team are very pleased to hear feedback from users at any time, particularly from school staff members who support learners at their training.

Section 9: Health & Safety

Legal Aspects:

Introduction

The CYPF has formal contracts with all AP providers providing a clear framework within which learners are placed with external providers. Quality is monitored through a comprehensive Quality Audit procedure (see Section 7 for details). Staff DBS Enhanced Disclosures, premises Health and Safety and insurance is monitored by the CYPF's Lifelong Learning Skills and Communities Service.

Schools retain responsibility to refer appropriate learners and provide all relevant details for their care and welfare on Referral Forms (Section 3), to support learners on placement (See Section 4) and to report to 14-25 Progressions Team any concerns about provision expressed by learners or staff.

Health & Safety responsibilities of providers and Local Authority

Training providers and employers have a duty of care to all people on their premises including trainees, employees and visitors. It is the duty of providers to ensure, so far as is reasonably practicable, the health, safety and welfare of their trainees.

Schools do not need conduct their own Health and Safety and insurance checks. As all premises used by AP contracted Providers will have been assessed by a suitably competent person employed by the CYPF.

Where providers take young people off their premises as part of their programme, they are required to comply with the same Risk Assessment procedures that apply to schools, the Educational Visits regulations. In a few cases, where off-site activities form a large part of the programme, a Provider may obtain 'blanket' approval of their systems from the Authority's Educational Visits Adviser.

The CYPF ensures that all Providers have the appropriate insurance through its contract monitoring procedures.

Every training provider must have an accidents policy, and are obliged to report accidents to the CYPF through the 14-25 Progressions Team. Schools will receive a copy of any accident report. If the incident is HSE 'reportable', the CYPF Health and Safety Adviser will carry out an appropriate level investigation and the findings of this will be shared with the relevant school and other parties as appropriate.

Responsibility for Supervision of Young People

Whilst young people are in the care of training providers, the training organisation has a duty of care to the learners. Where an identifiable risk is identified they should conduct a suitable and sufficient assessment taking into account the nature and location of the premises, the activities included in their programme and the nature of the learners (based on the information provided by referring schools) and any other

appropriate persons who may be associated with the premises and to make every reasonable effort to manage or minimise the risks identified.

Should school employees become aware of any problems they must inform the CYPF immediately.

The legal position, arising out of case law, is that every adult taking on a responsibility for safety and discipline takes on a legal duty of care, similar to those that apply to a parent, though the standards vary with the circumstances and the skills of the adult.

Referral Forms show consent by parent or legally responsible carer for their child to be at the Provider's premises, agreement to the possibility of unsupervised lunch and break periods and to local, non-hazardous educational visits whilst in the Providers' care. This consent does not absolve the provider staff from their responsibilities and duties.

The Children Act 1989 provides that a person who does not have parental responsibility, but does have care of a child may do 'what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare'.

Section 10: Safeguarding review

Everyone who comes in to contact with children and their families has a role to play in safeguarding children. Providers must make themselves aware of the guidance and best practice relating to safeguarding which can be found via the following links:

DfE Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Sheffield Safeguarding Children's Board

<https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings.html>

Please note any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

Alternative Provision Safeguard Lead

Telephone: 01142 2296131 or main reception on 0114 2667503

Name: Emma Beal

Inclusive practice:

So that all learners will be helped to fulfil their potential in an ethos/culture where every child and young person feels included regardless of their background or circumstances.

Safeguarding policies, procedures & guidance:

Easily accessible documents that are understood and used by all staff in accordance with national and local authority guidance, and are reviewed annually.

Early intervention:

The early identification of students with additional needs; intervention with multi-agency co-operation; common information sharing and assessment of need i.e. the Family Common Assessment Framework & Lead Professional role.

Well trained staff and management:

With appropriate levels of training; clear and confident about what is expected of them in their day-to-day work in order to safeguard children and young people.

Safe recruitment, selection & management practices:

To identify, deter, and reject people who might abuse children or young people or are otherwise unsuited to work with them.

To promote good practice consider the following guidelines when working with children, young people, mothers, fathers & carers:

