Nottingham City Council Accredited Alternative Education Provision Directory

Service Specification for use from 01.09.2022

1. General Information
   1. **Background**

Nottingham City Council is seeking to commission alternative education for those children and young people for whom they have statutory responsibility, who are without a school place, or where a school or academy wishes to provide an appropriate individualised education package.

Nottingham City Council has commissioned alternative education provision via various routes in the past and are seeking to ensure a higher degree of accountability, ensuring consistent, transparent processes and to support collaborative working across all schools, academies and alternative education provisions. This will in turn support strong operational partnerships with and between providers to improve outcomes for young people; we are looking for alternative education provision for Key Stages 2, 3 and 4 and strong links to post 16.

Advice from the Department for Education (DfE), entitled “Registration of Independent Schools” published in August 2019, stipulates that any provision (as defined by section 4 of the Education Act 1996) would need to be registered as an independent school if it is providing:

* full time education for five or more learners of compulsory school age
* or where one or more such learners have an EHC plan or statement of special educational needs
* or where one or more learner is “looked after” by the Local Authority.

It is acknowledged that, as a consequence of this DfE guidance, there may be some providers who are originally categorised as alternative providers of education, but who will ultimately need to become registered as independent schools. Where a provider meets the threshold for independent school registration, the provider must notify the local authority that this threshold has been reached. No further alternative provision placements should be accepted.

* 1. **Aims and Objectives**

The aim of this contract is to establish a list of accredited, quality assured providers of alternative education, which will be published as an on-line directory. This is intended to facilitate the placement of vulnerable children and young people across Nottingham City, including those children and young people who have been permanently excluded from school or are without a school place. This may also include seeking placements where additional educational options are required to ensure an individualised educational plan, which supports the offer within their mainstream, special school or Learning Centre.

Nottingham City Council are seeking to strengthen and improve outcomes for vulnerable young people. This is to be achieved by ensuring access to high quality alternative provision, utilising clear and transparent referral and quality assurance routes via an accredited provider directory, which will be published on line.

Nottingham City Council are committed to raising attainment and narrowing the gap for those at risk of under-achievement, ensuring high quality assessment, support and personalised learning to meet individual need across clear learning pathways and transitions.

* 1. **Objectives**

Under this agreement the local authority intends to work in a spirit of partnership with alternative education providers in order to:

* Ensure that children and young people placed in alternative provision have the best chances of securing positive outcomes
* Support academic attainment
* Meet specific personal, social and academic needs, including those set out in a Statement of Special Educational Needs or Education, Health and Care Plan, where relevant
* Improve learner motivation, self-confidence, attendance and engagement
* Ensure that clearly defined learner objectives are met, including reintegration into a school setting, where appropriate
* Embed arrangements for working with other relevant support agencies
* Enable the local authority to meet the broader strategic objectives set out in the following documents and resources:

Nottingham City Council

* Nottingham’s Children and Young People Plan (2021 to 2024)
* The Joint Strategic Needs Assessment (JSNA)
* Common Attendance Protocol
* Fair Access Protocol

1. Service Specific Requirements
   1. **What is the service?**

This service is intended to address a need for educational activities and support to deliver outcomes for children and young people in Nottingham City. It will offer a wide range of alternative education provision, supporting wherever appropriate, transition back into school.

In some cases alternative provision will be commissioned to support an individualised education package within school.

Learners requiring alternative provision will have diverse needs, referrals will be made using the following categories;

|  |  |
| --- | --- |
| Primary SEN | * Social, Emotional and Mental Health * Cognition and Learning * Communication and Interaction * Sensory and Physical |
| Key stage | * Key Stage 2 * Key Stage 3 * Key Stage 4 |
| Learning Pathway | * **Pathway one**: Broad, balanced curriculum which includes Maths and English. GCSE’s and FS (mainly academic/mainstream style) * **Pathway two**: Vocational Provision 14-19 curriculum; Including pathways to FE and work placements * **Pathway three**: Foundation Learning, National Accreditation, Key Skills * **Pathway four:** A blended package including academic and vocational provision (this may be delivered via one or more accredited providers) |
| Peer Group | * Individual tuition (1:1) * Group Learning |
| Length of placement | * **Short term** – support to an identified school/provision (place is already confirmed) * **Medium term** – support to identify and transition to other school/provision * **Long term** – as part of agreed ongoing package of education |
| Timetable | * Full time * Part time |

The service should be sufficiently responsive to enable the local authority (via its delegated PRU) to discharge its statutory duty to ensure full access to relevant education provision from the 6th day following a permanent exclusion, or access to full time education for children looked after.

* 1. **When is the service required?**

Wherever possible providers should endeavour to ensure that their academic year is in line with the time table and school holiday patterns of the Local Authority.

Providers must send an academic calendar to the Local Authority prior to the commencement of each academic year and notify of any timetable changes, or any variations during the academic year.

* 1. **Service location**

Children and young people accessing alternative provision will be those who are the statutory responsibility of Nottingham City Council or on the roll of a Nottingham City school or academy. They may therefore be resident in the City or County.

