OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

Alternative Education Pathways Policy

September 2026

Nottingham Diocese Multi Academy Trusts

CATHOLIC SCHOOLS Moving Forward Together

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Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement

We are a partnership of Catholic schools. Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing.
- Working together so that we can all achieve our full potential, deepen our faith and realise our God-given talents.
- Make the world a better place, especially for the most vulnerable in our society by doing 'little things with great love'. (*St Therese of Lisieux*)

"You who have received the Spirit should restore others in a spirit of gentleness." Galatians 6:1

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2.0	September 2026	Full statutory and policy review	2026 statutory updates; strengthened AP safeguarding, commissioning, due diligence, review and pupil movement.

1. Context of the Policy & Core Principles

1.1 Context of the Policy

Our Lady of Lourdes Catholic Multi-Academy Trust (OLOL CMAT) comprises 35 schools: 29 primary schools and 6 secondary schools. As a Catholic Trust, we believe that each pupil is a unique individual, formed in the likeness of God, and we are committed to nurturing all children within inclusive, caring and ambitious school communities. Our mission is to provide outstanding education for all and to ensure that every pupil has access to the best possible Catholic education and curriculum.

For most pupils, full-time education within their mainstream school will provide the most appropriate setting in which to learn, grow and flourish. However, there may be occasions where a pupil requires an alternative education pathway because their educational needs cannot currently be met solely through their usual mainstream timetable. This may arise because of health needs, social, emotional or mental health needs, behaviour-related concerns, significant barriers to attendance or engagement, SEND, reintegration following absence or exclusion, or other individual circumstances.

Alternative Education Pathways is an overarching Trust term. Not every arrangement covered by this policy constitutes Alternative Provision in law. Different arrangements have different statutory requirements, decision-making processes, attendance arrangements and responsibilities.

This policy covers:

- Alternative Provision arranged or commissioned by a school or Local Authority, including provision through PRUs/AP schools, hospital or health-needs provision, colleges and vocational provision, independent providers, lawful non-school Alternative Provision, one-to-one tuition and, where appropriate, online or remote provision;
- Alternative Provision outreach and structured in-school units or inclusion arrangements;
- statutory off-site direction to improve behaviour;
- managed moves;
- temporary part-time timetables;
- flexi-schooling; and
- bespoke or blended packages involving more than one form or provider of education.

The policy also identifies where **Education Otherwise Than At School (EOTAS)** and **Elective Home Education (EHE)** are legally distinct from school-arranged Alternative Provision.

This policy should be read alongside the Trust's **Child Protection and Safeguarding Policy, Pupil Attendance Policy, SEND Policy and procedures, Behaviour Policy, Suspension and Permanent Exclusion procedures, Children Missing Education procedures and Elective Home Education procedures** and the **DfE statutory guidance Supporting pupils with medical conditions at school.** Statutory Alternative Provision and section 19 duties principally relate to children of compulsory school age. Where an alternative or bespoke education arrangement is considered for a pupil above compulsory school age, the school must identify the correct legal, admissions and funding basis for that arrangement. The Trust safeguarding, suitability, information-sharing, quality-assurance and review principles within this policy should still be applied where relevant.

1.2 Core principles

The following principles apply across Alternative Education Pathways, subject to the specific legal framework governing each arrangement:

- A pathway must have a clear lawful basis, be in the pupil's best interests and be appropriate to their age, ability, aptitude and any SEND.
- A pathway must not be used as an informal exclusion, to manage behaviour without the appropriate statutory process, to address staffing or resource pressures, or as a substitute for meeting SEND, medical, safeguarding or attendance duties.
- A school must never encourage or pressure a parent towards flexi-schooling or Elective Home Education as a means of resolving difficulties relating to attendance, behaviour, SEND, medical needs, safeguarding or exclusion.
- The pupil and parents/carers should be involved in planning and review to the extent required by the relevant framework. Pupil voice should be sought and recorded where appropriate.
- The school must remain clear about responsibility for education, safeguarding, attendance, supervision and review at every point in the pupil's timetable.
- Temporary arrangements must have clear objectives, review points and an intended reintegration or next-step plan. Where reintegration is not appropriate, planning must secure continuity of suitable education and a sustainable next destination.