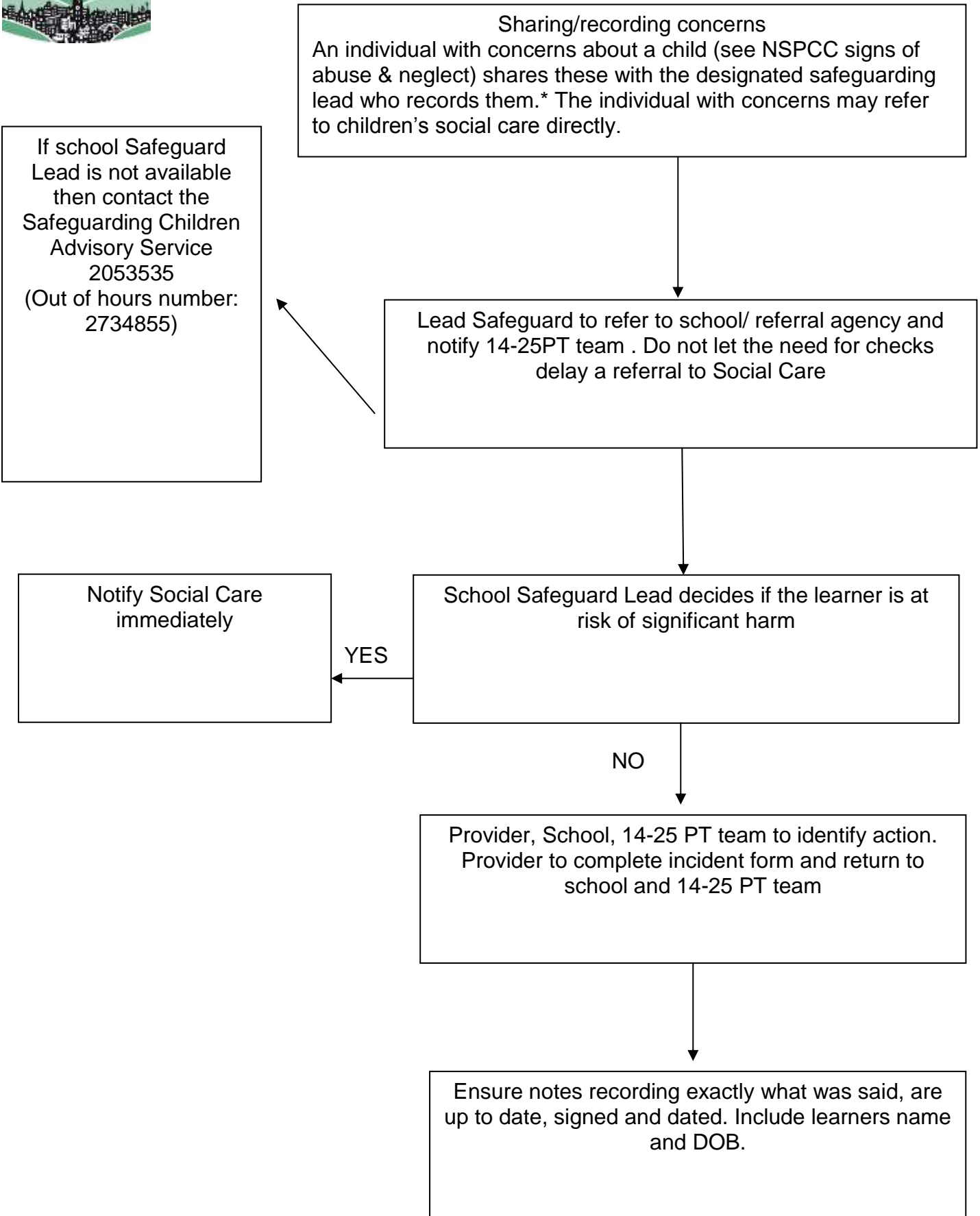
- Be clear about your safeguarding duties & responsibilities with all staff, volunteers, children, young people, mothers, fathers & carers
- Discuss all safeguarding needs of a child or young person with their mother, father or carer as early as possible, openly & honestly
- Ensure that all decisions that are made with the family put the safety & well-being of the child first
- Arrange meetings at times & locations that enable mothers, fathers or carers to attend & consider their wishes about who else should attend
- Provide a comfortable and confidential room to talk in,
- Ensure that people feel they will be listened to and their viewpoint valued
- Ensure that discussions are easily understood, using appropriate means of communication, translation etc.
- Recognise that age, development & culture can affect a person's understanding of an issue
- Young people with sufficient understanding can talk to you without the involvement or knowledge of their mothers, fathers & carers – but ensure that they know the limits of confidentiality
- Support & advise mothers, fathers & carers about how to discuss issues with their child
- Intervene quickly to provide support and assessment; include the views of other involved practitioners, once they have been shared appropriately by the practitioner
- Discuss and agree all requests for support with the child and family
- Consider support networks and coping strategies for the child or young person
- Ensure your support complies with ethical & diversity guidelines for your service
- Inform the child or young person & family of your agency complaints procedure

Your educational establishment should:

1. Follow all policies and procedures with regard to individual and organisational safeguarding roles and responsibilities
2. Clearly identify practitioners with specific safeguarding roles e.g. Designated Safeguarding Lead, their Deputy, the Safeguarding Governor, & ensure they have the appropriate resources to fulfil the role
3. Ensure all supply, temporary & permanent staff & volunteers are appropriately trained in safeguarding children, know their responsibilities & who to refer concerns to
4. Monitor & support children/young people who have safeguarding needs and ensure they have effective support to communicate their needs to staff and feel valued
5. Provide curriculum-based awareness education of e.g. e-safety, healthy relationships, abuse, neglect, bullying etc
6. Ensure that parents understand & can fully access safeguarding policies/procedures & include a summary of your safeguarding responsibilities in the prospectus
7. Develop an understanding of other practitioners roles and responsibilities to safeguard children
8. Keep confidential & securely stored safeguarding records, share information appropriately with other agencies, attend meetings & conferences as required
9. Ensure all staff are aware of how to deal with allegations of child abuse made against members of staff, & are supported to do so