* 1. **Service delivery**

The provision on offer may range between a full and part-time curriculum, based on what is appropriate to the specific needs of the learner. This will be determined at the point that a placement is confirmed and will be subject to review throughout the duration of the placement. In accepting referrals, providers must ensure that they remain cognisant of the advice from the DfE that is current at the time of the placement, regarding the requirements to register as an independent school. (See paragraph 1.1 above).

Nottingham City Council reserves the right to suspend and, if appropriate, remove from the accredited alternative provider list and from the directory, the name and details of any provider who has failed to provide appropriate notification that they (the provider) were required to register as an independent school under the DfE regulations.

1. Provider Responsibilities
   1. Providers must be able to demonstrate that they are able to offer suitable educational provision for children and young people in one or more of the following:

* Key Stage 2
* Key Stage 3
* Key Stage 4
* Post – 16 (where applicable)
  1. Providers must be able to offer suitable support at key transition points, such as Key Stage 2 to 3 and provide details of post 16 pathways. Information should include options for continuing in education and training, as well routes into employment. It should also support the transition from children’s to adult services.
  2. The Provider should make available all relevant programme details i.e. course publicity, term dates, session times, contact name and timetables to the learners, their parents/carers and the Commissioner.
  3. All learners must have access to a thorough induction programme delivered by the provider, which will include health and safety briefings including fire evacuation and safeguarding procedures.
  4. The provider must ensure that there is appropriate pastoral support with a named member of staff that supports learners’ social and emotional resilience and well-being and that this is monitored and reviewed. The provider should ensure that there is appropriate engagement with the parents or carers to facilitate this.
  5. Providers must ensure that all learners have a termly progress report, including personal support. This should be recorded in the Management Information System and reported to the local authority or school/academy responsible for placing the learner.
  6. Commissioners will work in partnership with providers to identify and develop clear plans and outcomes for the child or young person accessing the provision.
  7. Providers must ensure that their assessment, moderation and quality assurance systems are robust, meet awarding body requirements and are carried out in line with the reporting cycle. The Provider will ensure that progress reports are sent to commissioners and parents/carers on a termly basis.
  8. The quality of all teaching and learning must be at least ‘good’, in accordance with Ofsted framework requirements (this will be the Local Authority QA Meeting Standards; any deficiencies will be noted via the QA process and remedial action expected). There will be an expectation that development and improvement plans will be in place. The effectiveness of both teaching and learning, as well as the quality of the development plans will be reviewed through the quality assurance processes detailed later in this specification.
  9. Any changes to the terms of a placement undertaken by the Provider i.e. making a full time placement part-time or terminating a placement must involve prior consultation with the commissioner. Where such action is taken without consultation and /or there is evidence that such action has been taken in order to accommodate more placements whilst remaining under the threshold for independent school registration; the local authority reserve the right to suspend or remove that provider from the accredited provider list and directory.
  10. Providers must ensure that learners have access to nationally recognised qualifications that are suitably accredited. These qualifications should be appropriate, and in line with the recommendations of the Wolf Report (February 2015)

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/405986/Wolf_Recommendations_Progress_Report_February_2015_v01.pdf>

* 1. Information about the qualifications that the alternative provider offers will need to be submitted to the Local Authority. This will enable the Local Authority to publish this information as part of the directory of accredited providers
  2. Learners should have access to registered exam centres and be supported to complete full courses. Providers will be required to demonstrate that they have a current working knowledge of the qualifications that are available nationally and that they have attended awarding body courses and moderation. This will be monitored by the Local Authority as part of the quality assurance procedure.
  3. Providers will be required to carry out and review risk assessments on all aspects of the various programmes offered, prior to the programme commencing. These should be made available to the Local Authority on request.
  4. The Provider is responsible for ensuring that appropriate notice is given in relation to trips, in accordance with the Local Authority trips policy. The Provider should ensure that they follow the appropriate Local Authority trips guidelines:

[https://www.character-uk.org](https://www.character-uk.org/)

* 1. Providers must immediately contact the commissioner regarding any learner whose behaviour, attendance or progress is causing concern. Concerns should be discussed with the commissioner and information provided to facilitate a review meeting with parents/carers. Providers may be asked to attend such review meetings, as appropriate.
  2. Providers will be expected to follow the principles of the DfE Exclusion from school Guidance as a framework of good practice. No learner should be excluded and sent home without prior consultation with the commissioner. Work must be provided for any learner sent home and the provider must monitor the return of this work and marking. A review meeting should be held with the parents/carers and the learner, to discuss the issues and to determine a reintegration package, as appropriate. The commissioner should be invited to send a representative to this meeting. The commissioner will not pay the provider for periods of exclusion, where the commissioner has to make alternative arrangements for the education of a learner.
  3. The provider retains the right to terminate a learner’s placement, however the commissioner would expect the provider to follow the process set out in paragraph 3.17 first. The commissioner will not be liable for the cost of provision from the date of termination.
  4. There is an expectation that providers with City learners will attend termly DSL Network meetings and half-termly AP Network meetings.
  5. There is an expectation that providers access NCC safeguarding training where possible.

