



WANSTEAD HIGH SCHOOL

Alternative Provision and Off-Site Direction Policy

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Glossary

AP	Alternative Provision - 'Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by school for pupils on a fixed-period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.' (DFE Alternative Provision – Page 3).
HOY	Head of Year
HOD	Head of Department
DHT	Deputy Headteacher
DOI	Director of Inclusion
DSL	Designated Safeguarding Lead
TAC/TAF	Team Around the Child/ Team Around the Family – a meeting involving parents/carers and different professionals.
MARF	Multi Agency Referral Form – Referral Form used to share information with other services in request for support, where concern exists around a pupil's welfare.
CAF	Common Assessment Framework - a shared assessment and planning process for use across all children's services. It aims to help the early identification of children and young people's additional needs and provide a coordinated service through a Team Around the Family (TAF).
EP	Educational Psychologist
SLT/SALT	Speech and Language Therapist/Therapy
EHCP	Educational Health Care Plan
SENDATs	Specialist Educational Needs and Disabilities Advisory and Training Service SENDATs has Social Emotional and Mental Health (SEMH) specialist teachers in each of our teams, who work closely together delivering coordinated support through personalised approaches and interventions, modelling strategies, supporting planning, training etc. This support will be tailored for schools and the pupils they support; we are available to support pupils with existing EHCP's and those on SEND support.

1. Vision, Purpose and Aims

At Wanstead High School, we are committed to ensuring that our school remains a calm, safe, and supportive environment—one in which every pupil feels secure, respected, and motivated to attend. We believe all pupils should be able to learn free from disruption, fear of bullying, or any behaviour that undermines their well-being or academic progress.

To achieve this, our Behaviour Policy and Character Education Policy set clear expectations for conduct, outline the proactive measures we take to promote positive behaviour and character development, and define the consequences for disruptive or harmful behaviour.

The Government supports Headteachers in applying suspension and permanent exclusion when necessary, recognising that these sanctions can play an important role in maintaining safe and orderly school environments. While our aim is always to help pupils improve through supportive pastoral interventions and in-school consequences, we also acknowledge that not all behaviour can be successfully addressed in this way.

In some cases, suspension or exclusion may be required to protect the welfare and learning of the wider school community. Government guidance also emphasises the importance of considering preventative alternatives to exclusion. In addition to the early intervention strategies outlined on page 27 of the *Behaviour in Schools* guidance, headteachers are encouraged to explore:

- **Off-site direction** — a temporary measure that maintained schools and academies can use for similar purposes.
- **Managed moves** — a voluntary and permanent transfer to another school as a supportive alternative to exclusion.

Guidance reference:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

For the purposes of this policy, *alternative provision* is defined as:

“Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by a school for pupils on a fixed-period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.”

(*DfE Alternative Provision Guidance, p.3*)

Aims of the School’s Alternative Provision and Off-Site Direction Policy

- To provide a clear overview of the measures the school may consider—and may implement—as alternatives to suspension and exclusion.
- To outline the processes and protocols for longer-term off-site direction and managed moves.

2. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Data Protection Act 2018
- The General Data Protection Regulation
- Education Act 2002 • DfE (2013) ‘Alternative Provision’
- DfE (2024) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2025) ‘Keeping Children Safe in Education’
- Alternative Provision, February 2025
- DfE (2018) ‘Mental health and behaviour in schools’

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Equal Opportunities Policy
- Attendance Policy
- Learners who are unable to attend due to health needs
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- SEND Policy

3. Roles and Responsibilities

A designated member of the Senior Leadership Team, the Deputy Headteacher will oversee, coordinate, and direct the school’s approach to the use of alternative provision.

They will work collaboratively with the Director of Inclusion, the school’s SENDCO, Heads of Year, and relevant specialist services to ensure that pupils referred to, or accessing, any alternative provision receive appropriate and effective support.