Safeguarding Incident Reporting Procedures



Section 11: Useful Contacts and Glossary

Emma Beal	Assistant Service Manager: Alternative Pathways	Emma.Beal@sheffield.gov.uk
Richard Smith	Operations Manager: 14-25 Progressions Team	Richard.smith@sheffield.gov.uk
Doug Bell	Health and Safety Manager	0114 2296181 doug.bell@sheffield.gov.uk
Rachael Winder Malcolm Wigby Chris Lawlor Lindsay Smith Sue Wraith/Paula Clark	14-25 Progressions Team Placement Support Officers	0114 229 6185 0114 229 6133 0114 229 6176
Heather Burman Andy Grice Gerry Ede	<ul style="list-style-type: none"> Contract Management Officers 	0114 229 6149 heather.burman@sheffield.gov.uk

Glossary of Initials used in the Handbook

CYPF	Children Young People and Families (part of the Local Authority with responsibility for young people)
14-25 Progressions Team	Formerly Extended Curriculum Team
GAU	Grants Administration Unit
ILP	Individual Learning Plan
LA	Local Authority
RA	Risk Assessment
SCC	Sheffield City Council
SSN	Supplier Support Network
AP	Alternative Provision

Section 12: Complaints

The Local Authority aims to treat its contractors professionally, fairly and reasonably, and maintain the most productive relationship possible in the interests of learner achievement.

If however, you have cause to believe that expected high standards have not been met, the first stage is to discuss the problem informally with the relevant Officer:

- for general Vocational Skills Programme matters: Emma Beal, Assistant Service Manager , 0114 229 6132 or Richard Smith, Operations Manager, 0114 2296157
- for matters relating to Quality Audit: Heather Burman/Andy Grice, Contracts Monitoring Officer, 01142 296149

Lifelong Learning, Skills and Communities

Complaints and Feedback Procedure

If you wish to make a comment or complaint about any aspect of our Service, please read the notes below.

If you want to put your comment or complaint in writing, you can do so by filling in an online form at <https://www.sheffield.gov.uk>

or by completing one of the forms, available from our training centres or the address below.

Please send the completed form to:

Suky Nahal

Lifelong Learning, Skills and Communities

145 Crookesmoor Road

Sheffield

S6 3FP

Telephone: 0114 266 7503

Fax: 0114 2667092

Email: claire.slack@sheffield.gov.uk or firstpoint@sheffield.gov.uk

Our Standards

We want to be efficient and fair in the services we provide. We welcome and value comments, complaints and suggestions about how we run our services.

Please help us to improve our services by giving your feedback.

Please tell us if:

- you feel that you have received a good service from us or there is one particular part of a service that you like
- you would like to suggest ways in which we can improve our service
- you are particularly unhappy with the way a member of staff helped you or with a service you received
- you feel you have been treated unfairly or discriminated against
- you feel unhappy about the quality of a service you have received or the way you received it
- you did not receive a service which you feel you should have

If you give us feedback on our service we will try to provide you with a response within **seven days**

If we cannot do that we will send you an acknowledgement letter within **7 days**.

In the majority of cases we will provide you with a full response within **28 days**.

If your feedback is about a complex matter, or needs an in-depth investigation, the full response may not be a complete and final answer. If so, we will let you know when we will give you a full response.

Any letter we send you will say who is dealing with your comment or complaint and how to contact them.

How to give us your feedback

Talk to us

We aim to help all those who wish to make a comment or complaint at the point where that service is provided.

Please talk to the person who has provided you with the service as they may be able to help you there and then. You can talk to us either in person or via the telephone.

If you are not satisfied with the answer you receive then, or your comment or complaint is complicated, you may wish to talk to a more senior member of staff.

If a senior member of staff is not available we can take your contact details and that person will contact you as soon as they can.

Write to us

You can give us feedback in writing at any time. To do this please fill in a form and send it to us. Forms are available from our training centres, on the Sheffield City Council website.

Email to us

You may give us your feedback by email to:

Email suky.nahal@sheffield.gov.uk or firstpoint@sheffield.gov.uk

Can someone help me?

Feedback can be made by either yourself or someone acting on your behalf. If you need help in completing the attached form, a member of staff will assist you.

What if I am still not happy?

you are not happy with the full response you receive you can ask for your comment or complaint to be looked at again. This will be by a senior member of staff.

What if I do not want to give my name?

You may wish to make your comment or complaint anonymously. If you did this we will treat that comment or complaint as seriously as any other.

If I have a complaint, can I have it looked at by someone independent?

You can complain to the Local Government Ombudsman. Their address is shown below.

They only investigate certain types of complaint. The SS Council must have investigated the complaint first.

Complaints for the Local Government Ombudsman should be directed to:

Mrs P A Thomas

Local Government Ombudsman

Beverley House

17 Shipton Road

York

YO30 5FZ

Telephone: 01904 380200

Fax: 01904 380269

E-mail: enquiries.york@lgo.org.uk