



Clifford Holroyde SEN College

Alternative Education Provision

Outline to Parents, Guardians and Students



Contents

	Page
Overview of the school engagement programme.	3-5
Engagement Programme Processes and Procedures.	7-9
School to AEP referral brief.	11
Parental consent form.	13
Sample Risk Assessment.	15-17
Information sharing record.	19
Sample service Level Agreement.	21-23
Qualification Progression Diagram	25
Qualification targets.	27
School contact information.	29-30

Background

The Engagement Programme at Clifford Holroyde was introduced to respond to those pupils who could not access education within the formal setting of a school. The criteria for pupils being referred to the Engagement Programme is as follows:

- In order to improve a child's behaviour, they would be best placed on the Engagement Programme whilst remaining on school roll, this decision is made by the Headteacher after consultation with school staff and parents or carers.
- A pupil's learning style was such that he would likely achieve greater qualifications using a vocational style of education.
- A pupil's health need's means a highly bespoke and more flexible educational programme is necessary.
- A pupil transfers to Clifford Holroyde in Key Stage 4 and has already been registered on alternative provision whilst on roll at a previous school and recommendations are that they remain on this type of education.
- A pupil who has a history of non-attendance will find it very difficult to readjust to a structured school setting. Therefore, alternative provision is the best option.

These pupils will attend a bespoke educational programme which is accessed both in and out of school.

Explanation

Students enrolled upon the school's Engagement Programme will have access to work based training known as vocational qualifications, these will be alongside tuition for English, Maths, these are known as functional skills. A programme of personal and social development will complement the programme.

Functional skills tuition is delivered at the school's 'Skills Base'. Here, groups typically consist of no more than 3 students. This allows for close working with a 1:1 tutor. Students have a bespoke programme designed to meet their needs in the most effective way. As well as functional skills, students will work on personal and social development courses. These courses might include cooking, gardening and business enterprise. Communication, group resilience, emotional management and the development of self-confidence are often the primary objectives for the students.

To support the work completed in the skills base, students are tasked with other learning via the school website.

Work based training is delivered by external training organisations and is paid for by the school. Students attend a college or training centre and aim to achieve vocational qualifications. There are a range of different courses available at different centres. These include Catering and Hospitality, Motor vehicle Engineering, Construction Skills, Employability Skills and Digital Media to name a few. This completes the full complement of sessions on offer to students on the Engagement Programme.

Programme selection

A suitable course will be agreed through discussion with Parents, School and the Student. Amongst others, special consideration will be given to the student's interests, ability levels and safeguarding.

There are a range of options available to students on the engagement programme providing a bespoke package to meet their educational needs and goals.

Qualifications

One of the primary aims of the Engagement Programme is to support students to achieve good quality qualifications in Functional Skills and Vocational skills. These qualifications should be attainable and at the highest level appropriate to the student's ability.

Students will be registered with qualifications that they are able to and likely to achieve. It can be usual that students achieve at a higher level in their Vocational Qualifications than their Functional Skills. There are many reasons for this, often relating to previous disengagement with learning.

The Engagement Programme remains aspirational for all students to achieve good quality qualifications. Functional Skills qualifications will be progressive. It is essential that students achieve qualifications at the level appropriate to them. Only when appropriate level qualifications have been achieved will a student progress onto a higher level. This ensures that students benefit from the confidence of succeeding in qualifications, allowing them to progress at a higher level. Students undertaking inappropriate higher level qualifications will experience the opposite effect of diminishing their confidence.

Skills Base Overview

The school's 'Skills Base' is where students complete work relating to Functional Skills. Tuition is delivered under a structure different in design to the main school. An example of this might be the flexibility for students to have input and to influence the content of their own study programme.

The staff have the flexibility to plan personal development courses if it is felt that this might reduce barriers to learning and improve the outcomes for the student. Much of the learning in the 'Skills Base' happens by Students taking part in activities. The time planned in the 'Skills Base' has the ultimate aim of preparing Students to pass exams and assessments and where appropriate reintegrate to a broader curriculum.