2. Pathways at a glance

Pathway	What it is	Decision / responsibility	Key distinction
Alternative Provision *Part Time or Full Time*	Education arranged for a pupil in circumstances where alternative education is required or as a planned intervention, including provision through registered schools/colleges, lawful non-school provision, vocational provision or one-to-one tuition where applicable.	**Headteacher**, or Local Authority where it arranges the provision. School-commissioned AP must follow the **Trust consultation, assurance and approval requirements set out in Section 5**.	Must be safe, suitable and appropriate to the pupil's age, ability, aptitude and SEND. The school/Head retains oversight and the placement must be regularly reviewed.
Off-site direction	Temporary requirement for a pupil to attend another education setting for the purpose of improving their future behaviour.	OLOL CMAT as academy proprietor, acting through the **delegated Trust decision-maker (for example, DPS/DCEO where authorised under the Trust's Scheme of Delegation).**	Statutory **section 29A** process. Temporary, not a punishment or informal exclusion; prescribed notification and review requirements apply.
Managed move	Planned process leading to the **permanent transfer** of a pupil to another mainstream school.	Voluntary agreement of all parties, including the parent/carer and receiving admission authority.	Permanent transfer rather than a trial placement. There is **no "trial managed move"**; admissions and registration requirements apply.
Temporary part-time timetable	Temporary reduction in a pupil's school timetable in **very exceptional circumstances** where this is in their best interests.	Headteacher approval with parent/carer agreement.	Must be for the shortest period necessary, regularly reviewed and form part of a plan to return to full-time education. Must not be used to manage behaviour or as an informal exclusion.
Flexi-schooling	Parent-led arrangement where a pupil is primarily educated at home but remains registered at school and attends agreed school sessions.	Headteacher decision following a genuine parental request.	Not a temporary part-time timetable. The pupil receives full-time education overall through home education and school

			attendance. Agreed home-education sessions are recorded in accordance with the **Trust Pupil Attendance Policy.**
Health-needs education	Education arranged where a pupil's physical or mental health prevents them from attending school or accessing their usual education.	Home school continues to support the pupil. The Local Authority's **section 19 duty** applies where a compulsory-school-age pupil would otherwise not receive suitable education because of illness or other reasons.	Suitable education must continue. Provision will normally be full-time, although part-time education may be appropriate where the pupil's health means full-time education is not in their best interests.
Education Otherwise Than At School (EOTAS)	Special educational provision arranged otherwise than in a school or other institution through the statutory EHC plan framework.	**Local Authority**, through the EHC plan process under section 61 of the Children and Families Act 2014.	Legally distinct from AP. An OLOL CMAT school cannot create an EOTAS arrangement independently.
Elective Home Education (EHE)	A parent/carer chooses to take responsibility for providing their child's suitable full-time education at home.	**Parent/carer.** Schools and Local Authorities follow the applicable statutory registration and notification requirements.	Parent-led and legally distinct from AP and flexi-schooling. **Must not be encouraged as a solution to attendance, behaviour, SEND, medical needs or exclusion.**

Bespoke, one-to-one and remote education are methods of arranging or delivering education rather than separate legal pathways. The legal basis for the individual arrangement must be identified and the relevant section of this policy followed.

Supporting resource: See Annex B, B1 – Which Alternative Education Pathway? – Decision-Making Guide.

3. Governance and responsibilities

The Headteacher has overall responsibility for the implementation of this policy within the school and for ensuring that Alternative Education Pathways are used lawfully, appropriately and in the best interests of pupils.

The Headteacher must ensure that the correct legal pathway is identified and that all required safeguarding, SEND, attendance, curriculum and welfare arrangements are in place, and that Trust consultation and approval requirements are followed. Day-to-day coordination may be delegated to a suitably senior named leader; however, the Headteacher retains overall responsibility for school-level arrangements.

The OLOL CMAT Board of Directors, as academy proprietor, retains those statutory responsibilities which legislation places on the proprietor and provides Trust-wide governance and oversight. Where a statutory decision must be made by the academy proprietor, it must be taken by the Trust or through an appropriately authorised delegation in accordance with the Scheme of Delegation.

Local Governing Bodies provide local assurance and challenge. They do not approve individual pathways or exercise statutory functions unless these have been specifically delegated to them.