1. Resources to be supplied by the Provider
   1. The Provider will ensure access to the tools, equipment and learning resources required for all areas of the learner’s programme, including personal safety equipment, as appropriate. The Provider will provide training to learners in the use of any safety and other equipment and undertake risk assessments, as necessary.
   2. The Provider should ensure that a hot or cold meal is available to those children and young people who are entitled to a free school meal, otherwise the responsibility for the provision of a midday meal remains with the individual learner’s parent or carer. The commissioner will only reimburse the provider for meals taken by learners eligible for free school meals. In circumstances of non-attendance, the commissioner will not reimburse the Provider.
   3. Charges for meals taken should be disaggregated from the cost of the placement itself and itemised within the main invoice, or invoiced separately. Whichever billing method is adopted, it should be clear to the commissioner who the meal cost is being claimed for, the number of meals taken and the rate at which the recharge is being claimed.
   4. Learners should be provided with an area where they can have their lunch and which is accessible during break times. The provider will be responsible for ensuring that this area is appropriately supervised during these times. Learners must be made aware that they are to remain on the provider’s premises during breaks and lunchtimes, as appropriate.
   5. The provider must ensure that they have and maintain appropriate insurance cover (e.g. public liability, employer liability, building insurance etc.). The provider will supply documentary evidence of insurance cover on request to the Local Authority or as part of the quality assurance process.
2. Responsibilities of the Commissioner
   1. Nottingham City Council will publish an online directory containing the names and details of all providers who have successfully tendered to be accredited suppliers of alternative provision for the Local Authority. This directory will also be available to schools, academies and relevant settings and services in Nottingham, who may also wish to commission provision from these accredited providers.
   2. The commissioner will act as the key contact and co-ordinator for individual learners. They will identify and agree with the learner and their parent/carer, the learning pathway that best meets the needs and the aspirations of the learner. As part of this process they will meet with learners and identify courses that are appropriate to the needs and abilities of those learners, with particular regard to equal opportunities requirements.
   3. The commissioner will ensure that learners attend any meetings and pre-programme tasters and where possible, accompany them and complete all the relevant paperwork to complete the transfer to the Provider’s provision.
   4. Parents/carers and learners will be made aware of all break and lunchtime arrangements by the commissioner, prior to the commencement of the placement. The commissioner will also ensure that any consent forms that require completion to formalise the placement are signed by the parent/carer or young person.
   5. The commissioner will work with the provider to offer on-going support to achieve the aims and objectives of the learner’s programme. This will include working with learners and parents/carers to improve attendance and punctuality, where this is not satisfactory; and/or to meet the requirements of the provider’s attendance code, where this is not happening.
   6. The commissioner will support the provider by ensuring that, where it is notified by the parent/carer of their child’s absence, this information is shared with the provider, at the earliest possible opportunity and vice versa.
   7. The commissioner will notify the provider of any significant change in the learner’s circumstances, which may affect their learning. The commissioner must inform the provider of any change of address and emergency contact telephone numbers, so that this can be updated on the accredited Management Information System.
   8. The commissioner should meet with the provider on a termly basis to discuss learner progress. Wherever possible, this meeting should take place within 14 calendar days of the learner’s progress report being issued.
   9. The commissioner will maintain a comprehensive learning plan for all those learners placed by the commissioner who are accessing alternative provision.
   10. The commissioner will make a copy of their school calendar available to the provider at the beginning of each academic year.
   11. Where a programme of learning runs over more than one academic year, the commissioner commits to support the delivery until the end of the course.
   12. The commissioner will negotiate with the provider regarding the withdrawal of a learner from any programme, as and when appropriate.
3. Record keeping
   1. The provider must collect and supply data necessary to meet audit requirements and the requirements of the Education (Pupil Registration) England Regulations 2006, and Nottingham City Council’s Common Attendance Protocol. This will include data on punctuality, attendance and details of any follow-up actions on these; attainment details of units of work completed; progress made, mentoring units completed.
   2. The provider shall provide a minimum of termly progress reports, which must be shared with parents, carers and the commissioner for the placement.
   3. The provider must ensure that all data relating to learners is managed, processed and stored in accordance with the requirements of the General Data Protection Regulations (2018).

* 1. Attendance data must be registered by 10:00 a.m. and 1:30 p.m. on the day/s of placement with the provider. The provider must contact the commissioner immediately if the learner does not arrive at the provider’s premises. This is a legal safeguarding requirement.
  2. Providers must ensure that they share placement information of City learners with NCC at designated points each half term. This would include full-time; part-time; social care involvement and EHCP data.

1. Business Continuity

The Provider will have a business continuity plan in place that ensures the service can be delivered should a disruptive event occur

1. Duration of the accredited provider list/directory

The Nottingham City accredited alternative provider list and directory will be in place, and accessible online, from September 2022. The Local Authority will undertake regular reviews of this process, taking into account the statutory duties placed on local authorities in relation to alternative provision, and to ensure accurate reflection of any legislative changes that may subsequently occur.