Tutor excerpt:

At Skills Base, students will gain necessary skills to support them to connect with further education and training. Students are given time and space to explore learning and together we adapt the programme to suit their individual learning styles and interests. Our aim is to equip learners for life in its broadest sense. Learning at the Skills Base should aim to help our students to develop the intellectual, personal and social resources that will enable them to participate as active citizens and workers, and to flourish as individuals in a diverse and changing society.

Skills Base provides an alternative learning pathway where the student is supported to reconnect with learning and social development. The optimum aim is to guide students through the functional skills pathway by freely exploring learning that will help them recognise better ways of dealing with behaviours, making positive relationships, building students confidence and in turn their self-esteem.

To ensure a quality of experience for our students they need to go through a process of initial and diagnostic assessment in English and maths (these qualifications are the minimum requirements for further education, training and vocational courses). This process is to ensure that quality of provision is provided and that their specific needs highlighted are passed onto relevant parties within the organisation in order for the students to feel a sense of belonging over their learning.

Along with gaining the English and Maths qualifications, students participate in Art and Design, Physical Education, Business Enterprise Projects and Careers Guidance. Our hardworking team of professionals provide excellent support, care and education in order to give students the opportunities they need to prepare them for adulthood.

Year 11 - Student experiences

Student 1

I have always had a fear around learning as I am dyslexic however my tutor has worked with me to find strategies that support me to learn more effectively.

Student 2

My ADHD means that I have trouble concentrating and understanding what my tutor wants me to do sometimes. At Skills Base I have been provided with the space and time to find ways of managing my behaviour.

Student 3

I have been diagnosed with ASD. Through the AEP program I have been able to find suitable courses of vocational study that suit my learning needs.

The following three process maps set out the procedures for students on the engagement programme.



Referral

- Referral received.
- Urgent annual review called.
- Review risk assessment.

↕ One may trigger the other

Individual timetable

- Full time provision moved to 'Skills Base register'. School to AEP brief completed (NOx)
- Visit made to identified Trg Provider +. Share previous work if appropriate .

Enter into contract

- Referral made to accepted provider-Share SEN Information & Risk Assessment.
- Service Level Agreement signed- Parental agreement signed.

Provision begins

- Student starts placement - Student continues English & Maths tuition.
- Student reviewed weekly +.

Quality Assurance

- Reports received weekly from Trg provider.
- Student registered onto qualification within 28 days.

