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**Alternative Provision Commissioning Agreement – Part time placements**

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| **Referring School:** |  | | |
| **Student:** |  | **Year:** |  |
| **Placement/s:** |  | **Requested start date:** |  |
| **Name of Staff Member Completing Document:** |  | **Actual start date:** |  |

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| ***Commissioning Aims – to be completed with provider before placement begins*** | |
| **Rationale –**  *Why?* |  |
| **Student profile**  *Note their strengths and barriers*  *Offer insight into what works to meet their needs* |  |

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| **Target setting (SMART) – Personal, Social or Academic** | | |
| **Target / EHCP outcome** | **Support from school** | **Support from AP provider** |
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| **How will this be assessed?**   * Weekly attendance updates and checks * Regular feedback and communications with J16 mentor about provisions chosen * Daily communications and support if there are any safeguarding or other concerns * Termly review meeting with J16 mentor reviewing all placements * Termly attendance, behaviour and progress reporting * Advice and guidance on appropriate placement interventions or changes | | |

**Set-up communications and agreements**

**Details of Discussion:**

***Agreed rationale and targets?***

***Agree timetable -*** *State amount of part-time AP through J16 and any other education offer from main school*

***Agree Attendance reporting -*** *How is attendance reported by J16? Ensure attendance contacts are shared with J16.*

All absences reported daily to attendance contacts shared by referring school. All other attendance emailed weekly as a herringbone report to attendance contacts shared by the referring school. Legal attendance recording following DfE guidance, first day response and management of any unauthorised absences is carried out by each alternative provider on RESPECT MIS.

***Agree accreditation / qualification aim*** *- How long are the courses chosen? What vocational qualifications are possible in this time? At what level? Are any of the placements enrichment only? How is progress reported? Is there flexibility to move up/down levels as needed?*

***Access Arrangements*** *– Record current and plan for future assessment so this can be shared with the chosen providers.*

***Personal/Social/Wellbeing*** *- Share information on this -how is the student managing friendships/community/their mental health. What support is in place?*

***Safeguarding -*** *Share relevant info. Establish reporting procedures – who will communicate concerns – phone/email? Ensure J16 have our DSL details and safeguarding email address. Ensure a clear understanding of DSL responsibilities and policies within J16 and provisions chosen.*

All J16 providers have their own safeguarding policies, a nominated and trained DSL and provide safeguarding updates and training at defined and regular intervals. This is overseen and checked by J16 and RESPECT Collaboration of schools’ Director of Safeguarding and attendance.

***SEND -*** *Share relevant info. How does this affect or may affect a child’s vocational provision choice? Have the EHCP targets been clearly linked to the provision choice? Are there any new or upcoming assessments?*

***Risks -*** *Has a risk assessment been shared with J16? Does this RA relate to offsite vocational provision rather than a school site only? Do the management strategies still apply when the student is offsite? Have any transport risks been identified?*

**Date of next review: Staff member completing review:**

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| **Review (INSERT DATE)**  **Behaviour**  **Attendance**  **Safeguarding queries/concerns**  **Progress to previous targets** |

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| **Comments/agreements on further interventions needed** |

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| **Target setting review** | | |
| **Target / EHCP outcome** | **Support from school** | **Support from AP provider** |
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**Date of next review: Staff member completing review:**