1. Service changes

Providers will be notified of any service changes by the local authority, should there need to be a change to the specification LA Officers will arrange to meet and discuss with the provider in advance of any change.

1. Legislation, Policies and Procedures
   1. Legislation

The Provider must comply with all relevant legislation relating to the service, including any subsequent updates and amendments to those statutes. It is the provider's responsibility to ensure that they are aware of the implications of legislative changes and adjust their practices and provision accordingly.

A list of some of the key pieces of legislation with which Providers must be compliant are detailed below. This is not intended to be an exhaustive list.

* The Children and Families Act 2014
* The Care Act 2014
* The Children Act 1989 and 2004
* The Children and Social Work Act 2017
* The Adoption and Children Act 2002
* Education Act 1996, 2002 and 2011
* Health and Social Care Act 2001, 2008 and 2012
* Safeguarding of Vulnerable Groups Act 2006
* Mental Health Act 1983 and 2007 (including places of safety regulations 2017)
* Mental Capacity Act 2005
* Housing Act 1996
* The Equality Act 2010
* National Health Service Act 2006
* Sex Offenders Act 1997 as amended by part 2 of the Sexual Offences Act 2003
* Police and Justice Act 2006
* General Data Protection Regulations 2018
* The Chronically sick and Disabled Act 1970
* Keeping Children Safe in Education 2021
* Working Together to Safeguard Children 2018
  1. **Statutory Guidance**

Providers should ensure that their provision is compliant with the following statutory guidance:

[Alternative Provision Statutory guidance for Local Authorities, January 2013](https://www.gov.uk/government/publications/alternative-provision)

[Promoting the education of looked-after children, February 2018](https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children)

[Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

[Registration of Independent Schools](https://www.gov.uk/government/publications/independent-school-registration)

* 1. Business, Employment and Staffing Practices

The Provider shall have in place and available for scrutiny: sufficient, robust and up-to-date written policies, procedures and codes of practice. This includes adequate instruction, guidance and support for staff on the function and delivery of the service outlined within this specification. These should be accessible and available to all stakeholders, including parents/carers. Such policies and procedure documents should include (this list is not exhaustive):

* Equalities and Diversity Standards
* Recruitment and Selection Policy
* Staff Induction, supervision, appraisal, training and development
* Staff Code of Conduct, including professional boundaries
* Business Continuity Plan, to include; risk assessment and contingency in relation to interruption / closure of service i.e. power cut, inclement weather, unforeseen staff absence etc.
* Management & Risk Assessment
* Complaints; for all stakeholders i.e. service users, families, carers and staff
* Safeguarding Vulnerable Adults and Children
* Whistle Blowing
* Confidentiality and Data Protection (in line with GDPR 2018)
* Health and Safety
* Anti-Bullying
* Grievance
* Recruitment and use of Volunteers
* Attendance
* Behaviour
* SEND
  1. Children and young people, their families and carers must be given written information about the provider’s complaints procedure (this should also be made available on the provider’s website). The complaints and representations procedure shall be compatible with the requirements of the Children Act 1989 and 2004.

1. Workforce
   1. All staff, including sub-contractors must be appropriately checked through the Disclosure and Barring Service to ensure that they are fit and proper persons, before working with or having unsupervised access to children and young people.
   2. The provider must ensure that staff directly employed or sub-contracted have the relevant teaching/vocational experience and/or qualifications to deliver the programme and undertake the assessment of learners.
   3. In the event of staff absence, appropriate cover or supervision arrangements must be made. Wherever possible, the provider should notify the commissioner in advance of any staff absence. In the event that the provider is unable to provide cover for absent staff or appropriate supervision, the provider must make work available for learners to complete at home.
   4. The provider will ensure that the appropriate numbers of qualified staff are available to deliver the level of course being undertaken.
   5. The provider is responsible for ensuring that relevant staff attend regular progress, training, review and monitoring meetings with the commissioner and the Local Authority quality assurance representative. This may be through collegiate meetings or individual meetings with the commissioner/Local Authority quality assurance representative.
   6. The provider will be responsible for setting staff training dates in advance and for giving the commissioner a minimum of one term’s notice of those dates.
2. Referral, Access and Acceptance Criteria
   1. Who will access the service?

It is envisaged that the following groups of children and young people may require access to alternative provision:

* Those children/young people who have been permanently excluded from mainstream schools
* Those children/young people without a school place (including children looked after by other local authorities who require alternative education)
* Children and young people who have a statement of special educational needs or an education, health and care plan and whose needs cannot be met in mainstream or special school or academy provision
* Children and young people who have an identified Social, Emotional and Mental Health(SEMH) need
* Children and young people who are disengaged from school and who are at risk of becoming NEET (Not in Education, Employment or Training)
* Juvenile, young offenders and ex-offenders
* Pregnant teenagers and teenage parents
* Children placed via the Fair Access Panel or the Nottingham Inclusion Model as alternatives to permanent exclusion.
  1. **How will the service be accessed?**