They will also maintain close working relationships with established and registered external providers, as well as partner schools, to ensure that pupils attending off-site alternative provision or placed on an off-site direction have access to suitable curriculum work and any additional support deemed necessary and appropriate.

Governing Body	<ul style="list-style-type: none"> • The Governing Body is responsible for monitoring the impact of this policy in terms of ensuring that the greatest endeavours have been made to ensure our pupil needs are being met.
Headteacher	<ul style="list-style-type: none"> • Responsible for the school’s use of onsite and offsite alternative provision and the implementation of this policy and reporting on the effectiveness of the implementation of this policy to the school’s Governing Body. • To ensure that the resources used to support alternative provision represent value for money.
Designated Senior Leader - Deputy Headteacher	<ul style="list-style-type: none"> • Works with HOYS and parents/carers to identify if and what type of alternative provision (AP) or offsite direction is necessary. • Liaising with the relevant members of staff, e.g. HOY, the DSL and SENCO, to ensure that the appropriate measures are in place to support learners in alternative provision. • Maintaining records of all pupils accessing alternative provision at any point in time with the support of a school administrator. • Undertaking or organising appropriate staff to carry out visits to the alternative provision sites, on a regular basis and as requested by the SLT, to review the progress of relevant learners. • Oversight of attendance procedures - ensuring that attendance data for pupils attending AP is communicated, recorded appropriately and thus updated regularly. • In keeping with KCSIE, ensuring that all offsite APs provide written assurance of appropriate staffing checks and safeguarding procedures. • Sharing the relevant information with the chosen alternative provision or off-site direction provider to facilitate a successful transition from the school to the provider (including safeguarding, SEN and medical information). • Assisting in the identification of learners with additional needs and developing appropriate support plans for these learners. • Assisting and overseeing in the development of reintegration plans for learners.

Director of Inclusion/ Designated Safeguarding Lead	<ul style="list-style-type: none"> ● Working with the Deputy Headteacher to ensure that the alternative education providers and partner schools used by the school are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety. ● Liaising with the offsite alternative provision and onsite provision leader where learners have a social worker, to ensure that they have the necessary information to meet their needs. This includes providing contact details for social workers and the VSH. ● Sharing safeguarding and child protection information with the provider in a suitable format.
BAPD Senior Leaders/HOYS	<ul style="list-style-type: none"> ● Oversight and monitoring of pupils who are accessing any form of alternative provision. ● Completion of allocated reviews and visits for pupils in relevant year groups who are accessing AP. ● Regular Liaison with parents/carers of pupils accessing alternative provision. ● Leading reintegration meetings, notifying staff of pupils returning and facilitating agreed required support upon reintegration.
SENDCO	<ul style="list-style-type: none"> ● Informing the LA caseworker in a timely way, where a learner has an EHCP, if there is any possibility that they may require provision with an alternative provider and that they are at risk of repeat suspension or permanent exclusion. ● Giving offsite alternative provision providers and offsite direction partner school details of a learner's SEND, where appropriate, so the needs and provision can be catered to them. ● Completing any referrals or requests which are recommended by the provider but not within their remit to complete. ● Maintaining records of SEND provision whilst the learner is attending the alternative provision. ● Coordinating annual reviews (for learners with an Education Health and Care Plan) and completing the required paperwork whilst the learner is in alternative provision. ● Maintaining contact with the LA caseworker (where a learner has an EHCP) if a pupil is attending an AP.

4. In what circumstances may an alternative provision arrangement be used?

The overarching aim of all alternative provision arrangements is to reduce—and wherever possible remove—the risk of permanent exclusion or prolonged non-attendance/no engagement with education. Our priority is to ensure that pupils remain engaged in full-time education within a provision that is suited to their individual needs.

This support enables pupils to achieve their academic potential and develop the self-regulation, resilience, and personal skills required for future success. For some pupils with profound SEMH needs, the development of these self-regulation skills may be considered the primary focus.