Role	Required responsibilities
Trust Board / delegated Trust authority	Approve and review this policy; ensure statutory functions are exercised by the correct decision-maker; establish Trust-wide expectations for approval, recording, monitoring and review; receive assurance about the use of Alternative Education Pathways across the Trust; scrutinise patterns in pupil movement, including the characteristics of pupils accessing off-site education; and challenge any indication of inappropriate practice, disproportionate use or off-rolling.
Local Governing Body	Receive **at least termly summary information** about pupils accessing Alternative Education Pathways and seek assurance that arrangements are lawful, safe, appropriate and regularly reviewed. This should include oversight of attendance, SEND, safeguarding, duration, outcomes, reintegration/next steps and patterns of pupil movement. Any significant concern must be escalated through the Trust governance structure.
Headteacher	Has overall responsibility for implementation of this policy within the school and for the appropriate use of Alternative Education Pathways. Ensure the correct legal pathway and legal basis are identified before an arrangement begins; decisions are made by the correct person or body; required Trust consultation and approval processes are completed; appropriate safeguarding, SEND, attendance, curriculum, welfare and risk arrangements are in place; a suitably senior named leader coordinates the arrangement; and arrangements are reviewed and ended or changed where they are no longer appropriate. Ensure

	no pathway is used as an informal exclusion, unlawful removal from education or off rolling.
Nominated senior lead	Maintain oversight of each individual arrangement from referral to conclusion. This includes coordinating assessment; confirming the legal pathway; completing provider and site checks; ensuring pupil-specific risk assessment and information sharing; completing the personalised placement plan; submitting the Alternative Provision Pre-Placement Assurance Form where required by Section 5; maintaining the school's central record; coordinating attendance information; maintaining contact with the pupil, family and provider; arranging formal reviews and quality-assurance activity; gathering pupil voice; coordinating reintegration or next steps; and escalating concerns promptly.
Designated Safeguarding Lead (DSL)	Ensure all relevant safeguarding information and known vulnerabilities inform the decision and risk assessment **before the arrangement begins**; ensure necessary safeguarding information is shared securely with the receiving school/provider; ensure the pupil's whereabouts and welfare can be established; respond immediately to safeguarding or welfare concerns; involve children's social care and other agencies where required; and ensure a placement is reviewed immediately where safeguarding concerns arise.
SENCO	Ensure SEND needs and reasonable adjustments inform the pathway decision and placement planning; ensure the arrangement is not being used as a substitute for appropriate SEND provision; ensure provision for which the school remains responsible continues to be secured; and liaise with the Local Authority where an arrangement may affect the placement or special educational provision specified in an EHC plan.
Designated Teacher for looked-after and previously looked-after children	Ensure the educational and pastoral needs of looked-after and previously looked-after pupils are considered in planning and review. Where a looked-after pupil is being considered for Alternative Provision, liaise with the **Virtual School Head as early as possible**, involve the social worker and other relevant professionals, and ensure the Personal Education Plan reflects the arrangement where applicable.
Attendance lead / nominated attendance officer	Ensure attendance arrangements are agreed before the pathway begins; ensure the school knows where the pupil is expected to be for every relevant session; ensure attendance information is received and recorded accurately; follow up unexplained absence or non-arrival promptly; ensure the attendance code reflects the **actual legal arrangement**; and escalate attendance or welfare concerns in accordance with the Trust Pupil Attendance Policy.
Parents/carers and pupil	Be provided with appropriate information about the proposed pathway and have their views considered as part of planning and review. Where parental agreement is required by the relevant framework, it must be obtained before implementation. Where

	agreement is not legally required, consultation must not be used as a substitute for the statutory process or decision required.
All staff involved in information sharing	Share information that is necessary to safeguard the pupil and enable the receiving school/provider to meet their educational and support needs. Information must be shared securely, proportionately and in accordance with applicable data protection law, Trust Data Protection Policy, including the Data Protection Act 2018 as amended, and Trust information-governance arrangements.

4. Information sharing and records

Effective information sharing is essential to safeguarding pupils and ensuring continuity of education and support across all Alternative Education Pathways.

Before an arrangement begins, and throughout it where appropriate, the school must ensure that relevant information is shared securely and in a timely way with the receiving school or provider, Local Authority and other professionals where this is necessary to:

- safeguard the pupil and others;
- assess the suitability of the proposed arrangement;
- understand the pupil's educational, SEND, medical, pastoral and welfare needs;
- support appropriate risk assessment and risk management;
- ensure continuity of education and support; and
- enable effective monitoring, review, reintegration or transition.