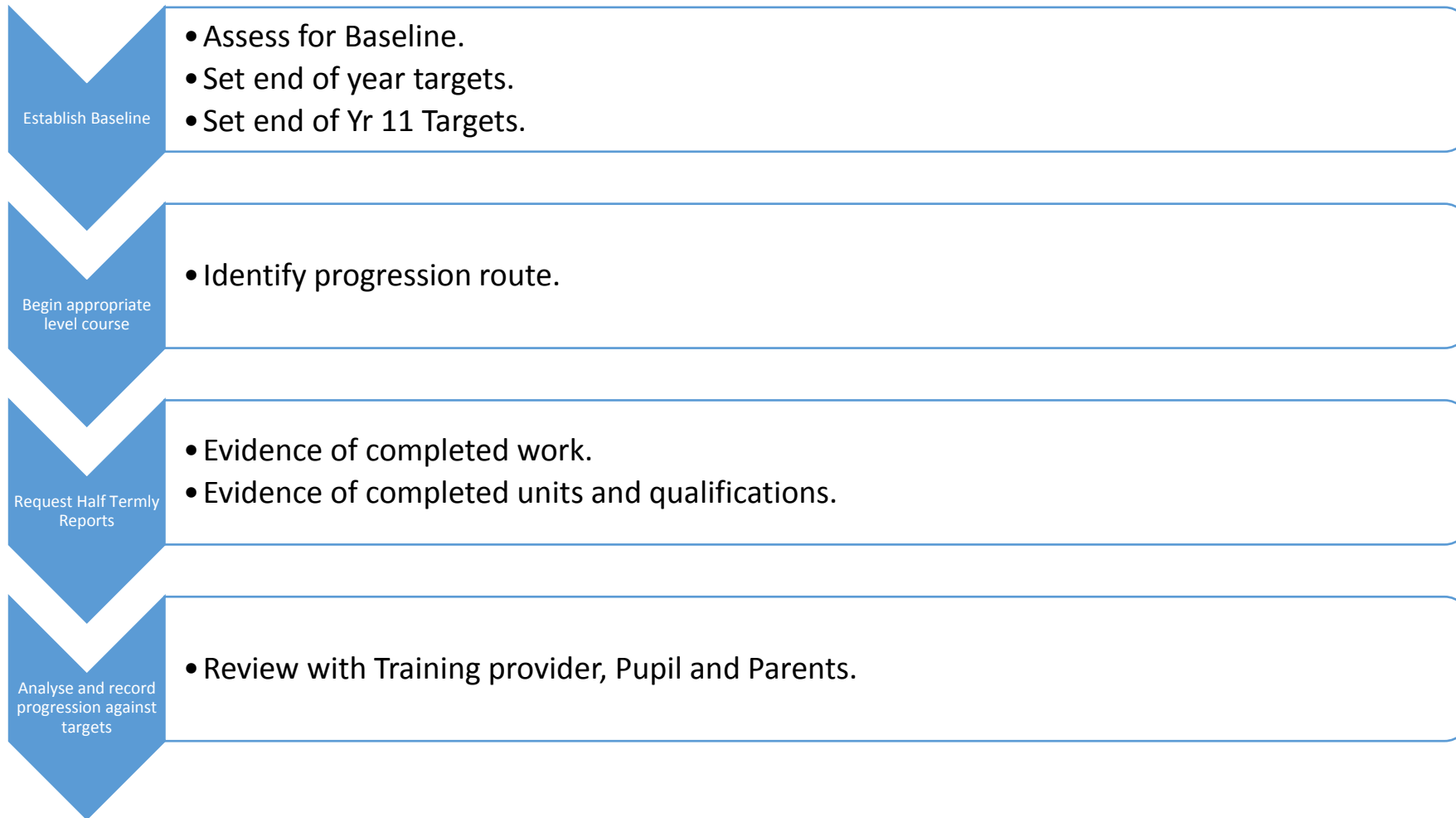
Student Monitoring

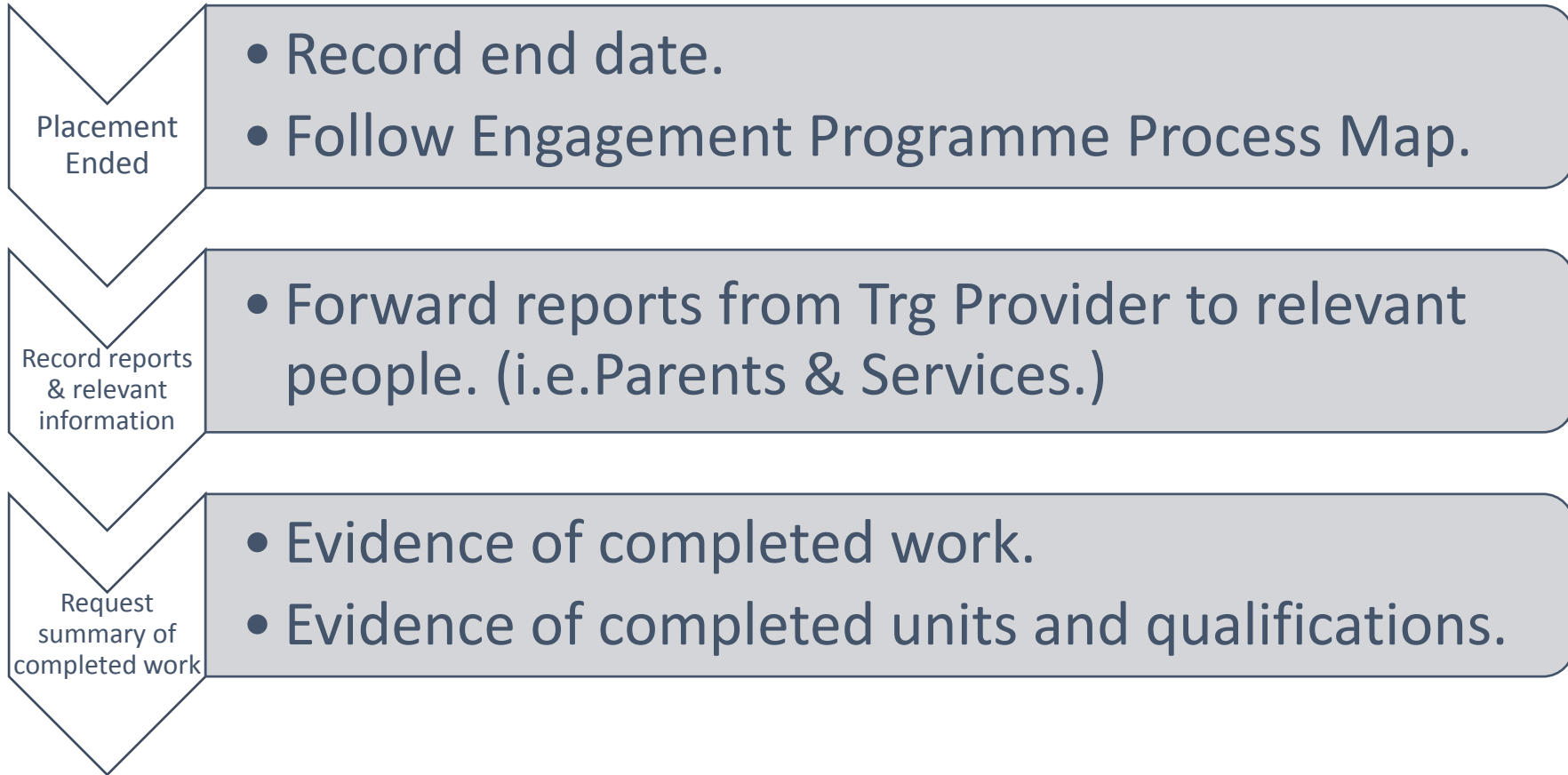
- Formal termly review held.

End of Placement

- Placement ends before course completion.
- Meeting with Parents and Student.







The next document is used to inform engagement programme staff of the student's character, interests and concerns for the student as well as academic levels.



School to AEP Referral Brief

Date.....Student..... Year.....

DOB.....Teacher Reporting.....

Attendance.	This figure is from the beginning of the school year to date.	%						
Punctuality.	Please Tick	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Unsatisfactory</td> <td style="width: 33%; text-align: center;">Good</td> <td style="width: 33%; text-align: center;">Very Good</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Unsatisfactory	Good	Very Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory	Good	Very Good						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Attitude.	Please Tick	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Unsatisfactory</td> <td style="width: 33%; text-align: center;">Good</td> <td style="width: 33%; text-align: center;">Very Good</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Unsatisfactory	Good	Very Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory	Good	Very Good						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Behaviour.	Please Tick	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Unsatisfactory</td> <td style="width: 33%; text-align: center;">Good</td> <td style="width: 33%; text-align: center;">Very Good</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Unsatisfactory	Good	Very Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory	Good	Very Good						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Teachers Comments:

Student's Character

Teachers Comments:

Student's Interests

Teachers Comments:

Concerns for the Student

Student Lives at:

- Home
- Foster Carer
- With Relatives

Subject Levels:

- English
- Maths
- Science
- ICT

Art

PE

The next document ensures the school have parental agreement and consent for their child to enrol on alternative education provision.



AEP Parental Consent Form

Student..... **DOB**.....

This document outlines some elements specific to an Alternative Education Programme (AEP).

Through consultation it has been agreed that your Child/Ward has been enrolled upon the school's AEP, in line with the Alternative Education Programme Policy. This is available upon request from the school.

Your consent is required for the school to register your Child/Ward on an Alternative Education Programme. Please be aware that your child will not access the school based timetable but will follow a bespoke programme of education.

Please complete and sign the following declarations:

I agree/disagree* to Clifford Holroyde School sharing information about my Child/Ward, including their SEN Statement and related documents with independent training providers and/or colleges.