Wanstead High School may arrange alternative provision for identified pupils for a number of reasons, including but not limited to:

- ✓ **To promote inclusion** for pupils who have received one or more fixed-period exclusions or who are at risk of permanent exclusion.
- ✓ **To offer access to a broader range of curriculum pathways**, supporting pupils' wider development and equipping them with skills and experiences that will benefit them later in life.
- ✓ **To personalise the curriculum** for pupils who have a short-term need for an alternative educational experience.

- ✓ **To meet the needs of pupils struggling with the academic or social demands of the mainstream school environment**, while maintaining a commitment to reintegration based on agreed, individualised timelines between the school and the partner provision.
- ✓ **To support the reintegration of pupils with a complex school history** who join the school via the Redbridge Inclusion Panel or through a complex mid-term admission.
- ✓ **To provide suitable interim education** for a pupil whose needs are being assessed through an EHC application and who is at risk of permanent exclusion.
- ✓ **To develop pupils' independence, confidence, and personal responsibility** through structured support in alternative settings.
- ✓ **To ensure access to education for pupils who are unable to attend school** due to mental health needs and challenges.

5. What types of alternative provision arrangement might the school consider and when?

Pupils are initially identified as being *at risk* of repeated suspension and/ or exclusion during line management meetings between Heads of Year and their SLT line manager, as well as through our weekly Social Inclusion meetings chaired by the Deputy Headteacher, SENDCO, and Director of Inclusion/DSL. During these meetings, emerging needs are reviewed and appropriate support, interventions, and provision are discussed to ensure that each pupil receives timely and effective support.

- **School Respite Placement – Up to 10 days in a partner school**

Pupils identified as being at risk are placed on a School Support Plan (SSP) for a maximum period of 12 weeks. As part of this plan, pupils are set SMART targets, informed by their own feedback, input from class teachers, and relevant data.

If a pupil continues to experience significant difficulty while on the SSP, they may be directed to a respite placement at one of our established partner schools for a period of up to 10 days. A respite placement may serve as a short-term intervention where a pupil's inability to self-regulate has escalated to the point where suspension is likely, or where a serious incident has occurred but suspension is not considered appropriate due to contextual factors.

The placement provides a supportive alternative environment that enables the pupil to reset and reflect. Referrals and placements are arranged through direct communication with our partner schools, all of which are nearby local authority schools with whom we have formal and longstanding collaborative agreements through the local school network. This partnership operates on a reciprocal basis.

Parents and carers must be notified of the placement and provided with as much advance notice as circumstances allow. Once a start date is confirmed, a member of Wanstead High School staff should attend an introductory meeting at the partner school wherever possible. If attendance is not possible, both the partner school and the parents/carers must be informed in advance.

The pupil's Head of Year is responsible for providing the partner school with all relevant information needed to support the pupil, including details of additional needs. Where safeguarding concerns exist but the placement remains appropriate, these must be shared by the Designated Safeguarding Lead (DSL) or the Head of Year.

- **Offsite Alternative Provision - 15 days Short Stay Placement - Redbridge Alternative Provision**

If, at the end of the 12-week period, a pupil has not made significant progress towards their targets, they will be placed on a **formal Pastoral Support Plan (PSP)**, which is recognised by the Local Authority Behaviour and Inclusion Team. Pupils may also be moved onto a PSP sooner if, while on a School Support Plan, they accrue multiple suspensions or internal exclusions and are considered to be at risk of permanent exclusion.

As part of the PSP process, the school may refer the pupil to **Redbridge Alternative Provision** for a placement of up to 15 days. Pupils are expected to attend daily. During this placement, they will receive work set by the school and will also engage in mentoring delivered by the provision lead.

Pupils may also be referred to this provision following a serious one off or series of events.

