

## Alternative Provision Checklist - EXAMPLE

Criteria	Strengths	How We Know	Weaknesses	What We've Done	What We Plan to Do
<b>Assessment of pupils' needs on arrival (SEND, behaviour, attendance, mental health, academic levels)</b>	Comprehensive baseline assessments completed within two weeks of admission. Strong collaboration with referring schools and external agencies. Multi-agency meetings support accurate identification of SEND and SEMH needs.	Admission paperwork, baseline assessment data, EHCP reviews, Boxall profiles, attendance and behaviour records.	Inconsistent information from referring schools; occasional delay in receiving full records.	Developed a standardised induction checklist and assessment framework. Designated staff member ensures follow-up on missing information.	Establish electronic data-sharing agreements with local schools and LA; further train staff in assessing literacy and numeracy gaps on entry.
<b>Curriculum ambition, coherence, sequencing — meeting assessed needs, closing gaps, leading to good outcomes / qualifications / progression</b>	Curriculum blends academic core with vocational and therapeutic strands. Clear progression pathways to GCSE, Entry Level, and vocational qualifications.	Curriculum plans, student timetables, outcomes data, student voice surveys.	Some inconsistencies in sequencing between key stages; limited stretch for higher-attaining pupils.	Revised long-term plans; introduced new pathways in construction, ICT, and creative arts.	Map all curriculum areas to ensure clear sequencing; develop enrichment programme for more able learners.



<b>Safeguarding (especially for vulnerable pupils), safety of settings, oversight of off-site or unregistered provision</b>	Safeguarding culture is strong; staff well trained and confident in reporting concerns. Rigorous risk assessments for off-site placements.	CPOMS logs, safeguarding audits, DSL supervision records, LA partnership feedback.	Monitoring visits to off-site providers could be more frequent.	Introduced half-termly quality assurance visits and safeguarding spot checks.	Implement a digital dashboard to track safeguarding checks and provider compliance.
<b>Transitions: into AP, out of AP, reintegration into mainstream (if expected), and next steps</b>	Transition plans are personalised and supported by pastoral and careers staff. Good relationships with local schools aid reintegration.	Transition plans, destination data, reintegration meeting minutes.	Some pupils experience delays in reintegration due to limited mainstream capacity.	Created structured “step-out” reintegration programme and early transition reviews.	Develop a transition partnership agreement with mainstream schools to improve coordination.
<b>Commissioning, oversight, monitoring: management of AP (if external / multiple providers), quality assurance, data collection, involvement of partners and families</b>	Clear service-level agreements in place. Senior leaders conduct regular QA visits. Parents and carers receive regular updates.	QA reports, governing body minutes, provider meeting notes, parental feedback.	Data collection across multiple providers not yet fully integrated.	Developed centralised data system for attendance and progress.	Expand QA framework to include learner voice and external moderation.



<b>Attendance, behaviour, engagement: impact of AP, management of timetables, full-time or part-time provision</b>	Attendance steadily improving; personalised timetables increase engagement. Clear behaviour policy and restorative approach.	Attendance analysis, behaviour logs, exclusion data, lesson observations.	Persistent absence remains an issue for a small cohort.	Introduced family liaison officer and attendance mentor programme.	Implement early intervention alerts for attendance dips and enhance home-school communication tools.
<b>Evidence of “off-rolling” or misuse of AP: ensuring placements, attendance reductions, or part-time arrangements are in pupils’ best interests</b>	Admissions follow LA protocols; placements are reviewed termly with referring schools. All part-time timetables approved by LA.	Placement panel records, review meeting notes, LA oversight documentation.	Recording of rationale for placement could be more consistent in some cases.	Updated placement policy and introduced signed parental consent forms.	Develop template for documenting placement decisions and rationale more robustly.