Information sharing must be **necessary, relevant, proportionate, accurate, timely and secure** and undertaken **in accordance with applicable data protection law, including the Data Protection Act 2018 as amended, and Trust information-governance arrangements.** Data protection law does not prevent information being shared where this is necessary to safeguard a child.

Schools should maintain an appropriate record of what information was shared, with whom, when and why, particularly where information relates to safeguarding, risk or significant decision-making.

A separate Data Sharing Agreement is not required solely because an Alternative Education Pathway is being used, unless this is required by an applicable Trust, Local Authority or other formal information-sharing arrangement.

Where staff are uncertain about what can or should be shared, advice should be sought from the DSL, Data Protection Officer or appropriate information-governance lead. Contact details: DPO@ololcatholicmat.co.uk

Supporting resource: Annex B, B15 – Pupil Information Sharing and Safeguarding Handover

Checklist may be used to support pupil-specific information sharing and safeguarding handover where helpful. A separate checklist is not required where the same assurance is already clearly evidenced through existing records or secure communications

5. Alternative Provision (AP)

Alternative Provision (AP) is education arranged for children of compulsory school age who would otherwise not receive suitable education because of exclusion, illness or other reasons, and education arranged by schools in particular circumstances, including during suspension and through statutory off-site direction to improve behaviour. This could be provided full-time or part-time and may include provision through a PRU or AP academy, an independent school, college, hospital school, vocational or specialist provider, lawful non-school provision, one-to-one tuition, or a therapeutic, behavioural or engagement programme where this forms part of the pupil's education and replaces some or all of their usual mainstream timetable.

Alternative Provision may also form part of a planned intervention to address identified barriers to engagement, behaviour or learning where this is appropriate to the pupil's individual circumstances. It must have a clear educational purpose and intended outcomes and must not be used as a substitute for support, reasonable adjustments or statutory provision that the school or Local Authority is otherwise required to provide.

Provision must be suitable to the pupil's age, ability, aptitude and any SEND. Where an intervention is temporary, its purpose, intended outcomes, review arrangements and anticipated next steps must be clear from the outset.

Where a Local Authority arranges education under **section 19 of the Education Act 1996 (see 5.14 Section 19 and Local Authority-arranged provision of this policy)**, its duty is to secure suitable, normally full-time education for a compulsory-school-age child who would otherwise not receive suitable education. Where the pupil remains registered at an OLOL CMAT school, the school must continue to discharge those safeguarding, attendance, SEND, pastoral and information-sharing responsibilities that remain with it.

5.1 In-school units, outreach and AP during suspension

Schools may use structured in-school units or targeted AP outreach as part of a graduated approach to preventing exclusion, improving engagement or supporting behaviour and pastoral needs. These arrangements must have a clear purpose, entry criteria, intended outcomes, appropriate curriculum, review arrangements and a plan for reintegration into ordinary mainstream lessons where appropriate.

An in-school unit must not simply become a long-term location in which pupils are separated from the mainstream curriculum without clear educational rationale and review.

Where a pupil registered at one school is placed in an in-school unit located within another school, including another OLOL CMAT school, the legal basis for the arrangement must be clear.

Where a pupil who remains on the roll of one school is temporarily required to attend another

school or Alternative Provision for the purpose of improving their future behaviour, this constitutes a statutory off-site direction. Improved engagement may form part of the intended behavioural outcomes, but the statutory purpose must remain the improvement of future behaviour. The Off-site Direction section of this policy must therefore be followed.

Where a pupil is formally suspended and education is arranged at another school or Alternative Provision setting during the suspension, this is Alternative Provision during a suspension and is not, solely for that reason, an off-site direction. Where the suspension is for more than five consecutive school days, suitable full-time education must be arranged from the sixth school day. The statutory suspension process must continue to be followed in accordance with the Trust Suspension and Permanent Exclusion Policy.

For a looked-after pupil or a pupil with a social worker, the school and Local Authority should work together, where practicable, to arrange suitable Alternative Provision from the first school day following a suspension or permanent exclusion, rather than waiting until the sixth-day duty applies.

Schools must not use an informal placement at another school as a substitute for either a lawful suspension or a statutory off-site direction. The purpose and legal basis of the arrangement must be determined and recorded before it begins.

5.2 Commissioning and approving Alternative Provision

OLOL CMAT schools must ensure that any Alternative Provision they commission is safe, suitable, lawful and appropriate to the individual pupil's needs. Responsibility for oversight of school-commissioned Alternative Provision remains with the commissioning school.