- **Offsite Alternative Provision – One to Two School Terms**

It may be appropriate for the school to refer a pupil to an offsite Alternative Provision for a longer period of time due to the specific circumstances or needs of a specific pupil. This would allow pupils to access a more flexible personalised curriculum with support around self-regulation but may also allow the school time to move forward with further referrals or assessment eg. EHCP if initial exploration suggested an underlying need. Although not limited to these provisions, the provisions typically used are the following Local Authority provisions:

- KS3 and KS4 Redbridge Alternative Provision
- KS3 The Bridge Alternative Provision at Woodbridge High School (Year 7 + 8 pupils with emotionally or anxiety-based school avoidance)
- KS4 Constance Bridgeman Centre
- SENDATS (may offer home tuition for pupils not able to attend school for an extended period of time due to medical needs or condition including mental health needs)

- **Offsite Direction – 12 Weeks**

Alternatively, the school may determine that a longer-term off-site direction in another mainstream setting would be more appropriate. In such cases, the school will make a referral to the **Redbridge Inclusion Panel** and present the pupil's case for consideration.

Off-site direction occurs when a governing board requires a pupil to attend another education setting to improve their behaviour. These powers have been delegated to the Headteacher at Wanstead High School. Where interventions and targeted support have not led to sustained improvements in behaviour, off-site direction may be used to arrange time-limited placements at an alternative provision or another mainstream school.

The school may refer a pupil to the Redbridge Inclusion Panel for an extended off-site direction for (but not limited to) the following reasons:

- The Pastoral Support Plan has not been successful, despite a range of interventions and provisions being put in place to support the pupil to remain in mainstream education at Wanstead High School.
- The pupil has been involved in a very serious incident of anti-social or harmful behaviour that has posed a risk to themselves or others on site.
- There are contextual safeguarding concerns and a risk assessment indicates that continued attendance at Wanstead High School would place the pupil or others at risk.

The Panel meets monthly, and referrals must be submitted one week prior to the meeting. A member of the Senior Leadership Team will meet with parents/carers beforehand to discuss their views and any preferences regarding alternative schools, taking into account the pupil's home location.

However, **a preference for a particular school cannot be guaranteed**, and the decision to admit a pupil for an extended off-site direction lies solely with the individual schools represented on the Panel.

What Happens if an Off-Site Direction Is Agreed?

If an off-site direction is agreed by another school and the pupil's parent/carer, the pupil will attend the agreed placement as their main day-to-day educational setting for a period of 12 weeks.

During this time, the pupil will be **dual registered**, with Wanstead High School retaining overall legal responsibility. Off-site direction may be full-time or a blend of part-time alternative provision and part-time mainstream education, depending on the pupil's individual needs and circumstances.

Once a start date is agreed, a member of staff from Wanstead High School will arrange an introductory meeting with the pupil, their parents/carers, and an appropriate member of staff from the off-site direction school. During this meeting, key information will be shared, including daily routines, uniform expectations, school rules, and behaviour expectations.

Parents/carers will receive formal written notification outlining the placement details as soon as reasonably practicable and **no later than two school days** before the placement begins.

During the placement, daily learning, attendance, punctuality, and behaviour will be managed by the off-site direction school. Primary communication regarding these matters will be between the off-site direction school and the parents/carers.

Attendance will be recorded using **Code D**, indicating that the pupil is dual registered and attending an approved educational activity at another setting. Pupils are expected to attend full time; standard attendance procedures will apply in cases of absence.

Both schools will meet with the pupil and their parent/carer for regular reviews, typically at 4–6 weeks and again towards the end of the 12-week period. At least **six days before each review**, the governing body must issue a written invitation to parents (and the local authority, where the pupil has an EHC plan) to attend, or alternatively to submit written views if they cannot attend.

As far as is practicable, review meetings will be arranged at a date and time that is convenient for parents/carers. Written notification of the review decision—including whether the off-site direction will continue and for what duration, along with the rationale—will be issued **no later than six days** after the meeting.

What If parents/carers do not agree with the off-site direction?

Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing body hold a review meeting. When this happens, governing bodies must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

What happens at the end of the 12-week offsite direction? Managed Move

One potential outcome following a 12-week off-site direction is that, if a pupil has demonstrated sustained engagement and consistently met the rules and expectations of the host school, the off-site direction school may offer a **permanent managed move**.

A managed move initiates a formal process that may lead to the pupil transferring permanently to another mainstream school. Managed moves must be **voluntary**, with agreement from all parties, including the parents/carers and the admission authority of the receiving school.

Parents and carers are under no obligation to accept a permanent managed move. However, if the placement has been successful, the school may strongly recommend taking the opportunity for a fresh start. If a parent/carer believes they are being pressured into accepting a managed move or is unhappy with the process, they may raise concerns through the school's **formal complaints procedure**, and

where appropriate, with the local authority. If the placement is not successful, and the host school determines that a pupil's behaviour is unacceptable, the placement may be terminated at any point. However, regular communication and review meetings typically ensure that any minor concerns are addressed early.

Parents/carers also retain the right to terminate the placement if they believe that risks or concerns cannot be resolved. In such circumstances, they should discuss these concerns with both schools before a final decision is made.

If a placement is not successful, the pupil and their parents/carers will be invited to a formal meeting to discuss next steps, which will be determined according to the pupil's individual context.

SENDATS Home Tuition Service

For pupils with injuries and medical conditions including poor mental health or school-based anxiety, who are not able to attend school for 15 days or longer, the school may, with agreement from parents/carers and other professionals, make referral to the Local Authority SENDATS service.

A Local Authority Panel reviews the referral and may agree to home tuition, delivered by their teachers or through the loan of an AV1 robot, which would allow for pupils to access their classes at Wanstead High School remotely.

AV1 is a small, friendly-looking robot designed to help pupils who can't attend school or a lesson in person. It sits in the classroom in place of the pupil and acts as their eyes, ears, and voice. The pupil controls AV1 remotely using a secure app on a tablet or smartphone, allowing them to:

- See and hear what's happening in class
- Speak to their teacher and classmates
- Join in with lessons and group activities
- Stay socially connected with friends

Commissioning Alternative Provision

As part of the commissioning and due diligence process in sourcing new alternative providers, the school will, in the first instance, complete checks on the provider's GDPR, DBS, wider safeguarding policies and procedures, and where relevant, the latest Ofsted inspection and / or annual local authority inspection report.

If the new provider cannot provide evidence of an up-to-date satisfactory Ofsted or local authority inspection, or any policies or assurances on recruitment and safeguarding that meet our standard, the school will not use this provider. We will ensure that the provider is Ofsted registered and /or on the Local Authority approved provider list (directory) We will ensure that in the case of assessing the needs of a pupil with an EHCP, the local authority is involved in brokering suitable provision.

The suitability of the providers of alternative provision commissioned or decided by the school will be continually assessed to ensure they continue to offer the best path for the academy's learners.

Wanstead High School as an Offsite Direction Provider

As the school is a member of the Redbridge Inclusion Panel, we too will admit pupils on roll who are dual registered with us for an extended 12-week direction. The pupil will be admitted via the mid-term admission process and the following must take place.

The Deputy Headteacher or Director of Inclusion must invite the pupil in with their parents/carers for an induction meeting, this meeting will take place with the pupil's HOY and they must also meet the Headteacher at this time.

The DHT or DOI must have completed pre planning arrangements prior to this time which should include but is not limited to

- careful consideration of the pupil's tutor group;
- an individual risk assessment if appropriate (the pupil has previously demonstrated serious anti-social or harmful behaviour that would pose a risk to self or others).

The school rules and expectations must be made clear to the pupil and the parent/carer prior to admittance and the Headteacher must feel confident that the pupil will make their best efforts to meet the rules and expectations with reasonable adjustments.

A letter notifying parents of the offsite direction offer which outlines the legal framework and localised RIP agreements will then be sent, including a start date.

For some pupils a gradual reintegration via the school onsite provision might be appropriate and this should be considered by the DHT/DOI.

