

The Hive (Alternative Provision) arrangements, advice, guidance and Service Level Agreement

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1. Introduction

- 1.1. This advice, guidance and process is based upon the Education Act 1996 Section 19(1)¹, which defines the exceptional provision of education in pupil referral units or elsewhere, such as Alternative Provision providers. It follows the Alternative Provision Statutory Guidance², which provides a set of guiding principles that Manchester Local Authority (LA) officers and schools should follow to ensure that children and young people benefit from high quality provision, which is safe, secure, and appropriate to their individual needs.
- 1.2. The places within the Hive are used for children and young people who are;
- At risk of suspension or permanent exclusion from school; or
 - At risk of disengaging from mainstream education and/; or
 - Require additional support, negotiated between the schools as per the local managed move/ off site direction protocol between mainstream schools; or
 - Otherwise require Alternative Education provision to meet their educational entitlement, for instance in line with an Education, Health and Care Plan or is a Looked After Child awaiting a school place.
- 1.3. Alternative Provision is defined as **‘education arranged for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools/LAs to off-site provision to improve their behaviour’ (DfE 2013)**. Please note fixed period exclusion is now referred to as suspension. Responsibility for education remains the responsibility of the school from day 6. ³
- 1.4. School Leaders should be aware of the following before they decide to use the Hive as an ‘off-site’ directed placement to address behaviour.
- Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil’s behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school.*
- ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE September 2022.*
- 1.5. The purpose of the Hive intervention is to try to prevent exclusions, or to re-engage pupils in their education.
- 1.6. This guidance reflects proposals for Alternative Provision as set out in ‘Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan’ DfE March 2023. This plan sets out a strategy to improve SEND and AP provision over the two years to 2025.

¹ [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

² [Alternative Provision guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

³ [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

⁴ [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

1.7. Alternative Provision is proposed to be delivered in three strands:

- Targeted support in mainstream schools – AP specialist early interventions and support to help at risk pupils to stay in mainstream schools.
- Time limited placements – Short-term placements in AP schools to assess and address pupil's needs, with the expectation of return to their mainstream school.
- Transition placements -Placements in AP schools for pupils who need support to move on to a new mainstream school.

2. How the Hive meets the requirements of a good Alternative Provision

2.1. Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment comparatively with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ for each child or young person based on their needs, but there are some common elements that the Hive aims to achieve, including:

- good academic attainment in line with mainstream schools, where pupils are attending full time – particularly in English, maths, science and computing – which matches Newall Green Primary School's mainstream curriculum, but adapted to meet the needs of the children in the Hive.
- the specific personal, social, and academic needs of pupils are identified and met to help them to overcome any barriers to attainment, though assessment using Boxall profiles, SDQs (strength and difficulties questionnaires), SNAP-B, SNAP-SpLD or PASS (Pupil Attitude to Self and School). Their academic needs are assessed through teacher assessment, NTS Tests, Salford Reading Age and RWI Phonics assessments.
- a focus on personal, social, health and emotional (PSHE) education which includes spiritual, moral, social, and cultural development (SMSC) and promotion of the British values of democracy, which is further enhanced through the principles of nurture, UNESCO Rights Respecting School and Peace Mala approaches.
- improved pupil motivation and self-confidence, attendance, and engagement with education. This is monitored using PASS, monitoring attendance and how this changes and patterns.
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, placement in specialist provision or further Alternative Provision; and
- has a strong culture of safeguarding

2.2. The Hive staff will maintain on-going contact with the placing school, pupil and parents/carers so that they have a clear understanding of the attendance, progress, and pastoral support provided for a pupil. This should prioritise the placing school's/LAs safeguarding duty, sharing pertinent information to keep children safe in education including daily attendance checks. Contact will also be held through 6-weekly reviews where the progress, attendance and achievements of the pupil will be discussed, as well as the parents/carers and pupils own assessment of the placement to help them to achieve their goals. At each review, it will be decided what the next steps will be – whether continue the placement for a further 6 weeks, support with transition to mainstream/specialist provision or alternative provision or in some cases look at a managed move to an alternative mainstream school. (see appendix 2)

3 Definition of full-time provision

3.1 “Full-time education” is not defined in law, but the DfE consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child’s education. Relevant factors in determining whether education is full-time include:

- the number of hours per week that is provided - including breaks and independent study time.
- the number of weeks in the academic term/year the education is provided.
- the time of day it is provided.
- whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

Generally, the DfE consider any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

The Hive’s hours are from 8:45am until 2pm. However, where a child has been on a part-time timetable, we may start them on the same hours as they were previously, with the aim of increasing their hours to the above.