Name..... Relationship.....

Signature..... Date.....

I agree/disagree* to Clifford Holroyde School enrolling my Child/Ward on an Alternative Education Programme.

Name..... Relationship.....

Signature..... Date.....

I agree/disagree* to my Child/Ward taking part in activities away from the base or centre of the Alternative Education Programme.

Name..... Relationship.....

Signature..... Date.....

*Please delete as appropriate.

‘How do we keep your child safe?’

The following risk assessment template is used for school staff to measure any risks that a student might present and to set out control measures to manage any risk. This is also shared with other organisations.



Date Produced:	Review Date:	By:

Clifford Holroyde AEP Risk Assessment

Name:

Risks for consideration:	Level of risk H/M/L/NA	Who & what is affected?	Control Measures
Teachers: 1. Physical assault or being hit by pupil throwing an object in the classroom. 2. Verbal abuse, threatening and intimidation. 3. Accusations being made against.	1. 2. 3.	All persons present.	1. Close supervision. 2. The use of a positive behaviour management policy and procedure. 3. To remove the other young people from the room. 4. To offer the student opportunities to walk away from confrontation. 5. To reduce timetable until behaviour improves. 6. Follow guidelines on lone working. 7. Accusations to be investigated fully.
Pupils: 1. Physical assault or being hit by pupil throwing an object in the classroom. 2. Verbal abuse, threatening and intimidation. 3. Disruptive impact on learning.	1. 2. 3.	All pupils present.	1. Close supervision. 2. The use of a positive behaviour management policy and procedure. 3. To reduce timetable until behaviour improves. 4. The use of exclusion for fixed periods.
Support Staff: 1. Physical assault or being hit by pupil throwing an object in the classroom. 2. Verbal abuse, threatening and intimidation. 3. Accusations being made against.	1. 2. 3.	All support staff.	1. Close supervision. 2. The use of a positive behaviour management policy and procedure. 3. The use of the positive behaviour management team. 4. To reduce timetable until behaviour improves. 5. Follow guidelines on lone working.

			6. Accusations to be investigated fully.
Self: 1. Physical assault or being hit by pupil throwing an object in the classroom. 2. Physical Injury. 3. Disruptive impact on own learning. 4. Walking off site.	1. 2. 3. 4.	Self and others Learning.	1. Close supervision. 2. Physically intervene where safe to do so. 3. Inform Police where necessary. 4. Review strategies. Offer distractions. 5. Inform School, Police and Carers/Parents that pupil should leave the premises.
Medication: 1. Not taking medication affecting his behaviour.	1.	Self and others learning.	1. Safeguard whilst arrangements are made for him to return home safely.
Behaviour Risks:	Level of risk H/M/L/NA	Who & what is affected?	Control Measures
1. Deliberate damage to property /building.	1.	All people and the environment.	1. Close supervision. 2. Police to be called as a last resort. 3. Reduced timetable and the use of fixed period exclusions. 4. Restorative justice process.
2. Walking off Site.	1.	Self	1. Close supervision. 2. Trg Providers reporting attendance as per policy.
3. Absconding from taxis.	1.	Self	1. Close supervision. 2. Trg Providers reporting attendance as per policy. 3. Staff welcoming taxis.
4. Possession of a knife/weapon.	1.	All persons.	1. Close supervision. 2. Ask the pupil to hand over the knife/weapon. 3. Education packages. 4. Police to be called to any incident of possession of a knife. 5. Isolate and supervise the pupil or remove others from the vicinity.