Information about the pupil must be shared with class teachers and staff in the school bulletin and if necessary, at a more focused round table meeting.

6. Communication with Providers

The objectives of placing individual pupils in offsite alternative provision or an offsite direction are clearly communicated to providers and progress against these objectives is monitored by the provider.

Where there are SEND needs or safeguarding contexts then these will be fully communicated by the school SENDCO and DSL.

Where SEND needs are known, a pupils one page profile and all relevant reports and guidance will be shared with the provider, whether that be an alternative provision or mainstream school setting. The school will maintain ongoing contact with the provider/key worker on a weekly basis and the pupil to exchange relevant information, monitor progress and provide pastoral support. As part of this communication, checks and assurances should be made that the provider is making their best endeavours to meet needs as outlined in the guidance provided by the school.

All relevant information shared between the academy, provider and other parties must be communicated in easily understood language and in accordance with data protection principles, including any information on SEND, literacy, safeguarding, or other issues, as well as any information requested by the provider as appropriate.

Providers are made aware that they must raise any safeguarding concerns regarding a pupil of the Designated Safeguarding Lead or another DDSL (Designated Deputy Safeguarding Lead) as soon as possible.

7. Pupils with SEND including those with an EHCP

Where a pupil has an EHCP the school will work closely with the parents/carers and LA SEND team to consider the most appropriate route for pupils whom the school, despite all best endeavours, is unable to meet their needs in terms of self-regulation. This would be via an emergency annual review where a change in placement and provision would be discussed.

If a pupil with a disability or SEN has been moved offsite, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

8. Pupils who have a social worker, including looked-after

If a child who has a social worker or who is looked after is facing an exclusion, the child's social workers or the local authority's Virtual School Head (VSH) will be, as far as possible, invited to the school meeting to share information. This should include helping to identify how the child's circumstances may have influenced the circumstances of the child's suspension or permanent exclusion and ensuring that safeguarding needs and risks and the child's welfare are taken into account.

Where a looked-after child (LAC) is likely to be placed in alternative provision, the designated teacher (DT) will contact the VSH as soon as possible. The VSH, working with the DT and others, should consider what support the child needs to overcome barriers to attainment and achievement, giving equal consideration to the pastoral needs of the child, to ensure an appropriate alternative provision placement can be made. Where relevant, the school should also engage with the child's social worker, foster carers, or children's home workers.

9. Monitoring academic progress, behaviour, and welfare, including reintegration

Upon placement with offsite alternative provision or offsite direction, the school will provide the provider with the pupil's expected academic outcomes.

In accordance with KCSIE 2025, whilst a pupil is placed in alternative provision, the school will monitor their progress, behaviour, attendance, and welfare on a regular basis. This will be through:

- **Written Assurance:** Schools must obtain written confirmation from the AP provider that they have conducted necessary safer recruitment, safeguarding, and child protection checks equivalent to the school's own standards.
- **Holding records of the address of the alternative provider** and any subcontracted provision or satellite sites the child may attend.
- **Regular Monitoring:** Placements must be reviewed regularly—at least half-termly—or immediately if safeguarding concerns arise,

When a child is placed in alternative provision during a suspension of more than five school days, or a child has been directed off-site to improve their behaviour, their Head of Year, supported by SLT will agree a plan and process at the beginning of the placement that aims to reintegrate the child successfully back into their home school.

To support reintegration, they will ensure they have considered regular reports from the AP on the child's achievements and progress, including on their attendance and behaviour management, during the placement.

A final report should be produced in anticipation of the child returning to their home school. When the placement is due to come to an end a discussion will take place with the pupil, parent/carer and any relevant external agencies to confirm reintegration arrangements and agree any additional support the pupil may need, and who will provide it.

If the placement does not end with reintegration into the school – for example, when a child reaches the end of Year 11 while still in alternative provision – then we will agree a plan to secure a successful destination into further education, training or employment.