3.2 Additionally, the ‘Ensuring good education for children who cannot attend school because of health needs’ Guidance provides that although the law does not define full time education, children with health needs should have provision which is equivalent to the education they would receive in school, however if, for example, one to one tuition is provided, this can be for fewer hours because it is more concentrated. For the purposes of providing education for EHCP or Children Looked After clarity was sought with the DfE. If the provision is the **only education available** to the child, it should be considered as **full-time** even if it is below 18 hours per week.

3.3 Key points for consideration before commissioning a place in the Hive

- Has the pupil, parents/carers, social worker (if relevant), and relevant teacher been spoken to before a decision about a placement has been made? Does everyone involved agree that this is in the best interests of the child? What steps have been taken to resolve issues?
- What other considerations are there, such as transport arrangements?
- Have the pupils views been considered? What do they want, or need, to get out of the provision?
- How long should the placement be for?
- Is it part time or full time?
- How will it fit with the pupil’s mainstream curriculum?
- What will success look like at the end of the provision?
- How will the placing school and the Hive plan to facilitate reintegration into school?

- What outcomes do you hope to achieve – particularly in the areas of attendance, attitude, attainment, behaviour, and positive destination?
- The placing school can seek additional assistance, advice, and guidance from the Local Authority.

4 Recommended commissioning checklist

(See also appendix 3 for AP provider sample evaluation)

- 4.1 The Hive, as part of Newall Green Primary School and the Cherry Tree Trust has the following:
- a) Safeguarding and child protection policy
 - b) Online safety policy
 - c) Safe recruitment and vetting checks for staff and management (can be shared on request)
 - d) Qualifications and experience of staff including CPD and evidence of safeguarding training (can be shared on request)
 - e) Health and safety policy
 - f) The Hive behaviour policy
 - g) Positive handling policy
 - h) The calming space policy
 - i) Complaints procedure
 - j) Arrangements for administering First Aid
 - k) Fire risk assessment and procedures

These can either be found at <https://www.newallgreen.manchester.sch.uk/> or <https://www.cherrytreetrust.org.uk/>

- 4.2 The placing school and Hive together should also:
- a) Share information in writing about how the placing school should be informed of attendance and agree the subsequent follow up of absence.
 - b) Ensure that we are transparent with costs and that the place you are commissioning is value for money and appropriate to the needs of the child/young person.
 - c) Ensure appropriate systems are in place in respect of information sharing and outline joint expectations regarding compliance with relevant Data Protection Legislation.

5 Health and Safety

- 5.1 The Hive has primary responsibility for health and safety of the pupil and should be managing any significant risks. Schools should take reasonable steps to satisfy themselves that we are doing this.

5.2 Those commissioning and organising placement in the Hive must be competent and ensure it is appropriate for pupils concerned. The Hive is age appropriate and takes into consideration any pupils who might be at greater risk, for example due to health conditions or special educational needs, so this should be considered when planning the placement. This should also include details of any medical or behavioural circumstances being shared with the Hive by the placing school.

5.3 Schools should discuss with the Hive lead the activities the pupil will be undertaking during the placement, noting any relevant precautions. The Hive will include specific factors for pupils into their existing risk assessment as appropriate, as well as these being identified in their individual risk assessments.

5.4 The Hive will inform parents/carers of any significant health and safety risks to their child on placement and how they are being controlled via the individual risk assessment, and this will be shared with the placing school.

5.5 There should also be agreement on key points of contact between the Hive and school during the placement to discuss any issues or concerns. This includes the reporting of any serious accidents or incidents to the placing school who should follow their own employer's accident reporting procedure.

6 Safeguarding

6.1 Safeguarding and promoting the welfare of children and young people is everyone's responsibility.⁴ Everyone, who comes into contact with children and their families, has a role to play. This means that everyone should consider, at all times, what is in the best interests of the child/young person.

6.2 Safeguarding and promoting the welfare of children (all young people under the age of 18) is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

6.3 **All staff** have a responsibility to provide a safe environment in which children can learn.