As part of the process of being registered on the accredited alternative provider list, providers will be required to supply key information about the provision that they offer. This information will be published within the provider directory. It will need to include the following details:

* Age range of the provision
* Where the provision is delivered
* Cost of placement
* An overview of the provision offered
* Details of any experience/expertise in making provision for specific groups or needs e.g. autism spectrum, SEMH etc.
* Details of the courses available
* Information about pathways i.e. the range and level of qualifications available, as well as details of the accrediting body
  1. An electronic referral form and PSI (Previous School Information) - (Appendix 2) will be completed by the commissioner providing as much detail as possible in order that providers can assess if they can meet the placement criteria and the learner’s individual needs.
  2. The referral form will be a standard document. It is expected that the form will be used by any party wanting to make a referral for alternative provision. This is intended to ensure that there is a consistent referral process across Nottingham City.

1. Partnership Working

The Provider may be required to offer provision in conjunction with mainstream schools and academies to ensure a full and balanced curriculum. Partnership working between schools, academies, alternative education providers and the Local Authority will enable all those involved in the education of the child or young person to work collaboratively to ensure the best possible outcomes for each young person.

1. Constraints and Dependencies
   1. The Provider will need to be aware of the statutory guidance issued by the DfE which sets out the requirements for registration as an independent school (paragraph 1.1 refers). Where a provider does not wish to become registered as an independent school, it is the provider’s responsibility to ensure that the number and type of full time placements does not meet the threshold for registration.
2. Safeguarding / Child Protection
   1. The provider will comply with the safeguarding policies and procedures of the Local Authority, and Nottingham City Council’s common attendance protocol.
   2. The provider will ensure compliance with both safeguarding and child protection legislation, as well as the provider’s own safeguarding and child protection policy. The provider will also ensure compliance with all associated procedures and will ensure that they are made available on request.
   3. Incident reporting should be an integral part of safeguarding policies and procedures. The Provider must ensure that staff are conversant with the policies and procedures of each commissioner. Monitoring of the reporting processes will be undertaken through the quality assurance measures
3. Mobilisation and Timing

The timescales for agreeing a placement will vary depending on the type of placement, but must be within 6 working days for a permanently excluded child.

**Expected Outcomes**

* 1. User Outcomes

The provider is expected to work with key partners to achieve the outcomes identified for each individual learner, as set out in the learner’s placement contract. These partners would include, but are not limited to, health services, social services, local authority support services and voluntary organisations.

Young people placed with the provider should feel safe and enabled to engage in age appropriate learning.

Providers will be able to produce data that indicates the progress towards agreed targets.

1. Quality Assurance and Performance Standards

The performance of the Provider will be quality assured through a formal process, based on the Ofsted inspection framework. The delivery of this quality assurance process will be undertaken by Nottingham City Council. The Local Authority reserves the right to amend or replace the quality assurance process as a result of changes in legislation and/or the Ofsted inspection framework.

Where issues or concerns are identified through the quality assurance process, or through complaints, the Local Authority will seek to support the provider to implement remedial action(s) to address the particular issues or concerns within a specified timescale. In the event that a remedy is not achieved within this timescale, it may be necessary for the Local Authority to suspend the provider’s approval, which would prevent further referrals being made until the issue is resolved.

Where a serious complaint, concern or safeguarding issue is identified, the Local Authority reserves the right to move to immediately suspend the Provider from the accredited list. This is to enable the matter to be fully investigated and reassurance obtained that appropriate measures or safeguards are in place. This may also involve consideration about existing placements that individual commissioners have with the provider, in addition to the suspension of new referral requests. In exceptional circumstances where a significant safeguarding or health and safety failing has been identified; or there is evidence of a sustained failure to undertake the required remedial actions following a number of quality assurance visits and support, then the Local Authority reserves the right to remove a provider from its accredited alternative provider list.

1. Social Value and Ethics

The Local Authority will wish to see evidence of how the provider is enhancing the social value of the service being delivered. This may include but is not limited to consideration of the following areas:

* Work in an inclusive way and actively promote equality and diversity
* Engage young people in the development of their own provision
* Work to ensure that young people are equipped with the right skills to match the present and future requirements of the labour market

1. Equality & Diversity

The Provider shall ensure delivery of the service in accordance with the Local Authority’s Equality and Diversity Policy:

[Equality and Diversity Policy and Resources - Nottingham City Council](https://www.nottinghamcity.gov.uk/information-for-residents/community/equality-diversity-and-inclusion/equality-and-diversity-policy-and-resources/)

The Provider must ensure that its equality and diversity policies are implemented consistently and effectively across all stages of the learner’s programme.

The service must be delivered in anti-discriminatory manner taking account of (but not limited to) gender, race, age, culture, religion, belief, language spoken, sexual orientation or disability.

1. Health & Safety

The provider must ensure that they have appropriate health and safety policies and procedures in place, including those that are of particular relevance to the specific activity being delivered, for example: Lone Working; Fire Safety, First Aid, Food Hygiene, PPE etc.

The provider is also responsible for ensuring that they have a clear process for the production of risk assessments and the reporting of accidents.