Commissioning an Alternative Provision placement does not, by itself, provide a lawful basis to remove a pupil from the school admission register. Any deletion from the admission register must be made only where a ground in the School Attendance (Pupil Registration) (England) Regulations 2024 is met and the required procedures have been followed.

For school-commissioned Alternative Provision, parents/carers should be consulted before new provision begins and the pupil should be involved in decision-making from the start, taking account of their age, understanding, communication needs and individual circumstances.

All proposed Alternative Provision placements **must be discussed with the school's link Director of Performance and Standards (DPS) before the placement is agreed**. The discussion should confirm that Alternative Provision is the appropriate pathway, that the proposed provision is suitable for the individual pupil and that the relevant Trust requirements will be followed.

Where lawful non-school Alternative Provision is proposed, the enhanced Trust approval process must be completed and approval from the link DPS obtained before the placement begins.

5.3 Registered and non-school Alternative Provision

Alternative Provision may be delivered through a registered school or college, or through lawful non-school Alternative Provision. Non-school Alternative Provision is not, in itself, unlawful. However, commissioners **must ensure that a provider is not operating as an unregistered independent school where registration is required**. DfE guidance confirms that schools and Local Authorities may use non-school AP but must not place pupils in provision where doing so would mean that the provider should be registered as an independent school but is not.

Type of provision	OLOL CMAT position	Requirement
Registered school or college provision	Normally preferred where it is suitable, available and able to meet the pupil's needs.	The school must still complete proportionate due diligence and satisfy itself that the placement is appropriate for the individual pupil.
Lawful non-school Alternative Provision	May be used where there is a clear pupil-specific rationale and the provision is safe, suitable and lawful.	Enhanced due diligence and **approval from the link DPS before the placement begins**.
Provision which is required to be registered as a school but is not registered	**Must not be commissioned.**	The placement must not proceed.
Registration threshold: A provider delivering full-time education to **five or more pupils of compulsory school age**, or full-time education to **at least one compulsory-school-age pupil who has an EHC plan or is looked after by a Local Authority**, must be registered as an independent school unless another statutory category applies. Arranging Alternative Provision - guide for LAs and schools		

Inclusion on a Local Authority framework or approved-provider list, or recommendation by another agency, may provide a useful starting point but does not remove the school's responsibility. In line with KCSIE 2026, the commissioning school remains ultimately responsible for the provision it commissions and must continue to carry out appropriate safeguarding checks and its own proportionate due diligence to ensure that the provision is safe, lawful, high quality and appropriate for the individual pupil.

Vocational and college provision

School-commissioned vocational or college provision for a pupil who remains registered at an OLOL CMAT school will normally constitute Alternative Provision and must meet the requirements of this section, including those relating to suitability, safeguarding, attendance, SEND, monitoring and review.

Direct full-time enrolment of a 14–16-year-old by an eligible further education or sixth-form college is a separate arrangement and **must follow the relevant DfE enrolment, registration and funding requirements**. Schools must be clear about the pupil's legal status before making any change to the school roll.

The DfE **Non-school Alternative Provision: voluntary national standards** may be used to support

due diligence and quality assurance where non-school Alternative Provision is being considered. OLOL CMAT expects the DfE voluntary national standards for non-school Alternative Provision to inform enhanced due diligence and ongoing quality assurance whenever lawful non-school Alternative Provision is commissioned.

5.4 Pre-placement assurance – Alternative Provision

Before a school-commissioned Alternative Provision placement begins, the nominated senior leader must submit the **Mandatory Trust Alternative Provision Pre-Placement Assurance Form – see Annex B, B2.** Please click on this link:

Alternative Provision Pre-Placement Assurance Form – Fill in form

The form provides formal assurance to the school and Trust that all applicable statutory, safeguarding and Trust requirements have been completed before the placement starts. Completion of the form does not replace the required due diligence, safeguarding checks, risk assessment, personalised placement planning or professional decision-making. It records the school's assurance that these requirements have been completed.

The placement must not begin until all applicable pre-placement requirements have been completed and the form has been submitted.

The form must also be resubmitted where there is a **significant change to the provider, delivery site or placement arrangements**.