6.4 Placing schools must satisfy themselves that the Hive are compliant with the most up to date statutory guidance Keeping Children Safe in Education.

6.5 All staff in the Hive have had appropriate checks, for example Disclosure and Barring Service (DBS) checks, have accessed regular safeguarding CPD, and have a lead DSL in the Hive, who has also had the relevant training.

6.6 Risk assessments covering the Hive itself and the pupil in the context of the Hive will be jointly completed by the parent and placing school.

6.7 All other relevant information will be shared with the Hive by the placing school, including any information on special educational needs, literacy, behaviours that challenge, strategies that have worked in the past, aptitudes and interests, diet and health needs.

⁴ [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

6.8 The placing school are to ensure that arrangements are in place for working with other relevant services such as social care, educational psychology, CAMHs. When a pupil has an EHC plan, the placing school and the Hive will liaise with the Local Authority.

7 Placing School Responsibilities

7.1 Once a placement has been agreed, a named contact from the school maintains responsibility for:

- Pupil welfare: safeguarding, child protection and ensuring parents/carers, social workers and pupil are aware of the arrangements.
- Attendance monitoring and follow-up of absences using a secure on-line attendance and absence reporting system:
- Meeting the needs identified within a child's Education Health and Care plan.
- Transport arrangements.
- Where a pupil is eligible for free school meals, this will need communicating to the Hive and suitable arrangements made.
- Sanctioning a fixed term or permanent exclusion; **pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these.** However, if a pupil has breached the Hive's behaviour policy or poses a health and safety risk to others, the Hive may use their internal procedures to suspend the Pupil from attendance at the Hive. **The Hive will always discuss the use of such a sanction with the pupil's school and agree arrangements during the period of suspension before any action takes place.** The Hive will notify the school if the placement cannot continue detailing reasons.
- Pupil outcomes – the placing school must ensure it is satisfied that the Hive meets the child's educational and personal needs.
- Maintaining primary contact with parents/carers, unless it has been agreed with the Hive that this is delegated.
- When remaining on school roll, ensuring the child remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards.
- **Reviewing pupils' placements every 6 weeks so that they have a better understanding of how well pupils are doing and whether the placement continues to meet pupils' evolving needs.**

8 Recording and Monitoring Attendance

8.1 The placing school and the Hive should ensure they are compliant with Working Together to Improve School Attendance guidance.⁵

8.2 Each pupil attending the Hive must remain on their placing schools roll and the school retains the ultimate duty of care, wherever they are being educated. The placing school have the ongoing duty of care to the pupil, and the Hive has an obligation and duty of care to the pupil and the school. To ensure continued robust safeguarding of pupils in placement, there is an expectation that the placing school and the Hive record and monitor attendance. The responsibilities for monitoring attendance on a daily basis are as follows:

- The Hive is responsible for recording, monitoring, and reporting attendance and absences. This **MUST** be completed twice a day, am and pm. This is a legal requirement (The Education Pupil Registration (England) Regulations 2006).

⁵ [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Working_together_to_improve_school_attendance_guidance.pdf)

- It is the placing school's responsibility to authorise and unauthorise any unexplained absences marked by the Hive.

8.3 Schools and the Hive must adhere to the DfE national codes to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the School Census System. The data helps schools, local authorities and the Government to gain a greater understanding of the level of, and the reasons for, absence.

8.4 Schools are legally responsible for using the correct codes and the importance of using the correct code is also a safeguarding issue. All sessions when a pupil is not expected to be physically present in school should be marked appropriately using the DfE registration code as follows:

8.4.1 **Code B: Off-site educational activity**

This code should be used when pupils are present at an off-site educational activity that has been approved by the school – such as the Hive. Ultimately schools/LAs are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised, and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing schoolwork. **Schools should ensure that they have in place arrangements, whereby the Hive, notifies the school immediately of any absences by individual pupils.** The school should record the pupil's absence using the relevant absence code.

Code D: Dual Registered – at another educational establishment

This code is not counted as a possible attendance in the School Census. The law allows for dual registration of pupils at more than one school. This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered.

The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school, or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question.

Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexplained and unexpected absence is followed up in a timely manner.