The provider’s compliance with health and safety requirements will be reviewed, in detail, via the quality assurance process.

1. Pricing
   1. Cost of Service

As part of the commissioners process of referral to an accredited alternative provider details of placement costs will be required, based on the following considerations:

* Whether the placement is full-time or part-time
* Expected duration of placement
* The staff learner ratio required
* The type and level of course being undertaken
* Additional support for identified special educational needs
* Additional pastoral support needs
* Additional health needs
  1. Separate discussions would take place regarding additional charges in relation to home-to-school transport and free school meals. These must be undertaken and agreed between the Commissioner and the Provider prior to the commencement of the placement.
  2. All invoices will be submitted in line with the providers payment terms.

Year 11 learners, who do not have an Education, Health and Care Plan, will finish their statutory education on the last Friday in June, each year. Charges will not be accepted after this date.

* 1. The Commissioner will not pay for staff training days set by the provider.

**APPENDIX 1: Contextual Information**

1. **City of Nottingham**
   1. Nottingham is one of the UK’s seven Core Cities with an estimated population of 332,900. The population is projected to increase by over 13,000 people over the next 10 years with significant increases amongst the over 65s. International migration (recently from Eastern Europe) and natural change (the excess of births over deaths) are the main reasons for the population growth recently. Nottingham is ranked 11th most deprived out of 326 districts in England; 30% of our neighbourhoods are in the 10% most deprived in England overall.
   2. Two leading Universities, drawing students from around the world, contribute to the city’s youthfulness, creativity and diversity. 40,000 full time University students make up around 1 in 8 of the population.
   3. The 2011 Census shows 35% of the population as being from Black, Asian and Minority Ethnic (BAME) groups. Despite its young age-structure, Nottingham has a higher than average rate of people with a limiting long-term illness or disability.
   4. The cohort of Children and Young People with SEND in Nottingham is 7,418 (Census Spring 2021) with 920 having an Education, Health and Care Plan.
   5. 15.7% of the Nottingham City pupils have identified SEND (Census Spring 2021.)

* 1.9% of children and young people have an education, health and care plan (EHC Plans)
* 1,451 pupils receive targeted funding (HLN)
* 626 pupils in special provision have EHC Plans
* 165 in FE Colleges have an EHC Plan

The overall figures and numbers at SEN support are following national trends.

Percentage of children and young people with EHC Plans is lower than average in Nottingham City but the gap is narrowing.

* 1. During the academic year 2020/21 there were 6 Key Stage 2, 43 Key Stage 3 and 25 Key Stage 4 permanently excluded pupils. There are approximately 150 learners accessing off-site alternative provision.
  2. Nottingham City’s Strategic Council Plan 2021-23 has a vision: Safe, Clean, Ambitious, Proud. There are eleven high level outcomes:

1. Clean and Connected Communities 7. Keeping Nottingham Moving

2. Keeping Nottingham Working 8. Improve the City Centre

3. Carbon Neutral by 2028 9. Better Housing

4. Safer Nottingham 10. Financial Stability

5. Child-Friendly Nottingham 11. Serving People Well

6. Healthy and Inclusive

**APPENDIX 2 – Previous School Information (PSI)**

**Previous School Information**

**All blue sections of the form must be completed before submission.**

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| **Name of School:** | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **School Contact:**  *Person completing the form and who can be contacted for further information if required.* | | | | | | | | | | | | | | | | Name: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |  | | | |
| Tel: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |  | | | |
| Email: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |  | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reason for completing this form? (Please tick)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Complete section:** | | | | |
| Permanent Exclusion – Send to [exclusions@nottinghamcity.gov.uk](mailto:exclusions@nottinghamcity.gov.uk) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Section 1-7 + A | | | | |
| Fair Access (Inc. Managed Moves) – Send to [fairaccess@nottinghamcity.gov.uk](mailto:fairaccess@nottinghamcity.gov.uk) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Section 1-7 + B | | | | |
| Alternative Provision – Send to [apreferrals@nottinghamcity.gov.uk](mailto:apreferrals@nottinghamcity.gov.uk) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Section 1-7 + C | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1. Pupil Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name of Pupil: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Gender: | | | | | Male  Female | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOB: | | |  | | | | | | | | | | | | | | Year Group: | | | | | | | | |  | | | Free School Meals: | | | | | | | | | | | | | | Yes  No | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Vulnerable Groups:**  Child in Care  Pupil Premium Pupil  Young Carer  Asylum Seeker/Refugee Pupil  Teenage Parent  Gypsy/Roma/Traveller Pupil  Young Offender  Mental Health/Medical Needs  School Attendance  Behaviour and Exclusion  Social Care/Priority Family  SEND/Learning Difficulties  Subject to Domestic Violence  Child Sexual Exploitation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ethnicity: | | | | |  | | | | | | | | | | | | | | | First Language: | | | | | | | | | | | | |  | | | | | | | | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UPN: | |  | | | | | | | | | | | | | | | | | | | | | | Dates on roll at your school: | | | | | | | | | | | | On roll **to** Off roll | | | | | | | | | | | | |
| If the pupil is still on roll, please leave ‘off roll’ blank | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Parent Name & Address: |  | | | | | | Phone Numbers: |  | | Email: |  | | | Parental responsibility: | Yes  No | If no, please provide the name and address of the person with parental responsibility: | | |  | |  |  | | | | | | Family Overview:  (Staff may visit the family at home. Please indicate any relevant home circumstances to be aware of) |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2. Special Educational Needs & Disabilities** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No SEN: | | | | | | | | | | | | | | SEN Support: | | | | | | | | | | | | | | | | | | | | | EHCP: | | | | | | | | | | | | | |
| SEND Profile:(Please provide a copy of the students IEP or PSP) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND Funding: (Please provide details of allocated SEND funding for the pupil, including a copy of a recent bid) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | | Band A | | | | | | | | | | | | | | | | | Band B | | | | | | | | | | | | | Band C | | | | | |
| Please provide a brief outline of the pupils identified needs: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND Need (Please rank needs 1, 2, 3 etc) | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Cognition and Learning | | | | | | | | | |  | | | | Social, Emotional and Mental Health | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Sensory and/or Physical | | | | | | | | | |  | | | | Communication and Interaction | | | | | |
| **Is there any diagnosis of dyslexia or dyscalculia?** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Dyslexia | | | | | | | | | |  | | | | Dyscalculia | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Any other medical or access needs? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **3. Attendance** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | Current Academic Year | | | | | | | | | | | | | | | | | Previous Academic Year | | | | | | | | | |
| Pupil’s Attendance: | | | | | | | | | | | | | | | | | | | | | | \_\_\_\_% | | | | | | | | | | | | | | | | | \_\_\_\_% | | | | | | | | | |
| **Please provide a copy of the pupils attendance sheets** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance comments: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date last attended: | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | |
|  | Education Welfare Involvement? | | | | | | | | | | | | | | | | | | | | | | | | | | Yes  No | | | | | | | | | | | | | | | | | | | | | |
|  | Details of involvement: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Education welfare contact: | | | | | | | | | | | | | | | | | | | | | | | | | | Name: | | | | | | |  | | | | | | | | | | | | | | |
| Telephone: | | | | | | |  | | | | | | | | | | | | | | |
| Email: | | | | | | |  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details of any other schools attended: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **4. Inclusion & Behaviour** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exclusions (Please include any exclusions issued whilst on roll at your school/academy) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date of Exclusion | | | | | | | | | | Type  (Fixed Period or Permanent) | | | | | | | | | | | | | Reason for Exclusion | | | | | | | | | | | | | | | | | | | | No of Days Excluded | | | | | |
|  | | | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |  | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is pupil part of Early Help or other Universal Assessment? | | | | | | | | | | | | | | | No  Yes  (please provide a copy) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lead Professional: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What support is the pupil receiving in school? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is the pupil on a restricted or part-time timetable?  (If yes, please provide details of the start date, timetable and reviews) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is the pupil accessing alternative provision or accessed alternative provision previously?  (If yes, please provide details of the provider, courses and timetable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Please outline what strategies have been used to try to avoid a change of school? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Agency Involvement** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agency | | | | | | | | | Contact Person | | | | | | | | | | | | | | | | | Dates | | | | | | Nature of Involvement | | | | | | | | | | | | | | | | |
| Behaviour Support Team | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| Educational Psychology | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| CAMHS  (Child & Adolescent Mental Health Service) | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| Social Care  Child in Need  Child Protection | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| Priority Families | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| Youth Justice Team | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| Careers Advice (Futures) | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| Other  (Please specify) | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| Other  (Please specify) | | | | | | | | |  | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | |
| What support, if any, will the receiving school require to successfully reintegrate the pupil? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Does this pupil present any significant risk to others? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Yes | | | | | | | | | | | | | | No | | | | | |