6. Playing with fire/Lighters.	1.	All persons.	<ol style="list-style-type: none"> 1. Close supervision. 2. Education packages. 3. Confiscate lighters. 4. Work with parents to confiscate lighters.
5. Under the influence of substances.	1.	All persons.	<ol style="list-style-type: none"> 1. Close supervision. 2. Education packages. 3. Isolate and supervise the pupil or remove others from the vicinity. 4. Safeguard whilst arrangements are made for him to return home safely. 5. Seek medical help if necessary.
6. Possession of illegal substances.	1.	Self and vulnerable pupils.	<ol style="list-style-type: none"> 1. Close supervision. 2. Education packages. 3. Police to be called to any incident of possession of illegal substances. 4. Isolate and supervise the pupil. 5. Safeguard whilst arrangements are made for him to return home safely.
Behaviour Risks cont:	Level of risk H/M/L/NA	Who & what is affected?	Control Measures
7. Climbing at height.	1.	Self.	<ol style="list-style-type: none"> 1. Close supervision. 2. Reduce opportunities for pupils to climb by securing access.
8. Risk of self-harm.	1.	Self and vulnerable pupils.	<ol style="list-style-type: none"> 1. Close supervision. 2. Remain alert for signs of self-harming. 3. Inform Parents. 4. Make referral to professional services.
9. Not following Health and Safety advice.	1.	All persons.	<ol style="list-style-type: none"> 1. Close supervision. 2. Health and Safety Induction training. 3. Graduated approach to the use of tools and equipment.

The 'School to AEP Information Sharing Record' is used to evidence the fact that school have shared relevant information about the student. Sharing information helps training providers plan suitable provision.



School to AEP Information Sharing Record

Please sign below to confirm receipt of information:

I have received the following information regarding.....,
Pupil of Clifford Holroyde Specialist SEN College.

Training Organisation: Person Receiving:.....

Designation.....Signature.....Date.....

- 1. School contact information.**
- 2. School Policies & Procedures.**
- 3. Service level agreements.**
- 4. Student Risk Assessments.**
- 5. Parental Consent.**
- 6. School to AEP Referral Brief.**
- 7. SEN Statement Information.**

Yes No

Yes	No

For any further information please don't hesitate to contact the school on 0151 228 9500.

Service level agreements are signed between the school and training providers to ensure both parties know what is expected of them.



Service Level Agreement

Student's Name: _____

Training Provider: _____

Named Referrer: _____

Student Start Date: _____

Training Days *(please circle)*: **Mon Tue Wed Thu Fri**

Start Time: _____ Finish Time: _____

The undersigned is acting as an authorised representative of the above 'Training Provider' and agrees to the following statements. This document is to be signed by a senior member of staff who has the responsibility and authority for the relevant statements.

1. Health and Safety.

In relation to the Health and Safety at Work Act 1974, Training is delivered in a safe, secure and healthy environment.

2. Policies and Procedures.

- a. All policies and recorded procedures are current, reviewed annually, and include policies on Equal Opportunities, Health and Safety, E-Safety and Safeguarding.
- b. Policies are available for all staff and students to read.

3. Staffing.

- a. All staff are qualified and experienced to an appropriate level.
- b. All staff are checked by the Disclosure & Barring Service (*previously CRB*) with resulting certificates being witnessed and recorded by the training organisation.

4. Training Provision.

- a. Students are registered on appropriate level qualifications that are listed in 'section 96' of the 'Learning and Skills Act 2000'.
- b. All students registered on an externally accredited course should be registered with the awarding body using their Unique Learner Number (**ULN**). This can be obtained from the school.
- c. All training, Learning and moderation is planned, and reviewed regularly.
- d. Evidence of completed work will be provided termly upon request, and at the end of a placement.
- e. Any concerns for the student that might lead to the loss of their training placement will be reported to the school in writing by email as early as possible and within 24 hours.
- f. Serious concerns should trigger a meeting between the school and the training provider to be held at the earliest opportunity.
- g. For reasons other than serious, and or dangerous misconduct, all endeavours should be made for the student to continue training whilst concerns are discussed.

5. Governance.

- a. Attendance and punctuality will be reported to the school, twice daily, by 10am and 1pm in the required format.
- b. Any changes impacting upon training are to be reported to the school prior to them taking effect. *i.e. Change of staff, location, awarding bodies etc.*
- c. Training is covered by public and product liability insurance of at least 2 million pounds.