5.5 Considering an Alternative Provision Placement – Flow Chart

The flowchart below summarises the Trust's process for considering, approving and implementing an Alternative Provision placement. It should be read alongside the remainder of this section, which sets out the key requirements represented within the flowchart.

Considering an Alternative Provision Placement

This flowchart summarises the process to be followed before an Alternative Provision placement begins.

1 Pupil needs, barriers and intended outcomes identified

2 Is Alternative Provision the correct legal and educational pathway?

- NO → Follow the relevant Alternative Education Pathway within this policy
- YES

3 Discuss the proposed arrangement with parents/carers and, where appropriate, the pupil

4 Discuss the proposed Alternative Provision route with the link Director of Performance and Standards (DPS)

5 Identify the proposed provider / provision

6 Is suitable registered school or college provision available and appropriate for the pupil?

- YES → Proceed with proportionate due diligence (including safeguarding and site checks)
- NO → Consider whether lawful non-school Alternative Provision is appropriate

7 If non-school Alternative Provision is proposed, would the provider be required to register as an independent school?

- YES, but not registered → DO NOT COMMISSION
- NO → Proceed with enhanced due diligence and obtain link DPS approval before the placement begins

8 Complete all applicable pre-placement checks and planning

Including (where applicable): provider registration and legal status; provider and site due diligence; written safeguarding and safer recruitment assurance; exact delivery address and any satellite or subcontracted provision; pupil-specific risk assessment; SEND / EHC plan and Local Authority considerations; social worker / Virtual School Head involvement where applicable; attendance and absence-reporting arrangements; curriculum and intended outcomes; transport, supervision and handover arrangements; pupil and parent/carer involvement; review, reintegration and next-step planning.

9 Personalised placement plan completed and placement formally agreed

10 Submit Pre-Placement Assurance

Alternative Provision Pre-Placement Assurance Form

The form provides formal assurance to the school and Trust that all applicable statutory, safeguarding and Trust requirements have been completed and evidenced before the placement begins. (See Section 5.4 of this policy.)

11 Placement begins

The placement must not begin until all applicable pre-placement requirements have been completed and the form has been submitted.

12 Attendance, safeguarding, welfare, educational progress and continued suitability monitored

13 Formal recorded review at least half-termly, and sooner where risk or need requires

14 Continue / amend / reintegrate / identify next appropriate pathway

Where there is a significant change to the provider, delivery site or placement arrangements, repeat from Step 4.

Key principles

- The best interests of the pupil are paramount.
- Safeguarding and welfare must underpin every decision.
- The commissioning school remains responsible for the provision it commissions.
- All arrangements must be legal, safe, suitable and appropriate to the pupil's needs.

Registration threshold

A provider delivering full-time education to five or more pupils of compulsory school age, or full-time education to at least one compulsory-school-age pupil who has an EHC plan or is looked after by a Local Authority, must be registered as an independent school unless another statutory category applies.

Remember

Inclusion on a Local Authority framework, approved-provider list or recommendation by another agency does not remove the school's responsibility to undertake its own due diligence and satisfy itself that the provision is appropriate for the individual pupil.

Pre-placement Assurance Form (Microsoft Form) confirms that all applicable requirements have been:

- Legal basis and approvals
- Provider status and registration
- Safeguarding assurance
- Due diligence and site checks
- Pupil-specific risk assessment
- SEND / EHC plan considerations
- Attendance and reporting
- Curriculum and outcomes
- Transport and supervision
- Pupil and parent/carer involvement
- Review and next steps

OLOL CMAT Alternative Education Pathways Policy must be read alongside this flowchart.

5.6 Pupils with an EHC plan

For a pupil with an EHC plan, OLOL CMAT will normally seek to use an appropriately registered school or college provision where suitable provision is available and can meet the pupil's needs.

Where lawful non-school AP is proposed instead, the school **must demonstrate** why the provision is appropriate for the individual pupil and complete the enhanced Trust approval process.

Where the proposed arrangement may affect the pupil's placement or the special educational provision specified within the EHC plan, the school must involve the Local Authority responsible for maintaining the plan before the arrangement is agreed so that it can consider whether the plan requires review or amendment.

Alternative Provision must not be used as a substitute for an appropriate special-school or specialist placement because suitable SEND provision is unavailable. DfE guidance makes clear that Alternative Provision serves a different purpose from special-school provision.