| If yes, please specify and ensure relevant risk assessment is attached: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| As far as you are aware, is this pupil known to the Police or have they got any current/pending court appearances, anti-social behaviour orders or convictions? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Does the pupil have a confidential file? | | | | | | | | | | | | | | | | | | | | | | | | | | Yes | | | | | | | | | | | | | | No | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **5. Academic Information** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Has the child passed their KS1 Assessments? No  Yes  N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Phonics Level: | | | | | |  | | | | | | | | | | | | Reading Level: | | | | | | | | | | | |  | | | | | | | | Writing Level: | | | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brief summary of ability: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Subject** | | | | | | | **Current Level / Grade** | | | | | | | | | | | | **Comment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | | | | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English - reading | | | | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English - writing | | | | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | | |  | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Modern Foreign Language: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other Subject areas or curriculum followed (please specify and state if student accessing alternative provision): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Public Examination Results (including results from any previous SATs) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subjects | | | | KS2 SATs Results | | | | | | | | | | | | | | | | | Current Assessment | | | | | | | | Date of Current Assessment | | | | | | | | | | | | | | Predicted Results | | | | | |
| Maths | | | |  | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | | | | | | | | | | |  | | | | | |
| English | | | |  | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | | | | | | | | | | |  | | | | | |
| Science | | | |  | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | | | | | | | | | | |  | | | | | |
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| Year 10 & 11 Transfer requests (or year 9 if KS4 courses started) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject | | | | | | | | Exam Board | | | | | | | | | | | | | | | | | Coursework completed / up-to-date | | | | | | | Estimated Grade | | | | | | | | | | | Comment  Strengths / Needs | | | | | |
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| Please provide details of other courses undertaken, e.g. Vocational qualifications, basic skills: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CAT Scores | | | | | | | | | | | | | | | | | | | | | | Verbal Score | | | | | | | Quantitative Score | | | | | | | | | | | | | | Non Verbal Score | | | | | |
| Year Taken | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |  | | | | | | | | | | | | | |  | | | | | |
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| Any other assessments (e.g. EAL etc): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **6. Students SWOT and Profile** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SWOT – Strengths, Weaknesses, Opportunities and Threats** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strengths: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weaknesses: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Opportunities to succeed: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Threats to learning: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student’s interests and aspirations: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Student Profile** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Please rate the student’s skills in each of the following areas | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Excellent** | | | | | | |  | | | | | |  | | | | | | | **Poor** |
| Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
| Time Keeping | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
| Confidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
| Interaction with other students | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
| Interaction with Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
| General behaviour | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
| Attitude to home life and current situation | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
| Parental Attitude to school | | | | | | | | | | | | | | | | | | | | | | | | | | | | **1** | | | | | | | **2** | | | | | | **3** | | | | | | | **4** |
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| **Reason Sections** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Please complete only the section (A, B, or C) that applies to the reason for completing this form. | | | | | | | | | | | | | | | | | | | | | | | | | |
| **A. Permanent Exclusion** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date of permanent exclusion: | | | | | | |  | | | | |  | | Reason for exclusion: | | | | | |  | | | | | |
|  | | | | | | |  | | | | |  | |  | | | | | |  | | | | | |
| Overview of events leading to exclusion: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **B. Fair Access and Managed Moves**  Should this application be considered through Nottingham City’s Fair Access Protocol? If so indicate which category | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Children in Local Authority Care. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Children attending a Learning Centre or Pupil Referral Unit who have been permanently excluded and who need to be reintegrated back into mainstream education. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Children seeking an alternative to permanent exclusion with a history of intensive multi-agency support and where alternative strategies have been unsuccessful. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Children who have been out of education for longer than one school term and/or have a history of serious attendance problems (below 50% attendance within a 12 month period) | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Children fleeing domestic violence | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Children returning from the criminal justice system | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Children at risk triggers: | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Attendance | | | | | | | | | | | | | | | | Behaviour | | | | | | | | |
|  | Children with poor attendance due to lack of engagement despite school or external intervention; and attendance between 50%-70% within 12 months; and seeking a change of school. | | | | | | | | | | | | | | | | Children with a history of internal/external support as an early intervention to avoid further exclusions with the full commitment of parents and child. | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Please provide detailed reasons why a move is appropriate and outline the support and intervention implemented. *(please continue on an additional sheet if required)* | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **C. Alternative Provision** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Name of Alternative Provision: | | | | | | | | |  | | | | | | | | | | | | | | | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Course Title: | | | |  | | | | | | | | | | | | | | | | | | | | | |
|  | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Start Date: | | | | |  | | | | | |  | | | | Provision Type: | | | | Full Time | | | | | Part Time | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preferred day(s)  Please select | | | | | | Monday | | Tuesday | | | | | | | | Wednesday | | | | | | Thursday | | | Friday |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reason for referral: | |  | | | | | | | | | | | | | | | | | | | | | | | |
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| Pupils Views: | |  | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | | | | | | | | | | | | |
| Parent(s) Views: | |  | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **7. Declaration** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Does this request have your support? | | | | | | | | | | No | | | | | | | | | | | Yes | | | | |
| Please explain why the application is or is not supported: | | | | | | | | | | | | | | | | | | | | | | | | | |
| I confirm that :   * **The information on this form is correct to the best of my knowledge.** * **I give consent that this information can be shared with other educational providers; admission authorities and other relevant agencies.** * **I have attached the relevant attendance sheets requested and other requested documents.** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Signed: | | |  | | | | | | | | | | Date: | | | | |  | | | | |  | | |
| **Data Protection:**  The information provided on this form will be processed to making a decision regarding educational provision for pupils of statutory school age. Information will be shared with other Councils; external support services; admission authorities; and educational providers such as schools, academies and alternative providers as part of the fair access protocol or arranging alternative provision.  For further information, please see the Councils privacy statement <https://www.nottinghamcity.gov.uk/privacy-statement/>. All information collected will be controlled, processed and held securely under principles of The Data Protection Act 2018. For further information on data protection, the Council’s use of information sharing, please contact the Data Protection Team on 0115 876 3855 or [data.protection@nottinghamcity.gov.uk](mailto:data.protection@nottinghamcity.gov.uk) | | | | | | | | | | | | | | | | | | | | | | | | | |