6. Safeguarding.

- a. The safeguarding policy is understood by all staff members and students, and is evident in all of the organisation's practise, policies and procedures.
- b. Safeguarding is given the highest priority.
- c. The organisation has a named senior manager with overall and direct responsibility for safeguarding.
- d. Students are supervised at all times whilst attending training unless otherwise agreed in writing with parental authorisation to the contrary.

The School agrees to:

7. Share Information.

The school will provide the training provider with a referral pack containing information about the student. This will include a risk assessment, current levels of work and information about the student's special educational needs. The training provider will be invited to attend the student's annual review.

8. Finance.

The school will pay _____ per day and a one off payment of _____ for the provision of PPE upon receipt of an invoice.

9. Communicate.

The school will communicate regularly with the key worker and will monitor the student's placement with frequent visits.

10. Support.

The school will support the student and the training provider in any way it can. Communication will remain open and a key person will maintain regular contact with the training provider and the student.

Please insert any additional terms specific to the placement:

Year End target:

The statements in this document are the conditions on which, terms will be agreed between the named Training Provider and Clifford Holroyde Specialist SEN College. **Upon the successful placement of a student it will be expected that a student is registered to an appropriate qualification within 28 days using the student's ULN.**

Upon the need for the school to end a placement, Clifford Holroyde will inform the training organisation in writing by email. It is agreed that Payment for the training place will cease upon the date of termination unless otherwise agreed in writing.

Training Provider Signature:

Clifford Holroyde Signature:

Name:

Name:

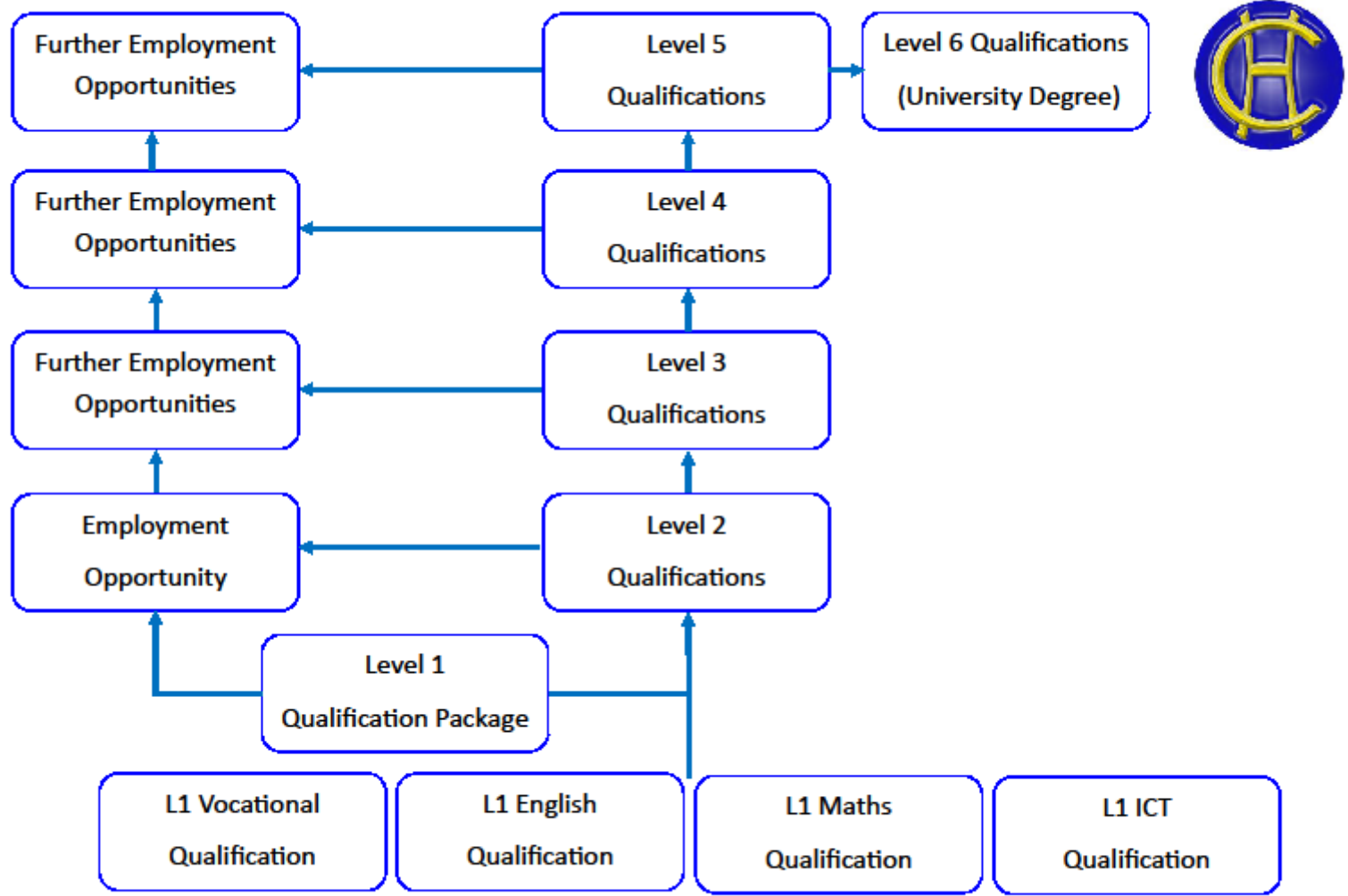
Position:

Position:

Date:

The following diagram shows qualification progression routes.

AEP Progression Requirements and Opportunities



Once the student is settled in a training placement, the following document is used to record the planned targets.



A.E.P. Qualification Targets.

Date..... Date enrolled with provider.....

Student.....Trg Provider.....

Tutors Comments: Please comment on how assessment has informed the target.

--

Tutor Reporting:

End of current year target			
Name of qualification:			
Awarding Body:			
Expected level of achievement: <i>L1, Award, Cert, Dip etc.</i>			
On Task.	Please Tick	Yes	No

End of year 11/ Course target			
Name of qualification:			
Awarding Body:			
Expected level of achievement: <i>L1, Award, Cert, Dip etc.</i>			
On Task.	Please Tick	Yes	No

Please add other courses on additional pages.

‘How do we keep your child safe?’

All training providers are asked to display the contact information of key staff at Clifford Holroyde.

The following document highlights school contact information and specific information about the placement.



Clifford Holroyde School Contact Information

Any students on Alternative Education Provision who need to speak to a member of staff at Clifford Holroyde can do so by using the following details:

Name	Position	Number	Email Address
Chris Pover	Engagement Programme Manager	07811 843 928	c.pover@cliffordholroyde.liverpool.sch.uk
Kate Garrett	Safeguarding Officer	0151 228 9500	k.garrett@cliffordholroyde.liverpool.sch.uk
School Office	All other Staff	0151 228 9500	clifford-s1@cliffordholroyde.liverpool.sch.uk

Training providers are asked to share and make this information available to Clifford Holroyde students. Please display this notice.

Contact can also be made via the school's website : www.clifford-holroyde.co.uk

If a student has any concerns or would like to speak to someone in confidence or anonymously please use

Reports can also be made on the website by pressing





Clifford Holroyde School

AEP Placement Information for students.

Any students on Alternative Education Provision who need to speak to a member of staff at Clifford Holroyde can do so by using the following details:

Name	Position	Number	Email Address
Chris Pover	Engagement Programme Manager	07811 843 928	c.pover@cliffordholroyde.liverpool.sch.uk
Kate Garrett	Safeguarding Officer	0151 228 9500	k.garrett@cliffordholroyde.liverpool.sch.uk
School Office	All other Staff	0151 228 9500	clifford-s1@cliffordholroyde.liverpool.sch.uk

Contact can also be made via the school's website: www.clifford-holroyde.co.uk

If a student has any concerns or would like to speak to someone in confidence or anonymously, please use



Reports can also be made on the website by pressing



USEFUL PLACEMENT INFORMATION:

Name:

Address:

Start time:

End time:

If you have a problem at college you can speak to any staff member or ask to speak to your named contact person:

Your named contact person is:

Number:

Job Title:

Lunch time:

Lunch arrangements:

Other information:

Taxi pick-up point:

Taxi pick-up time: