

## Off-Site Education

Name of School: Shobnall Primary & Nursery School

Name of Alternative Provision Lead: David Adams

Name of DSL: David Adams

Name of Attendance Lead: David Adams

Name of Lead for Quality of Education: David Adams

Name of SENDCo: Tina Farrington

Name of Designated Teacher: David Adams

### Key Points

- The pupil's main school, remains responsible for the safeguarding, safety and wellbeing of any pupil who is taking part in off-site education.
- The off-site education must be agreed through a meeting with a Senior member of staff, Attendance Intervention Manager and parents.
- Checks must be carried out with regards to absence protocols, attendance and safeguarding prior to commencing off-site education.
- This process is relevant to off-site alternative education and online/remote alternative education.

### Vulnerable pupils

- Pupils with an EHCP should only be considered for off-site education in very limited circumstances.
- Looked after children are amongst the most vulnerable children and off-site education should only be considered in limited circumstances.
- Pupils who are subject to a Child Protection (CP) or Child in Need (CIN) Plan should only be considered for off-site education in collaboration with other agencies, firstly through consultation with the assigned Social Worker. Any part-time timetable should only be implemented after a Core Group Meeting.

### Marking the Attendance Register

According to the DfE's School Attendance guidance:

An approved educational activity is where a pupil is taking part in supervised educational activity such as field trips, educational visits, work experience or alternative provision. Pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements prescribed in regulation 6(4) of the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which the mark is recorded.

From Working Together to Improve School Attendance DfE Sept 2022

#### Attending an approved educational activity

Relevant regulation: 6(1)(a)(iii), 6(1)(c), and 6(4)

244. An approved educational activity is where a pupil is attending another school at which they are registered or taking part in off-site activity such as field trips, educational visits, work experience or unregistered alternative provision.

245. Pupils can only be recorded as attending an off-site activity if it is approved by the school, of an educational nature and supervised by someone authorised by the school. Ultimately, school are responsible for

the safeguarding and welfare of pupils taking part in an off-site educational activity so it would be reasonable to expect that the school would only authorise someone who was answerable to the school to supervise an activity.

246. The activity must take place during the session for which it is recorded and for pupils of compulsory school age the school must record the nature of the activity.

**Pre-Admission Checklist  
Policies and Legislation**

<b>Policy</b>	<b>Check completed by</b>	<b>Date</b>
<b>Child Protection Policy</b> A child protection policy is in place which describes procedures in accordance with current government guidance and refers to locally agreed inter-agency procedures put in place by the Safeguarding Partnership Board (LSCB). It covers all appropriate issues (including any 2023 KCSIE updates).		
<b>Staff Code of Conduct</b>		
<b>Online Safety</b>		
<b>Whistleblowing Policy</b>		
<b>Prevent Guidance</b>		
<b>Evidence staff have read and understood KCSIE 2023</b>		
<b>Complaints Process</b>		
<b>Clear Equality Objectives</b>		

**Safeguarding**

<b>SCR</b> The SCR evidence that the academy council takes action to prevent people who pose a risk of harm from working with children (adhering to statutory responsibilities). The SCR is fully compliant with KCSIE requirements.		
<b>SCR Keeper</b> The SCR keeper answers safeguarding questions with confidence e.g. about their own safeguarding training and understands the purpose of the statutory checks.		
<b>Records of Safeguarding checks</b> The provider should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment. This should be externally QAed.		
<b>Training records</b> At least one person on any appointment panel has undertaken safer recruitment training. There is evidence of appropriate, regular safeguarding training of AP Staff.		

**Attendance**

<b>Attendance Records</b> How does the AP track attendance? Look at the AP's attendance figures, use F/T equivalent sessions. What is the turnover like? Are they aspirational and effective in getting students into the education full time, quickly? Timetables should not be open-ended and should result in swift full-time education for the students.		
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<b>Policy and Records</b> What appropriate safeguards are in place to respond to children missing from education.		
<b>Sharing Concerns</b> There is a clear process in place for reporting absence from school and sharing concerns about the student attending AP.		

### Site Safety

<b>Scrutiny of Site</b> There is an effective locked line in place around the site.		
<b>Security arrangements</b> Effective security arrangements are in place for the academy grounds and buildings including protocols for visitors and children entering and leaving the school site. Safeguarding information is available for visitors.		
<b>School Records</b> There is an evacuation and local down process that is understood and practised by staff and students.		
<b>Social Times</b> Break time and lunchtime supervision is effective. Behaviour around the site is safe.		

### Additional Information

Checklist	Notes on agreed process	Date and Signed by school staff
Arrangements made for absence- will JTHS contact provider or will provider contact JTHS?		
Location of provider.		
Transport arrangements		
Are the provider OFSTED registered?		
Are the provider accredited by the LA?		
Has the provider been sent emergency contact details for the pupil?		

## OFF SITE EDUCATION FORM

<b>Name</b>			
<b>UPN</b>		<b><i>Ethnicity</i></b>	
<b>Date of Birth</b>		<b><i>Gender</i></b>	
<b>Year Group</b>		<b><i>School</i></b>	
<b>LAC</b>		<b><i>If yes which LA</i></b>	
<b>EHA</b>		<b><i>CIN</i></b>	
<b>CP</b>		<b><i>Outside Agencies</i></b>	
<b>Has the pupil had a Alternative Provision before?</b>		<b><i>If so- when?</i></b>	

Name of Parent/Carer	
Name of Head of Year/ Head of School	
Name of Attendance Manager	
Name of Social Worker (If applicable)	
Name of SEN Key worker If applicable)	
Name of Virtual School Rep (If applicable)	
Name of other key adults	

Date of meeting agreeing to off-site education	
Start date	
Number of hours in education per week at off-site location	
Review date	
End date	

### OFF SITE PROVIDER

Name of Keyworker/ Lead member of staff	
Name of provider	
Location	
Nature of activity/ education	
Name of Attendance Officer	
Name of DSL	
Name of other key adults who will be working with the pupil	

**CONSENT FORM**

(This section is not required if school are directing provision off-site, however all other sections must be completed)

I understand my child has been offered off-site education.  
I understand the arrangements for transport and education for my child.

Parent/carer signature.....Date.....

During the period of the off-site education the school will:

- Check on attendance daily with the provider.
- Liaise with the provider about the pupil, weekly as a minimum.

School signature.....Date.....

Other signatures (if required):

SEN Caseworker.....Date.....

Social Worker.....Date.....

Virtual School Rep.....Date.....

Attendance Manager.....Date.....

**Alternative Provision**

What is the agreed purpose of the alternative provision?

What is the desired outcome of the alternative provision?

Pupil Targets- What is the pupil aiming to achieve during the alternative placement?

1	
2	
3	

How frequently are monitoring visits scheduled to take place?

Who will be completing these?

**OFF SITE EDUCATION VISIT RECORD**

<b>Name of Pupil</b>		
<b>Year Group</b>		
<b>Date of visit</b>		
<b>Time/ Duration of visit</b>		
<b>Purpose of Visit</b>		
<b>Are there any known risks?</b>		Y/N
<b>Details</b>		
<b>Mitigation strategies- How do you plan to reduce any identified risks?</b>		
<b>Risks</b>		<b>Strategies</b>
<b>Progress towards target(s)</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>Outcome</b>		
<b>Were there any concerns?</b>		Y/N





Quality of Education

Evidence Base	Leadership	Notes
<b>Assessment logs</b>	How well you identify, assess and meet the needs of pupils when they first begin to attend your setting, including pupils with special educational needs and disabilities (SEND)	
<b>Climate walk</b>	Student engagement, student behaviour, pastoral support, quality of teaching, adult-student interaction. Are the needs of students with special educational needs and/or disabilities are being met?	
<b>Curriculum organisation and whether it is appropriate</b>	How well you develop and adapt the curriculum so it's coherently sequenced and meets all pupils' needs, starting points and aspirations for the future. Long-term plans, medium-term plans and weekly timetables; are they in line with your school's curriculum, especially in english, math and science.	
<b>Learning adjustments</b>	How do we share any specific learning concerns we may have about our students and how to adjust learning.	
<b>Lesson delivery</b>	How is the lesson planned, look at books, displays, environment and talk to students and staff.	
<b>Extra-curricular</b>	What is the offer to all?	
<b>Actions</b>		



Progress

Evidence Base	Progress	Notes
Minutes, logs, passport, APDR	How successfully you communicate with parents, carers and, as necessary, other professionals or specialist services in deciding how best to support pupils	
Student voice, CEIAG	How well you include pupils in all aspects of school life, and particularly how well you prepare them for their next steps in education, employment and training, and adult lives.	
Outcome data, student voice	How well you make sure pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes for pupils with SEND	
Data, reports	How does the AP tell us about our student's progress?	
Data, reports, student voice	How does the AP assess learning? What student progress checks does it do? Look at school assessment policy, talk to students, look at assessed work.	
Minutes, reports, APDR	What outside agencies does the AP work with? Ask about outside agencies such as: Social care services, educational psychology services, child and adolescent mental health services, youth offending teams, drug support services	
Actions		



### Safeguarding Curriculum

Evidence Base	Safeguarding Curriculum	Notes
RSHE lessons and school programme	Leaders and the academy council ensure children are taught about how to keep themselves safe, including online, and healthy, including mentally, through teaching and learning opportunities, as part of providing a relevant curriculum. Statutory RSE and Health Education is in place.	
RSHE lessons and school programme	Children talk with understanding about the PSHE curriculum. They are aware of the risks they need to manage as they become more independent and understand how to mitigate these risks in order to keep themselves safe.	
RSHE lessons and school programme	Children have received specific and age appropriate education on child on child abuse, including sexual abuse. They understand the concept of sexual harassment and have begun to question the way that the sexes have historically interacted.	
<b>Actions</b>		

Monitoring Completed by:

Date:

If there are any Safeguarding Concerns, please follow the procedure in the Safeguarding Policy.

Copy of Form

- Pupil File
- Upload to MyConcern