9 The Hive Responsibilities

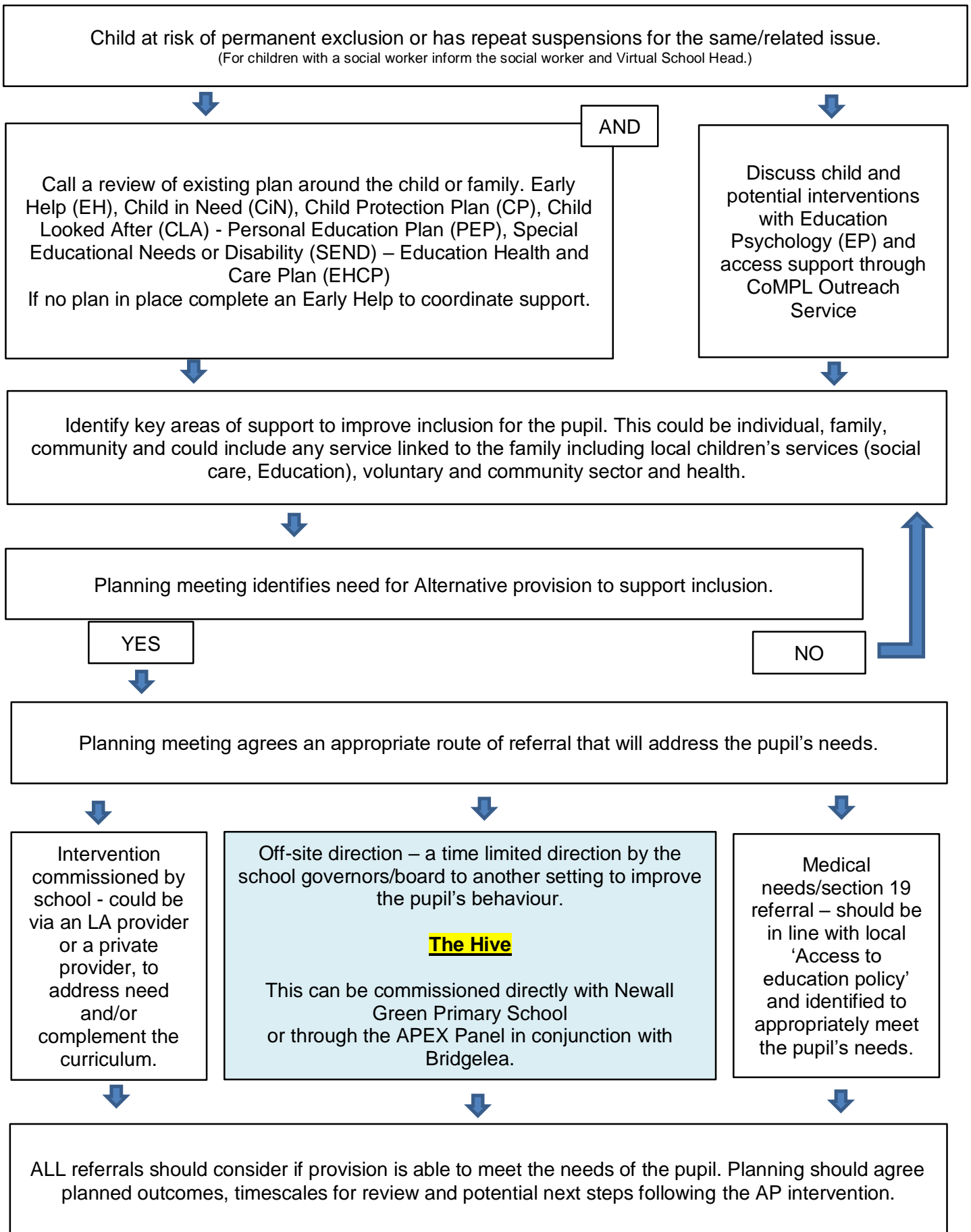
9.1 The Hive will ensure they are compliant with the most recent DfE guidance around legislation and the definition of Alternative Provision by:

- Maintaining contact with the placing school and the pupil's parent/carers, with regular updates on the pupil's progress.
- Carrying out an initial assessment of educational needs for the pupil **within one week** of referral to confirm what level of course and support is appropriate.
- Notifying the school of attendance and absence; good practice would determine this is twice daily

