

# **JOHN TAYLOR MULTI ACADEMY TRUST**



## **Off-Site Education Procedure for Schools**

**Implementation:** January 2025  
**Procedure Owner:** N Dean  
**Reviewed:**  
**Next review date:** September 2025

This procedure is a framework to be used by JTMAT schools to ensure that pupils who are educated off-site anywhere other than the JTMAT school at which they are on roll are safeguarded appropriately, have access to high quality education and their needs are sufficiently met.

Each JTMAT school will need to complete Page 2 to identify key staff involved in off-site education.

This procedure should be used in conjunction with the JTMAT Safeguarding Policy and Keeping Children Safe in Education Statutory Guidance.

## 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

### KCSIE, 2024

[Keeping children safe in education 2024](#)

### Alternative Provision

171. Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

172. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision DFE statutory guidance, and [Alternative provision - GOV.UK](#)
- Education for children with health needs who cannot attend school [Education for children with health needs who cannot attend school - GOV.UK](#)

### Ofsted Inspection Handbook- January 2025

[School inspection handbook - GOV.UK](#)

#### Evaluating schools' use of alternative provision on graded inspections

415. Inspectors will evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs. Inspectors will speak to a selection of pupils who attend off-site provision, where possible, including potentially through video or telephone calls.

416. Inspectors will ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.

417. Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process. Inspectors will normally visit any registered alternative provision site that we have not yet inspected to assess the adequacy of the school's quality assurance process.

418. Inspectors will consider the quality of registered alternative provision using our latest inspection report and assess its impact on the overall quality of education for pupils in a proportionate way.

419. Inspectors will consider:

- the reasons why leaders considered off-site provision to be the best option for the pupils concerned, and whether leaders have kept that under review
- whether leaders have made the appropriate checks on the registration status of the provision and how that has influenced their decision to use that provider
- what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes pupils' personal development

420. If a school uses a provider that is not registered, the inspector must contact the duty desk so that staff can notify Ofsted's unregistered schools team. Following the inspection, the team will determine whether Ofsted needs to take further action because there is reasonable cause to believe that the setting is operating as an unregistered school.

421. A school is likely to be judged inadequate for leadership and management if:

- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision
- leaders are not aware of how many of their pupils attend alternative provision
- leaders are not taking responsibility for their pupils who attend alternative provision

## **JTMAT Guidance**

JTMAT would prefer schools to use Alternative Providers who are approved by the relevant local authority, this gives a level of assurance on suitability, however it does not negate the need for school based initial checks and ongoing quality assurance and monitoring visits, that must be evidenced in line with the JTMAT Offsite Education Guidance.

Staffordshire- [Staffordshire Connects | Listings in Alternative provision](#)

Derbyshire- [Synergy - Search By Route \(derbyshire.gov.uk\)](#)

### **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.

### **Attending any other approved educational activity (B Code)**

This is when the pupil is attending a place for an approved educational activity that is not a sporting activity or work experience. The educational activity must take place during the session for which it is recorded.

A pupil can only be recorded as attending a place for an approved education activity if:

- The place is somewhere other than the school, another school where the pupil is registered or where educational provision has been arranged for the pupils by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 6(1) of the Children and Families Act 2014;
- The activity is of an educational nature;
- The school has approved the attendance at the place for the activity; and
- The activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.

**This is now 308 from the guidance – and all the information is correct apart from the number.**

311. Schools must also record the nature of the approved educational activity (regulation 10(5)), examples are:

- attending transition days at other schools;
- attending courses at college;
- attending unregistered alternative provision arranged by the school.

**This is now 309 from the guidance – and all the information is correct apart from the number**

312. Schools have responsibilities for the safeguarding and welfare of pupils attending an approved educational activity. The school will need to be satisfied that appropriate measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school must record the pupil's absence using the relevant absence code.

[Working together to improve school attendance \(applies from 19 August 2024\)](#)

**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 2024 KCSIE updates).		
<b>Staff Code of Conduct</b>		
<b>Online Safety</b>		
<b>Whistleblowing Policy</b>		
<b>Prevent Compliance</b>		
<b>Complaints Process</b>		
<b>Clear Equality Objectives</b>		

**Safeguarding**

<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. Have we received a letter of assurance?		
<b>Training records</b> Staff have completed Level 1 Safeguarding training.		

**Attendance**

<b>Attendance Records</b> How does the AP track attendance? Are they aspirational and effective in getting students into the education full time, quickly?		
<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 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 lock down process that is understood and practised by staff and students.		

### 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?		
Is the provider providing full-time education equivalent?		
If education is not full time, please state the rationale for this and what evidence is available to support?		
Who will be completing safe and well checks from the home school? How frequently will these be completed?		
Who will be completing the monitoring visits to assess if the provision meets the student's needs? How frequently will these be completed?		





## 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?
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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



Appendix 1: Evaluating 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>		

Appendix 2: Evaluating Progress

<b>Evidence Base</b>	<b>Progress</b>	<b>Notes</b>
<b>Minutes, logs, passport, APDR</b>	How successfully you communicate with parents, carers and, as necessary, other professionals or specialist services in deciding how best to support pupils	
<b>Student voice, CEIAG</b>	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.	
<b>Outcome data, student voice</b>	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	
<b>Data, reports</b>	How does the AP tell us about our student's progress?	
<b>Data, reports, student voice</b>	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.	
<b>Minutes, reports, APDR</b>	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	
<b>Actions</b>		

Appendix 3: Evaluating Personal Development

Evidence Base	Personal Development	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



## Appendix 4: Request for information from Alternative Provider

Dear <INSERT NAME>

In line with KCSIE, 2024 schools are required to obtain written confirmation from alternative providers that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Please could you respond in writing to <INSERT NAME> that the following has been carried out in respect of your staff.

- Identity checks
- All staff working with children have an enhanced DBS Check- including children's barred list information
- Right to work check
- Overseas check (if relevant)
- Professional qualifications check including verification of QTS and completion of induction.
- Prohibition check
- Section 128 check (if relevant)

Please could you provide the names of professionals who will be working with our students.

To support best practices in Safeguarding we would appreciate it if you could also confirm the following in writing:

- All staff have up to date Safeguarding training (Level 1 for Staffordshire)
- All staff have an annual safeguarding update
- At least one member of all interview panels has Safer Recruitment training
- You have a Safeguarding Policy
- You have an Attendance Policy
- You have a Staff Code of Conduct
- You have a Whistleblowing Policy
- You have an Online Safety Policy
- You are compliant with the PREVENT duty
- You have a clear equality objective or statement
- You have a complaints policy

We thank you for your support with ensuring our students remain safe when working with alternative providers.

As part of our processes, we will conduct an initial visit, prior to any placement and regular monitoring visits to include safe and well checks and visits to evaluate how the provision meets our student's needs, in line with KCSIE paragraph 326.

Please return your written confirmation to:

NAME

## CONTACT