

## **Vision**

LCT believes that Alternative Provision (AP) is an educational and vocational opportunity for students who are unable to access full-time mainstream education for a number of reasons, or who are unsuited to the mainstream provision on offer.

The Learning Community Trust recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their potential.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.” (Creating opportunity for all, DfE, 2018)

## **Objectives**

### **The objectives of the policy are:**

- To outline the reasons why students might be offered an alternative provision
- To ensure that alternative provision is offered to suitable students in a consistent way
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students.
- To outline the monitoring of students' progress, behaviour and welfare.
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision.
- To highlight the end goals/purpose of alternative provision within LCT schools.

## **Reasons**

There are a variety of reasons why a student is referred to an alternative provision. Some of these may be;

- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- Students needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- A student may not be attending regularly and is at risk of becoming NEET. An alternative provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment. This may result in a student being placed on the SEND register of need as a K student.

## **Responsibilities of Key Staff**

### **LCT TRUST / School Specific Local Governing Body**

- Monitor and review the alternative provision on a regular basis

### **Senior Leaders**

- Responsibility for the implementation, monitoring and evaluation of the alternative provision.
- Overarching responsibility for safeguarding.
- Report to stakeholders on the effectiveness of the provision.

### **Alternative Provision Lead**

- Alternative Provision Lead will liaise with SLT/SENDCO, Principal, subject leads, examinations and data team to ensure that students are accessing an appropriate curriculum. All students should have the opportunity to sit formal external examinations.
- Alternative Provision Lead and SENDCo will plan and support the resourcing of appropriate curricula.
- Where appropriate the SENDCo and Alternative Provision Lead to liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each student on a daily basis.
- Undertake monitoring and quality assurance processes for all aspects of alternative provision.
- With appropriate staff, be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With appropriate staff, to maintain accurate records and evaluations of students' progress with regards to: attendance, behaviour, academic progress and students' emotional well-being.
- To implement appropriate alterations to the provision of a student where progress is not seen.
- To accurately inform professionals where multiple agencies are involved with a student and their family.
- To plan, evaluate and quality assure.
- To support the application of EHCP when appropriate.

### **Safeguarding Lead**

- Will maintain a register of those students' accessing a day or more (or the equivalence) of an alternative provision.
- To record the dates of reviews undertaken.
- Plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school and student.
- Maintain accurate child protection records of students on an alternative provision.
- To offer, facilitate and quality assure Early Help Assessments for all students in an alternative provision.

**Provisions and their aims**

<b>Provision Name</b>	<b>Contact name/number</b>	<b>Summary of provision</b>
SEEDs		
CAP		



<b>Staff Actions</b>	<p>Once concerns have been highlighted and student fulfils criteria, SLT to make a decision alongside AP Lead regarding whether the student would benefit from alternative provision.</p> <p>SLT consider the most appropriate provision(s) in order to make a decision based upon:</p> <ul style="list-style-type: none"> <li>• Data – KS2 and current/predicted</li> <li>• Behaviour</li> <li>• SEND</li> <li>• Health</li> <li>• Other special circumstances</li> </ul> <p>For KS4 students, a meeting is arranged with Future Focus to consider and discuss, with the student, what their future study and career aspirations are (these must not be adversely affected by the alternative provision offering).</p> <p>Budget position is to be reviewed at this stage to ensure that approach can be sustained financially</p>
<b>Provider Actions</b>	<p>Contact made with possible providers by AP Lead to discuss the potential placement and logistics of it (specific needs of proposed student, courses on offer (including levels), training required, equipment required, travel, days and times, cost...).</p> <p>Verbal confirmation of DfE registration, staff DBS checks, health and safety/risk assessments (generic plus relating specifically to needs of the individual being placed).</p>
<b>Parent/Carer and student Actions:</b>	<p>SLT and AP Lead meet with parent/carer and student to discuss the reasons for seeking alternative provision, what the options are and how the adapted curriculum may benefit their aspirations.</p> <p>Expectations of student whilst on placement and when in school made clear along with implications of the placement breaking down.</p> <p>Agreement made at this meeting (with parental signature) regarding the chosen provider.</p>

<b>Confirmation</b>	<p>SLT or SSM complete the application form for the chosen provider.</p> <p>‘Starter pack’ sent to the chosen provider to include:</p> <ul style="list-style-type: none"> <li>● Pro-forma for provision name, address, contact name(s) and details, times, course(s) and qualification(s).</li> <li>● Pro-forma (signed as confirmation) for staff names, DBS numbers, dates of DBS, dates of CP and PREVENT training, qualifications/experience and a statement to say the management verify all suitable checks have been made and that all their staff are suitable to work with our children.</li> <li>● HLC safeguarding policy (including names and contact details of DSLs as well as specific section on social media and e-safety).</li> <li>● DfE Keeping Children Safe in Education document.</li> <li>● Request for a copy of their safeguarding policy, risk assessments, health and safety documents, fire safety documents, insurance for us to read, understand, discuss, challenge and hold on file.</li> <li>● Request copies of planning documents such as schemes of learning etc.</li> <li>● Signed acceptance that it is the provider’s responsibility to contact us immediately if their cohort changes in a way that compromises us (e.g. They accept a student from another school who has an EHCP or they accept a student on a five-day provision).</li> <li>● Costs to be sent to finance team in the form of purchase order</li> </ul>
<b>Induction provider visit</b>	<p>Visit to provider to allow:</p> <ul style="list-style-type: none"> <li>● Student introduction and induction.</li> <li>● SLT to collect ‘starter pack’ documents and to ensure they are complete and appropriate. Discuss as appropriate/required. Signature collected (on pro-forma) to confirm they have received all of the information they require, that they have read and understood our safeguarding policy, that they have carried out an appropriate induction with the student and that all relevant information has been passed on to the school.</li> </ul> <p>Meet with student to confirm they are happy, confident and enthusiastic to attend the provision.</p> <p>Follow-up email to provider to confirm the placement, dates, times, transport and other relevant information as appropriate/required.</p>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>● SSM to ensure that the student stays on our roll</li> <li>● SSM to ensure that attendance coding is clear for placement</li> <li>● SSM to add student onto the attendance RAG system as RED</li> <li>● SSM to write student risk assessment and have DSL sign off before sending it to provision and holding in school.</li> <li>● SSM to arrange monitoring dates with provider</li> </ul>

\*\*\* ONLY WHEN ALL OF THE CHECKLIST HAS BEEN COMPLETED AND SIGNED-OFF CAN WE CONFIRM A START DATE AND SUBSEQUENT ALTERNATIVE PROVISION FOR OUR STUDENTS.

<b>Provider Actions</b>	<p>Prior to placement commencing, regular email and telephone contact with AP Lead, DMC and SLT regarding settling in, successes, issues, progress (academic/vocational and inter-personal etc.)... Usually initiated by provider but school to make contact if sufficient/appropriate feedback has not been received.</p>
<b>Visits</b>	<p>Regular* visits by MH, DMC, SSM, JH/CB to observe T&amp;L, safety, safeguarding, behaviour, progress etc.</p> <p>* Regularity depends upon the time an individual spends at the provision. However, as a minimum, every placement receives one visit per half term.</p>
<b>Student</b>	<p>Feedback sought from students during visits and when attending lessons in school. Consider this in terms of their subsequent provision as well as potential future placements with the provider for other students. Also, specifically ask the following questions;</p> <ul style="list-style-type: none"> <li>• Are you happy at your placement?</li> <li>• Do you feel safe at your placement?</li> <li>• Are you well looked after at your placement?</li> <li>• If you have experienced/observed it, does the setting deal effectively with bullying?</li> <li>• If you have raised with HLC any concerns about your placement, has the school responded well/appropriately?</li> <li>• What have you learned at your placement?</li> </ul>
<b>Parent/Carer</b>	<p>Half-termly contact (minimum)with parent/carer (can be verbal but pro-forma to be completed as evidence) to gain feedback from them. Are they happy with arrangements? Is their child happy and confident? Are they aware of any issues? How could we make the experience better/more valuable for them? Also, specifically ask the following questions;</p> <ul style="list-style-type: none"> <li>• Is your child happy at their placement?</li> <li>• Does your child feel safe at their placement?</li> <li>• Is my child well looked after at their placement?</li> <li>• If you have had to report any instances of bullying, does the setting deal with it effectively?</li> <li>• If you have raised with HLC any concerns about your child’s placement, has the school responded well/appropriately?</li> </ul>
<b>Data</b>	<p>Half-termly updates requested from providers regarding academic/vocational progress and attainment. Is intervention required by ourselves or the provider? How does their performance on placement compare to their targets?</p> <p>Analysis (by MH/DR using SISRA) of attainment, progress and predictions compared to target. Is intervention required? Is the alternative provision having a positive impact upon progress in school/other subjects?</p>

<b>Provider Report</b>	<p>Initial 'settling in' report from provider to be shared with all stakeholders</p> <p>Key reporting points agreed prior to placement start, however, a minimum of once per half term is expected. This must include attendance, attitude to learning, behaviour, engagement, successes, attainment and progress, how the provision has helped the individual prepare for their future...</p>
<b>Student Evaluation</b>	<p>Student asked to complete a brief evaluation of their placement experience.</p> <ul style="list-style-type: none"> <li>• What went well?</li> <li>• What would have improved the experience?</li> <li>• Would they recommend the placement for other students?</li> <li>• How has the experience benefited them in terms of attendance/engagement/behaviour and preparing for future study/chosen career?</li> <li>• How has the provision benefitted them within their wider-school subjects and performance within them?</li> </ul>
<b>Parent Evaluation</b>	<p>Parents/Carers asked to complete a brief evaluation of their views on process to placement and their child's experiences.</p> <ul style="list-style-type: none"> <li>• What went well?</li> <li>• What would have improved the experience?</li> <li>• Would they recommend the placement for other Parents?</li> <li>• How has the experience benefited their child in terms of attendance, engagement, behaviour and preparing for future study/chosen career?</li> <li>• How has the provision benefitted their child within their wider-school subjects and performance within them?</li> </ul>
<b>Data &amp; Progress</b>	<p>Analysis (by MH/SB using SISRA) of attainment, progress and predictions compared to target.</p> <p>Did the alternative provision have a positive impact upon progress in school/other subjects/outcomes/their future? With the latter in mind, has each individual achieved sustained post-16 attendance?</p>

		Trust Monitoring of Provision Proforma			
Name of Provision:		DFE number:			
Report by:		Date:			
Students Observed:					
<b>Centre information/Compliance</b>					
Are you secure that the alternative provision is not contravening the regulations about registration?					
Have all provision staff at the registered alternative provision had the appropriate checks, for example Disclosure and Barring Service (DBS) checks?					
Has the provision got all copies of specific student information, including risk assessments, SEND and safeguarding?					
Has the provider got a quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil?					
Have provider staff accessed appropriate safeguarding training? If not, can school support on delivery?					
Where transport is provided by the provision, Check qualifications of drivers, see regular minibuses checks, risk assessments and insurance					
<b>Required Policies</b>					
• Safer Recruitment			Yes/No/Concern		
• Safeguarding			Yes/No/Concern		
• Health and safety			Yes/No/Concern		
• Behaviour Management			Yes/No/Concern		
• Equality & diversity			Yes/No/Concern		
• Staff CRB Clearance			Yes/No/Concern		
• Complaints Policy			Yes/No/Concern		
• Employers Liability Insurance			Yes/No/Concern		
• Latest Ofsted Report (where applicable)			Yes/No/Concern		
• Latest Self Assessment Report			Yes/No/Concern		
• SEND Policy			Yes/No/Concern		
• Risk Assessments			Yes/No/Concern		
• Social networking, use of social media and e-safety policy			Yes/No/Concern		
<b>Safer Recruitment</b>					
Are written professional and character references always taken up before employment commences?			YES/NO		
Are identification and qualification documents checked and verified before employment commences?			YES/NO		
Are Enhanced CRB checks undertaken on all new members of staff irrespective of current CRB clearances?			YES/NO		
Are face to face interviews always carried out by those who will be managing the staff before employment commences?			YES/NO		



Is previous employment history checked and any gaps or anomalies fully investigated and explained satisfactorily before employment commences.	YES/NO
<b>Safeguarding Questions</b>	
Where is your Safeguarding Policy kept and do all staff know where it is kept and have access to it?	
Who is the 'Lead' for safeguarding in your organisation? Do all staff know who he/she is?	
Do all staff know how to contact him/her? Would staff know what to do if he/she was not there?	
Is safeguarding included in your New Staff Induction and are all staff issued with a Staff Handbook with policies in?	
Do all staff undertake safeguarding training regularly? How regularly does it happen? <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• KCSIE</li> <li>• Prevent</li> </ul>	
Do staff involved in delivering 14-16yrs training undertake a general induction regarding 14-16yrs learner safeguarding? Do they know who to report a 14-16yrs safeguarding issue to?	
How are staff made aware of any known safeguarding issues?	
Do staff know what to do if a young person 14 – 16 yrs was unable to continue a session (illness, accident, behavioural incident etc.)? Do all appropriate staff have a copy of the 14-16yrs Policy Booklet in this respect?	
Would staff know what to do if they were concerned about a colleague's behaviour/relationship with a young person?	
<b>Health and Safety Questions</b>	
How many members of staff are trained to complete CLM? Who are they?	
Do staff know who to inform of intermittent or poor attendance? And the time frame for passing on this information?	
Do you complete a risk assessment for school students working in a post-16 environment? Is this passed on to the school?	
Where are details of staff health & safety training kept?	
Do all staff complete a health and safety briefing for each student on their first session? Is a checklist completed with the learner so that you can be sure that they are aware of health and safety issues and of their responsibility?	
Do all staff understand their responsibilities under RIDDOR? Where is the accident book held?	
How do you ensure the safety of young people accessing IT equipment and the internet? Is there an acceptable use policy and is this explained and signed up to at the start of the course?	
Where do you keep the documentation to show that your premises meet the new Fire Regulations that came into force in 2006?	

Who is your first aider(s)? Do they hold a current certificate? What would you do if they were not in?	
What happens if a learner attends without the appropriate personal protective equipment required to work in an area?	
If there is a change of venue how is this communicated to the schools (where applicable) and young people?	
<b>Quality of Education Evaluation</b>	
Details of course/qualification observed?	
How many adults to support students (Ratio)?	
Was the room/environment safe?	
Was the room/environment conducive to learning?	
Were the resources differentiated?	
Was the quality of work produced in line with school expectations?	
Do you feel that the school learners made sufficient progress?	
Does the provision report regularly back to home school on progress?	
Does the provision report academic progress to parents?	
<b>Ethos, Culture, Behaviours</b>	
Does the provision feel professional, organised and structured?	
Do staff have high expectations of behaviours?	
Do you feel that staff challenge behaviours appropriately?	
Do staff have strong relationships with students?	
Is poor behaviour reported to home school and/or parents?	
<b>Key Questions</b>	
Do you consider the provision safe?	
Do you feel that the environment supports the learner pastorally?	
Does the provision support the learner academically?	
Do you think the provision communicates well with all stakeholders?	
Do you feel that the provision is value for money?	

<b>Feedback &amp; Actions to Senior Leadership</b>	
1	
2	
3	
4	
5	
<b>Share report with SLT, Link Governor and Associated Pastoral Staff</b>	

**ALTERNATIVE PROVISION – STAFF FEEDBACK FORM**

**Student name:** \_\_\_\_\_

**Staff name:** \_\_\_\_\_

**Name of provision:** \_\_\_\_\_

**What has the impact been of this provision (skills, knowledge, inter-personal, behaviour, attendance, engagement...)?**

**What has been the best thing about this placement for this student?**

**Has anything about this placement not worked particularly well?**

**Any other information?**

**Signed:** \_\_\_\_\_

**Dated:** \_\_\_\_\_

**ALTERNATIVE PROVISION – HLC PARENT/CARER FEEDBACK FORM**

**Student name:** \_\_\_\_\_

**Parent/Carer name:** \_\_\_\_\_

**Name of provision:** \_\_\_\_\_

It is really important for us to understand your thoughts and experiences of the time your child has spent studying away from HLC whilst at their alternative provision. This will not only help us to make sure that they have the best possible experiences and outcomes but will also help us in deciding if to send other students to the same providers and/or for the same courses in the future. This is really important to us, thank you.

**Is your child happy at their placement?** Yes / No

**Do you feel your child is safe when at their placement?** Yes / No

**Do you feel your child is well looked after at their placement?** Yes / No

**If bullying has been an issue for your child, do you feel the setting dealt with it effectively?** Yes / No

**If you have raised any concerns with HLC about your child’s placement, has the school responded appropriately to address the issues?** Yes / No

**Has this placement/provision/qualification, made your child more positive about their current learning (at placement and at School) and prospects?** Yes / No

**Has this placement/provision/qualification, made your child more positive about their future options in terms of further education and/or employment?** Yes / No

**Would you recommend this placement/provision/qualification to others?** Yes / No

**Who would you/do you speak to at your child’s placement if you are concerned about something?**

\_\_\_\_\_

**Who would you/do you speak to at HLC if you are concerned about something regarding your child’s placement?**

\_\_\_\_\_

**Is there anything else that you would like to add?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signed:** \_\_\_\_\_

**Dated:** \_\_\_\_\_

## ALTERNATIVE PROVISION – STUDENT FEEDBACK FORM

**Student name:** \_\_\_\_\_

**Name of provision:** \_\_\_\_\_

It is really important for us to know what you really think about your time spent studying away from HLC whilst at your alternative provision. This will not only help us to make sure that you have the best possible experiences and outcomes but will also help us in deciding if to send students to the same providers and/or for the same courses in the future. It is really important that you answer these questions carefully and honestly. Thank you.

**Are you happy at your placement?** Yes / No

**Do you feel safe at your placement?** Yes / No

**Do you feel well looked after at your placement?** Yes / No

**If you have experienced/observed it, does the setting deal effectively with bullying?** Yes / No

**If you have raised any concerns with HLC about your placement, has the school responded well/appropriately?** Yes / No

**Has this placement/provision/qualification, made you more positive about your current learning (at placement and at HLC) and prospects?** Yes / No

**Has this placement/provision/qualification, made you more positive about your future options in terms of further education and/or employment?** Yes / No

**Would you recommend this placement/provision/qualification to others?** Yes / No

**Who would you/do you speak to at your placement if you are concerned about something?**

\_\_\_\_\_

**Who would you/do you speak to at HLC if you are concerned about something regarding your placement?**

\_\_\_\_\_

**What do you feel you have learnt whilst at this placement (skills, knowledge, inter-personal...)?**

**What has been the best thing about this placement?**

**What have you not liked about this placement?**

**If you could change one thing about this placement, what would it be?**

**Is there anything else that you would like to add?**

**Signed:** \_\_\_\_\_

**Dated:** \_\_\_\_\_

<b>Name of provision:</b>					
<b>Address:</b>					
<b>Contact Name(s):</b>					
<b>Contact details:</b>	<b>Tel:</b> <b>Email:</b>				
<b>Courses &amp; qualifications offered:</b>					
Course name	Level of qualification	Awarding body of qualification	Guided learning hours	Opportunities for progression post-course/qualification	Special arrangements and/or equipment required

**Provision days and times:**

\_\_\_\_\_

*As the provider, we accept that it is our responsibility to notify the school in advance of any changes to courses and/or qualifications that occur after a student from Hadley Learning Community has been placed on a programme. Similarly, we will keep the school updated with any new courses and qualifications that we will be introducing.*

**I confirm that we have received, read and understood up-to-date copies of the HLC Safeguarding and Child Protection Policy, DfE Keeping Children Safe in Education and DfE Working Together to Safeguard Children documents and have sought clarity if required.**

**Signed \*** \_\_\_\_\_ **Dated** \_\_\_\_\_

\*Return of this completed form via email, acts as the signature confirming this to be a true record. If emailing this form, please send to [mark.hignett@lct.education](mailto:mark.hignett@lct.education) and [aura.elliott@lct.education](mailto:aura.elliott@lct.education)

Dear Sir/Madam,

I am writing to you with regards the computer use and internet access of our students when they are working within your provision. The purpose of this letter is to ensure that our students receive at least the same level of protection as they do whilst working with our ICT networks at Hadley Learning Community. Should this not be the case (when considering the information in the paragraphs below) or if you require any further information, please could you make this explicit when replying to this letter/email.

At HLC we use Telford and Wrekin Council's proxy server which allows us to restrict the websites that students can access. The sites are locked down by category (e.g. drugs, weapons, adult material etc.) to ensure that our young people cannot access any potentially harmful sites, images or information. We also monitor the websites that student's access and restrict permission to these as and when concerns arise. We do this via the afore mentioned proxy server and also using 'Impero' which is our classroom management software. 'Impero' uses keyword detection to alert us of any of our listed keywords/concerns (such as kill and suicide etc.) which we then deal with as appropriate.

In addition, our students are prevented from downloading particular files types such as .exe .bat to prevent the students either introducing virus onto the network or installing an inappropriate software which protects both the school and students.

The measures above allow us to provide a high level of safeguarding for all of our students and it goes without saying that we must ensure the same level of security for our learners whenever they are away from our school site and associated ICT systems.

Yours faithfully,

Name

Post



## ALTERNATIVE PROVISION – STAFF CHECKS

Provider \_\_\_\_\_ Completed by \_\_\_\_\_ Signed \* \_\_\_\_\_ Dated \_\_\_\_\_

\*Return of this completed form via email, acts as the signature confirming this to be a true record.

***As the provider, we accept that it is our responsibility to carry out, without exception, all of the appropriate checks when appointing staff to work with students from Hadley Learning Community. We also acknowledge that it is our responsibility to notify the school, in advance of coming into contact with their students, of all new staff appointed and will provide all of the information below.***

Surname	Forename	DoB	Check Evidenced, DBS Number	DBS Date	Prohibition from Teaching Check (since April 2014 inc. EEA Countries Check evidenced & date)	Right to Work in the UK (please record document seen, by whom and the date)	CP Training Date	PREVENT Training Date	Qualifications	Relevant Experience	Other Relevant Information

If emailing this form, please send to [mark.hignett@lct.education](mailto:mark.hignett@lct.education) and [laura.elliott@lct.education](mailto:laura.elliott@lct.education)

# Student Risk Assessment

(To be completed for all students with a RED RAG rating)

<b>Name of student:</b>		<b>Date Written:</b>	
<b>Assessment compiled by:</b>		<b>Review Date:</b>	
<b>Task Analysis Summary</b>			
•			
<b>Summary of historical and current concerns</b>			
•			
<b>Current Agencies/Professionals involved</b>			
<b>Agency/Professional</b>	<b>Name</b>	<b>Contact details</b>	

School/Staff based actions:						
Identified Risk to student and others	HOW LIKELY?	HOW OFTEN?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway
	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never	5=Daily 4=Weekly 3=Monthly 2=Rarly 1=Never	20-25 = RED 10-19 = Amber 2-9 = Green			
1				•		
2				•		
3				•		
4				•		

Home Visits/Modified Timetable/Alternative Provision Actions:						
Identified Risk to student and others	HOW LIKELY?	HOW OFTEN?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway
	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never	5=Daily 4=Weekly 3=Monthly 2=Rarly 1=Never	20-25 = RED 10-19 = Amber 2-9 = Green			
1				•		

2					•		
3					•		
4					•		
4					•		

<b>Next steps</b>									
•									
<b>Summary checks</b>									
Has this document been reviewed by EWO?			Y N		Has this document been shared with external agencies?			Y N	
Has this document been approved by DSL?			Y N		Is the Headteacher aware of all aspects of this student?			Y N	
<b>Signed (Writer):</b>			<b>Date:</b>		<b>Signed DSL:</b>			<b>Date:</b>	