- d) Providing relevant policies and procedures that relate to the child's welfare, education and safety for example; Safeguarding Policy, Online Safety Policy, Health and Safety Policy and Behaviour Policy
- e) Attending relevant multi-agency meetings around the pupil when required, for example: Personal Education Plan (PEP) for children looked after, Early Help meetings, SEND review meetings and Social Care meetings
- f) Having clear monitoring criteria to judge the quality of the teaching and learning, and report this to the placing school at agreed intervals
- g) Providing a named contact for all matters pertaining to the pupils
- h) Maintaining Individual Learning Plans, these set out the targets that the pupil will aim to achieve on the placement as well as the wider targets (e.g., 95% attendance, behaviour). All targets must be agreed by the pupil, the Hive and the placing school.

APPENDICES

Appendix 1 – Process for referring to Alternative Provision.



Appendix 2 – Time line for placement in the Hive for an ‘off-site’ direction intervention

Referral made to the Hive directly from school. This is then reviewed by the Hive lead, alongside staff in school to assess if the placement would be appropriate. There will, from January 2025, be an intake of children at the start of each half term.

Hive lead to visit pupil in their placing school. This will be to introduce themselves to the pupil and staff, as well as to gain a clear insight in to the concerns with behaviour and what strategies are being used, and to agree outcomes for the pupil.

Pupil, parents and staff from placing school to visit the Hive to ensure that all are still in agreement with the placement. Parents to sign paperwork such as risk assessments and photo agreement etc.

Week 1 – Assessments – The pupil will attend the Hive for an hour each day, for 4 days. This will allow time for assessments of core skills, including the writing of a Positive Behaviour Plan with the parents.

Week 2 – 7 – Pupil attends the Hive for 4 days a week, and returns to their placing school for 1 day a week. The placing school and Hive lead work together to work on the outcomes identified before the start of the placement.

1st Review – During this review, parents, Hive staff and placing school will look at the progress that the pupil has made against their identified outcomes. We will also review any SEN Support in place and referrals that may be needed.

Week 8 – 13 – Pupil continues to attend the Hive for 4 days a week, and returns to their placing school for 1 day a week. During this time, the placing school and Hive staff being to consider the appropriate next steps and how transition arrangements will work as the placement ends.

2nd Review – During this review, parents, Hive staff and placing school will look at the progress that the pupil has made against their identified outcomes – options from this point are set out below.

A further 6-week placement is commissioned, with a maximum time in the Hive of 20 weeks.

Transition plan is put in to place for the child to return to their placing school

Transition plan is put in to place for the child to attend an identified specialist setting or AP through consultation with MIAPS

Week 14 + Transition period back to mainstream/specialist/AP

Appendix 3 – The Hive AP evaluation form

Statutory guidance sets out the Government’s expectations of schools who commission alternative provision:

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Schools are responsible for ensuring that providers they commission meet all the requirements of the guidance.](#)

The placing school should use this form to satisfy themselves that ‘The Hive’ is an appropriate Alternative Provision.

Name of Organisation	The Hive (Newall Green Primary School)
Ofsted registered?	Yes No
Name of person completing the evaluation	
Position within the organisation	
Telephone Number	
Email address	
Date evaluation completed	

Section A – Safeguarding

- All staff and volunteers have received an enhanced DBS certificate within the last 3 years. Details are stored within school**
- The Hive has appropriate safeguarding policies and procedures in place. (Policies should be reviewed at least annually).**

Safeguarding and child protection policy	Yes No	Date last reviewed/updated – December 2023
Staff code of conduct policy	Yes No	Date last reviewed/updated – July 2024
Safer recruitment procedures and training	Yes No	Names of persons trained with dates: Details can be obtained from Newall Green Primary School
E safety policy (or incorporated in safeguarding policy)	Yes No	Date last reviewed/updated – March 2024
Behaviour Policy (School and The Hive)	Yes No	Date last reviewed/updated – October 2023 (currently being reviewed and ratified)
Complaints and Compliments policy	Yes No	Date last reviewed/updated – May 2024

3. Appropriate Safeguarding training has been undertaken by all staff.

The Hive has a Designated Safeguarding Lead (DSL)	Name of DSL: Tom Rudd Alec Smith Emma Webb DSL Training undertaken or updated within the last 2 years: Yes No	Date of training or update to training: Details can be given by school
All staff have access to and regularly undertake safeguarding training Including reading Part 1 of KCSIE	All current staff have accessed safeguarding training: Yes No	Name of provider and date/s: SSS Training September 2024

4. The Hive has suitable arrangements in place to safely store and share information.

All processes for storing information comply with current legislation including General Data Protection Regulations	Yes	No
All processes for sharing information comply with current legislation including General Data Protection Regulations	Yes	No
All staff involved in storing and/or sharing information have received appropriate training	Yes	No

Name of provider and date/s:	CPOS
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Section B – Quality of Provision

1. Social, academic needs and barriers to engagement of pupils are properly identified.
Please explain below how this is achieved :
The specific personal, social, and academic needs of pupils are identified and met to help them to overcome any barriers to attainment, though assessment using Boxall profiles, SDQs (strength and difficulties questionnaires), SNAP-B or SNAP-SpLD. Their academic needs are assessed through teacher assessment, NTS Tests, Salford Reading Age and RWI Phonics assessments.

2. Young people demonstrate improved motivation, self-confidence, attendance, and engagement with education.

Please explain how you evidence this:

This is monitored using PASS, monitoring attendance and how this changes and any patterns. Pupils are also assessed against progress to meet their individual outcomes. For example – one child may have a target to join in with an adult directed task for 10 minutes.

3. The Hive has clearly defined objectives, including planning for next steps i.e. full-time re-integration to mainstream school; further education or training

Please explain how provision is planned, objectives are determined and supported:

See appendix 2 – This shows the process for next steps and how these are determined.
The purpose of the Hive intervention is to try to prevent exclusions, or to re-engage pupils in their education.
Our main objective is to support the children to re-integrate in to mainstream provision. Depending on each child's circumstances this could be to increase the time that they are in school, to assess what support is needed for each pupil and support schools to put this in to place, or for some this is trialling mainstream classes in our school as well as teaching them skills to put in to place at unstructured times such as break times and lunch times in a busy mainstream playground. At the beginning of each placement we clearly define through the admissions paperwork and meetings with the placing school what the outcomes that they would like to achieve through the placement e.g. to use Zones of Regulation to express their emotions appropriately.

4. Young people participate in shaping and improving the provision:

Please explain how you consult and involve young people:

Pupil voice activities are completed as part of the reviews each 6 weeks. These are then used to shape the provision where needed. Following any incidents of physical intervention or behaviour difficulty, post incident learning conversations and activities take place which are then discussed in weekly meetings, as well as used to develop each individual child's plan.

5. Premises are suitable for delivering alternative education.

Health and safety policy in place	Yes	No
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Date	October 2023
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Appropriate insurance in place i.e. Public Liability; Professional Indemnity; Employers Liability	Yes - RPA	No
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<p>Regular risk assessments are carried out for the following areas:</p> <p>Classroom area/s Outdoor space/s Kitchen (if appropriate) Fire risk Transport (if appropriate) Other</p>	<p>Frequency: Yearly and as needed when changes happen</p>	<p>Date of last RA: September 2024</p>
<p>First Aid Training</p> <p>Is the designated first aider always on site?</p>	<p>Name of designated First Aider See 'First Aid Policy'</p>	<p>Date of training See 'First Aid Policy'</p>
<p>How many young people are on site at any one time? What is the age range?</p>	<p>Number 28 maximum (6 APEX, 10 'off-site' intervention places, 12 Internal AP places)</p>	<p>Age range 5 -11</p>



Bridgelea Outreach Service

Assessment Placement Request Supporting Documentation

Core Information	
Pupil Name:	
Pupil Year Group:	
Pupil UPN:	
Is the pupil undergoing Stat Ass:	
If 'Yes' to the above, please outline the specific stage in the Stat Ass process:	
Social Care involvement:	

Mainstream School:	
Email of staff for correspondence:	
Contact number for staff:	

Parent/carer Name:	
Address of parent/carer:	
Parent/carer phone number:	
Signature of Parent/Carer:	

In order to support your request for an assessment placement please **COLLATE AND SEND** the documentation listed below.

- Reception data.
- Evidence of most recent, detailed, academic data
- EP Report
- Current end of year expectation.
- Two pieces of annotated work (please do not include any more than this)
- Attendance data over time **(including suspensions)**
- Number of incidents in previous term/ year. Please present this as a numerical analysis of collated incidents **(e do not require information per incident e.g., CPOMS)**
- Current and evaluated previous provision map **(including EP/ Boxall recommendations – ideally a minimum of two 'plan, do, review' cycles which ILLUSTRATE SEMH AS THE PRIMARY NEED) (may be part of behaviour plan)**
- Current and evaluated previous behaviour plan (with plans to reduce physical intervention if necessary) **(including strategies / interventions – ideally a minimum of two 'plan, do, review' cycles) (may be part of provision map)**
- Boxall profile, evidence of Action Plan and implementation of strategies, based on findings
- Reports from other Professionals including Social Care involvement; Speech & Language.
- Evidence of Outreach Support
- Evidence of any specific SEMH support.
- Evidence of parent / carer support for a request for an APEX place **(Please include a signed agreement from parent/carer)**

DECLARATION:

The Bridgelea assessment place is a short-term intervention to be used by the Mainstream School for pupils with SEMH as a primary additional need. Unless specified otherwise by Bridgelea specialist SEMH staff, **the mainstream school must prepare for the reintegration**

of the pupil, supported by the Bridgelea Outreach team, as discussed at 'Review' meetings outlined in the SLA.

Please outline your intended outcomes that school consider to be achievable/ achieved by attending an APEX place (outside of intervention previously undertaken):

Print Name of Key Person:	
Signed:	
Date:	

Please return to: outreach@bridgelea.manchester.sch.uk

Request for an intervention placement at The Hive for an 'off site' directed placement to improve behaviour

My Personal Details

Name	
Address and Postcode	
Contact number(s)	
Date of Birth	
School Year	
Preferred Identification	
Ethnicity	
Language	
Religion	
NHS Number	
UPN Number	

My Parent/Carer(s) Details

Title	
Name	
Address (if different from above) Post Code	
Contact number(s)	
Email Address	
Relationship to me	

My Education/Setting Details

School/Setting Name	
Address Post Code	
Main point of Contact Name Role	
Contact number(s)	
Contact Email(s)	

Details about my health

Name of GP	
Address Post Code	
Contact Number(s)	
Email	

Please detail any other Health Professionals involved

Name Role	
Type of involvement	
Address Post Code	
Contact Number(s)	
Email	

Please describe any health needs:

Need	Date from	Formally Diagnosed Yes/No	Detail any ongoing treatment or medications

If you would like to attach any further reports/information on health needs confirm details here:

Other professionals involved with me

Agency	Name	Contact number and email address	Report\information attached*
Educational Psychologist			
SEND			
Attendance service			
Targeted Services			
Speech and Language			
CAMHS			
Other (e.g. counsellor)			

***It is vital for consideration of referral that all relevant reports are attached e.g. Individual Learning Plans, EP report, Early Years profile, Boxall Profile, Strength and Difficulties Questionnaire, IBP, CAMHS Summary of Care etc. A provision map showing support currently in place would be appreciated.**

Please describe any Social Care Needs

Legal status (please mark X)

CIN CP CLA Previous CLA other(please state)

All About Me

What I can do well?	
What do I need help with?	
What do I like and what makes me happy?	
What's important to me now?	
What's important to me in the future?	
How to Support, communicate and work well with me?	

Parents/Carer(s) Views

I consent to the school undertaking SEN Support with my child/young person, for information to be shared with other professionals and for their involvement where required.

Signature:	Name:
Relationship to child/Young person:	Date:

What can they do well?	
What do they need help with?	
What is working well for him/her?	
What is not working well for him/her?	
What do they like and what makes them happy?	
What is important for them now?	
What is your aspiration for them in the future?	
How to Support, communicate and work well with your child?	

Background History

Give brief details of any relevant previous difficulties including suspension. Include dates and any action taken.

Summary of Needs

Summary of my strengths

What are the outcomes that you would like to be achieved through an 'off-site' intervention to improve behaviour at the Hive?

Details of any reduced timetable arrangements and suspensions

Primary (main) category of need as defined in the Code of Practice (please tick one), and circle subcategory.

C & L { SpLD
MLD
SLD
PMLD
 C & I { SLCN
ASD
 SEMH { SEMH
 S/P { HI
VI
MSI
PD

-
- C & L** Cognition and Learning – Specific Learning Difficulty; Moderate Learning Difficulty; Severe Learning Difficulty; Profound and Multiple Learning Difficulty.
 - C & I** Communication and Interaction – Speech, Language and Communication Needs; Autistic Spectrum Disorder
 - SEMH** Social Emotional, Mental Health
 - S/P** Sensory / Physical – Hearing Impairment; Visual Impairment; Multisensory Impairment; Physical Difficulty.

RISK FACTORS

Do you have any concerns regarding any of the following?

Risk	High	Medium	Low	N/A	Frequency	Comment
Harm to staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Harm to peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Harm to self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Damage to property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Class disruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Absconding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Online Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Impulsive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Ability to evacuate safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Anti-social behaviour outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Parental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Please complete attainment levels for appropriate level
Early Years Foundation Stage

Personal, Social & Emotional Development	Please describe strengths	Please describe where progress less than expected	EYFS State if: Significantly Below Below In line with Exceeding their expected levels of development
Making Relationships			
Self Confidence and Self Awareness			
Managing Feelings & Behaviour			
Physical Development			
Moving and Handling			
Health & Self Care			
Communication and Language			
Listening and Attention			
Understanding			
Speaking			

Primary Assessments

For previous and current year up to year 5, please state if the child is **Significantly Below, Below, In line with** or **Exceeding** their expected levels of development. For year 6 children please state SAT result where available.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 SAT Result (KS2)
Reading						
Writing						
Maths						

Information on attendance

Attendance %	
Any fixed term Exclusions?	
Any permanent Exclusions?	

Details of additional Support/Interventions already in place

Service Level Agreement

Newall Green Primary School (The Hive)

Name of Student:	
Mainstream School:	
Year Group:	

Conditions of the Agreement

Purpose of the agreement:

The purchaser wishes to engage the Service Provider in the provision of the Services in accordance with the terms of this agreement.

The Service Provider shall provide the services as set out in the specification of work.

Length of the Agreement:

- The length of the assessment place is agreed at each 6 weekly/half termly Review Meeting.
- Schools are required to send representation to this review.
- Schools continue to pay for the place whilst the child accesses provision at Newall Green Primary School. During an Intervention Place the child will be dual rolled at their mainstream school and both schools will maintain educational responsibilities for the child with Newall Green Primary School being the main school the child attends.
- For the first week on an intervention place, the child will attend the Hive for 1 hour a-day except for the one day a week where they will go to the placing school. From week 2 they will attend the Hive for 4 days a week and back at their placing school for 1 day a week.
- If a child joins Newall Green Primary School whilst they are undergoing EHCP assessment the placing school retains any responsibility for the oversight of the process and overseeing planning meetings.

Cost of Provision:

Please tick which service this agreement is for –

- APEX Placement through the Bridgelea Panel - **£140.00** per day without any transport provision, 5 days a week
- 'Off-Site' Direction to improve behaviour intervention place - **£120.00** per day without any transport provision, 4 days a week

There will be no service fee; this will be included in the costs for this financial year.

Costs will be incurred when the child is absent or excluded. If school is closed there will be no cost.

Method of Payment:

An invoice will be issued and submitted to the placing school once the SLA has been returned for the first ½ term. You will be invoiced half termly following this for each half term the child accesses Newall Green Primary School. 30 days payment terms for invoices.

Please ensure school business managers are provided with a copy of the SLA under the 'No PO-No Pay' rule.

Service Provider Requirements of the School

Information Sharing:

School must provide all relevant information regarding the pupil's academic, social and emotional needs including copies of any relevant assessments undertaken or advice provided by other agencies such as Child and Adolescent Mental Health Service or Educational Psychology.

Key Contact:

School must provide the name of a key contact with whom Newall Green Primary School can liaise and who will be responsible for attending relevant meetings concerning the pupil.

Commitment to maintain contact:

Legally, the school shares responsibility for pupil's outcomes with Newall Green Primary School and the key contact will be responsible for ensuring lines of communication are established and maintained with Newall Green Primary School so that progress can be tracked and monitored and appropriate support offered.

Declaration

School:

Contact:

Position in Organisation: Head Teacher

Signature:

Date:

School:

Newall Green Primary School

Contact:

Alec Smith

Position in Organisation:

Deputy Head Teacher

Signature:

Date: