

Salford City Council

AP Provider Engagement and Support

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Context

- Salford has a Flexible Procurement Solution (FPS) for AP.
- Salford operate a system of commissioning unregistered and registered AP, inviting Alternative Provision providers to tender for inclusion on our Alternative Provision framework. This is an effective flexible procurement process, which offers wide and varied alternative education programmes. This was reviewed and updated for September 2024 so that there is a wider offer available.
- The FPS is used to identify AP providers who can deliver excellent alternative provision for the education of pupils at Key Stage 1 up by offering a flexible response to those not placed in a mainstream or special school.
- The FPS is used to commission AP placements for the LA (e.g. SEN, S19) and by schools.
- The LA service ensures that schools meet their obligations to provide an appropriate and engaging curriculum offer to all pupils. Schools receive dedicated and professional support from the AP Officer who has acted as the key liaison point between schools and providers in relation to any issues or concerns raised about the young person's learning outcomes, attendance, behaviour and/or welfare whilst on AP.
- The FPS ensures that robust safeguarding audits are in place to ensure all providers achieve full compliance and an assurance of how our children are kept safe while being educated off school site.
- Most of the pupils will be accessing the alternative education provision, which is delivered alongside the school's core curriculum offer, on a part-time basis.
- AP offers a 'wraparound' service to meet the needs of the individuals and have full multi-agency involvement, including social care, school nurses, mental health teams and, where relevant, educational psychologist and the Route29 team.

- The services to be provided through the FPS have been split into 7 lots:
 - Lot 1: Full-time Alternative Provision - Academic
 - Lot 2 - Part-time Alternative Provision - Academic
 - Lot 3 - Part-time Alternative Provision - Vocational
 - Lot 4 - Part-time Alternative Provision – Online Learning
 - Lot 5 - Alternative Provision - One-to-One Tutoring
 - Lot 6 – Part-time Alternative Provision – Enrichment and Engagement
 - Lot 7 – Alternative Provision – SEND
 - Lot 8 – Alternative Provision - Post 16
 - Lot 9 – Part-time Alternative Provision – Key Stage 1 & 2
- To provide the widest possible range of provision the Council will (as appropriate to the individual lots) commission services based on:
 - In person provision:
 - One-to-one
 - Group provision (2-4 and 5-8 pupils)
 - On-line provision:
 - One-to-one
 - Groups (pupil volume not defined, with exception of Lot 9 Key Stage 1 where the maximum number of pupils would be 30).

(For clarity providers do not have to offer all delivery options listed above to be accepted onto the FPS.)

Expectations of APs

Placement shall be managed in accordance with the following requirements:

- Providers must not send pupils home during the school day, without consent from the host school (school) and the Parents (to include parents and carers).
- Providers must not suspend a pupil, or request that they do not attend the next day, without prior agreement from the School and Commissioner.
- In the event that a provider assesses that a placement is not working, the placement shall only be terminated at the end of the term/half term. Where a provider wishes to terminate a placement, they shall notify the school on or before the final day of the term/half term (giving as much notice as possible) to enable alternative arrangement to be put in place.
- Where the Commissioner or host school feel that the placement is not working and/or is no longer required, the placement shall only be terminated at the end of the term/half term. The provider shall be notified on or before the final day of the term/half term and will be given as much notice as possible.
- Immediate termination must be agreed by both parties and shall only be in exceptional circumstances.
- Regularly reviewed with the aspiration of pupils transitioning to full time in school provision as soon as possible.

Performance Monitoring and Reporting

Providers must comply with the procedures set out by the Council for monitoring and reporting pupil attendance as set out below:

- Submission of attendance data to the pupil's school or the commissioner (if different) by 9.30am each day at the latest for each pupil that is timetabled to attend the provision (or within half an hour of the alternative provision scheduled start time if different from normal school hours);
- Informing the pupil's school, the commissioner and police immediately if the pupil absconds from the provision;
- Providing daily information on pupil absence and attendance via email to the pupil's host school and the commissioner, and other relevant support services;
- Teaching and learning observations, including pupil progress checks, will be monitored by pupil's host school and the commissioner on a termly basis. The provider shall therefore complete and submit individual pupil progress reports termly, to the pupil's school and the commissioner using the Council's report form.

What Have We delivered?

- We have an effective flexible procurement process, which offers wide and varied alternative education programmes, which was reviewed and updated for September 2024 so that there is a wider offer available.
- We have an AP Manager who has QTS and is a single point of contact for AP settings and schools.
- We give advice and support service to all PRUs, special, mainstream primary and secondary schools and academies in Salford.
- Our Alternative Provision Strategy has been developed with stakeholders The key focus is to raise attendance, reduce suspensions and build aspirations in the future (reducing the chance of NEET).
- Our Access to Education guidance has been developed and shared with all partners so LA duties to arrange education for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education.
- Robust safeguarding audits which ensure all providers achieve full compliance and an assurance of how our children are kept safe while being educated off school site.
- Robust Quality Assurance process for AP settings including Post 16 provisions where SEN have placed pupils with an EHCP in place This is being rolled out for all pupils in AP setting from December 2024.
- Termly AP Lead meetings held for Secondary Schools to discuss strengths, challenges and other relevant topics. Primary schools that we are aware have pupils in AP are now invited to these also.
- Termly AP Provider meetings where key information is shared.
- Many offers available to schools are also available to APs, e.g. our SEND Leader service.
- We have introduced a termly pupil tracking system for APs to support reintegration and transition.
- Created a guidance document and optional QA for schools that would like support linked to their own internal AP.

The current QA process – school duty

- ▶ Make all relevant professionals aware, e.g. social worker, SEN, etc, of use and type of AP.
- ▶ Share safeguarding procedures with relevant stakeholders.
- ▶ If FSM, ensure this is being given.
- ▶ SENCO to ensure Statutory Assessment progress has started or an emergency annual review has been scheduled.
- ▶ Ensure parent is aware of who to contact in school about any advice or support they may need.
- ▶ Ensure office staff are clear on how child's attendance will, be recorded on the school register.
- ▶ Monitor attendance of pupil at sessions.
- ▶ Set clear expectations linked to attendance.
- ▶ Safeguarding weekly check-ins continue including home visits as per school policy.
- ▶ QA sessions as required to ensure Quality of Education.
- ▶ Arrange termly parent/AP/school meeting to review child's learning and progress against any targets set.
- ▶ Work with AP to fully reintegrate child back into school setting or transition to new school as appropriate.

QA process – LA



The QA process will assess the following areas

- Policies and Procedures
- Insurance
- Safeguarding arrangements (including attendance)
- Health and Safety
- Quality of Education
- Curriculum Offer and qualifications
- Transition and reintegration

Assessment methods will include

- Provider annual return of self-assessment to the LA
- Health & Safety annual site visit (where appropriate) completed by the LA
- Safeguarding section 157 annual return to the safeguarding lead at the LA
- At least annual site visit to check self-assessment evidence by the AP manager (LA)
- Termly pupil reviews – LA, provider and school

Impact

- We have strong partnership working with all our schools.
- We have strengthened partnership working between the Commissioning Team, SEN, AP team and APs.
- AP Providers have been given the same offer from the SEND Leaders service as mainstream schools. They are now part of our Networks, attend our Forums and accessed our CPD offer.
- Increased enjoyment and engagement in education (pupil voice termly reports).
- We have seen for individual pupils, reductions in suspensions.
- Positive feedback from children, parents and schools during monitoring QA visits.
- Attendance has shown an increase from the point of referral for individuals and for the cohort as a whole.
- We have improved outcomes for both external examination results and vocational awards. In 2023/24 all 51 Yr 11 who did exams attained a range of academic and vocational qualifications.