Appendix A - AP Monitoring and Tracking Protocol

AP/Pathway	Visits and welfare checks	Implementation & Review	Attendance Registration and Tracking
Respite - 5-10 days - Partner School	N/A	<ul style="list-style-type: none"> Review Weekly - SLT LM/HOY to check that pupils have attended the first day. Ask Link to email flag non-attendance daily. Ask for email overview of behaviour and engagement during respite - upload on CPOMS. 	<ul style="list-style-type: none"> Inform Attendance Officer before the first day. Code should be B - check this is coded correctly. Update at the end of each week to ensure attendance is accurate.
Short Stay Alternative Provision - 15 days RAP	One visit to be conducted at the end of the first week or beginning of the second	<ul style="list-style-type: none"> Complete LBR form if LA school Check in email to ensure arrival and attendance on the first day and at the end of each week. Review reports provided at the end. Ensure uploaded on to SIMS. Visit record to be completed and uploaded on CPOMS. 	<ul style="list-style-type: none"> Inform Attendance Officer before the first day. Code should be B - check this is coded correctly. Update at the end of each week to ensure attendance is accurate.
Off Site Direction at a school or AP (typically 1 to 2 terms) Alternative Provision Dual Placement - full time off site	Once a month	<ul style="list-style-type: none"> Complete relevant referral forms. Formal review each half half-term - complete review doc and upload on to CPOMS. If OSD with a view of a full time MM uses formal LA documentation. Visit record to be completed and uploaded on CPOMS. 	<ul style="list-style-type: none"> Inform Attendance Officer before first day. Code should be D - check this is coded correctly. Update at the end of each week to ensure attendance is accurate.
Alternative Provision Dual Placement - in school for part of the week	Once per half term	<ul style="list-style-type: none"> Arrange and formalise TT. Arrange supervision for any 'gaps', and plan to cover missed lessons. Formal review each half half-term - complete review doc and upload on to CPOMS. Visit record to be completed and uploaded on CPOMS. 	<ul style="list-style-type: none"> Inform Attendance Officer before first day. Code should be D - check this is coded correctly. Update at the end of each week to ensure attendance is accurate.
Home Tuition	<p>Weekly check in - remote via Teams/google</p> <p>At least a monthly physical welfare check - Attendance team/EWASS</p> <p>Reintegration when appropriate the key - smallest steps if needed</p>	<ul style="list-style-type: none"> If a pupil is unlikely to be in school for 15days plus then the SLT LM/HOY must ensure that a referral is made to SENDATS Home Tuition Service. Medical evidence is required including for mental health. If agreed - AV1 Robot speak to specific staff and include in bulletin. Review formally half termly. Chase if not initiated by LA. Must run alongside referrals and engagement in support. 	<ul style="list-style-type: none"> Ensure Attendance team are kept updated fortnightly during HOY meeting. If home tuition is agreed, pupils should be coded K from the date of commencement. Ensure home tuition lead contact is identified and link to AT for fortnightly updates.

Reduced Timetable	N/A if pupil in school	<ul style="list-style-type: none"> ● Must be for reasons linked to well-being. ● Medical evidence required. ● LA must be informed using link. ● Formally reviewed every 6 weeks but tracked fortnightly. ● Any concerns should initiate an earlier review/phone call/intervention. ● Must run alongside referrals and engagement in support. ● Should not run longer than 12 weeks. 	<ul style="list-style-type: none"> ● Attendance monitored by Attendance and Pastoral team weekly. ● Attendance code for periods not in school - C2.
Flexi Timetable	N/A	<ul style="list-style-type: none"> ● Initial meeting to discuss request. ● Request made to Headteacher. ● TT agreed with parent/carer. ● TT shared with staff via bulletin and JAS. ● Formal review each term. ● Review doc on CPOMS/PUPIL. 	<ul style="list-style-type: none"> ● Attendance monitored by Attendance and Pastoral team weekly. ● Attendance code – C.