5.7 Safeguarding and safer recruitment assurance

Where a school places a pupil with an Alternative Provision provider, the school continues to be responsible for safeguarding that pupil and must satisfy itself that the placement is safe and appropriate. **KCSIE 2026** states that schools **should obtain written information** from the provider confirming that appropriate safeguarding checks have been carried out on individuals working at the provision, including written confirmation that the provider will inform the commissioning school of arrangements that may put the pupil at risk, such as staffing changes. **OLOL CMAT therefore requires this written safeguarding assurance to be obtained and retained before the placement begins.**

Before the placement begins

The school must obtain / confirm	Evidence to retain
The provider has appropriate safeguarding and child protection arrangements in place.	Provider safeguarding information / policy assurance
Appropriate safer recruitment and appropriate safeguarding checks have been completed for individuals working at the provision	Written confirmation from the provider
The provider will inform the school of relevant staffing or safeguarding changes which may place the pupil at risk.	Written provider assurance
There is a clear route for reporting safeguarding concerns, allegations or welfare concerns to the school.	Placement agreement / named contacts
The school and provider understand what safeguarding information must be shared before and during the placement.	Placement records / information-sharing arrangements
Any known safeguarding vulnerabilities relating to the individual pupil have informed planning.	Pupil-specific risk assessment / safeguarding record

KCSIE is particularly clear that the commissioning school should obtain **written information**, rather than simply assuming that the provider has carried out the relevant checks. Keeping children safe in education 2026: September 2026

Single Central Record

Staff employed by an external Alternative Provision provider are not added to the commissioning school's Single Central Record solely because the school has commissioned a placement with that provider.

The commissioning school must instead **obtain and retain written confirmation** from the provider that the appropriate safeguarding and safer-recruitment checks have been completed.

Changes after the placement begins

If the provider reports a change to…	The school must…
Staffing	Confirm appropriate safeguarding checks have been completed before the new arrangements affect the pupil.
Safeguarding arrangements	Consider whether the placement remains safe and whether the pupil-specific risk assessment requires review.
Supervision arrangements	Review whether staffing and supervision remain appropriate to the pupil's needs.
Any matter which may place the pupil at risk	Review the placement immediately, take appropriate safeguarding action and inform the link DPS promptly where the concern may have implications for the continued use of the provider or for other OLOL CMAT pupils.

KCSIE 2026 expects the commissioning school to **obtain written confirmation** that the provider will inform it of any arrangements that may put the pupil at risk, including relevant staffing changes. OLOL CMAT requires schools to act on any such notification and to assure themselves that appropriate safeguarding checks have been completed before changed arrangements affect the pupil.

The school must retain evidence of the safeguarding and safer-recruitment assurance obtained from the provider as part of its Alternative Provision due-diligence and placement records.

Supporting template: See Annex B, B3 – Alternative Provision Provider Information and Written Assurance Form. Schools may use equivalent provider documentation where it provides the required assurance

Provider, site and pupil-specific checks

Before a placement begins, the school must satisfy itself that the provider, location and arrangements are suitable for the individual pupil. The level of checking should be proportionate to the nature of the provision, the pupil's needs and any identified risks.

Pre-placement checks

Area to check	School must confirm	Evidence / action
Provider suitability	The provider is appropriate for the pupil's age, ability, aptitude, SEND, educational needs and intended outcomes.	Provider due diligence / placement rationale
Registration status	The provider is appropriately registered where registration is required by law, or can lawfully operate as non-school AP.	Registration check / Trust approval where applicable
Exact delivery site	The school knows the **actual address** where the pupil will receive education.	Provider/site record
Satellite or subcontracted provision	Any additional, satellite or subcontracted site to be used has been identified and checked.	Due-diligence record
Premises and environment	The premises, facilities and learning environment are appropriate and safe for the pupil.	Initial visit / provider check
Supervision	Supervision arrangements are appropriate throughout the pupil's attendance, including arrival, breaks and departure.	Placement agreement / risk assessment
Health and safety	Relevant health and safety arrangements are suitable for the proposed activity and pupil.	Provider assurance / risk assessment
SEND / medical needs	The provider understands and can appropriately meet the pupil's identified SEND, medical needs, reasonable adjustments and any relevant care arrangements.	Placement plan / information sharing / pupil-specific risk assessment
Transport and travel	Travel, transport, arrival, departure and handover arrangements are safe and manageable.	Pupil-specific risk assessment
Emergency arrangements	There are clear arrangements for emergencies, illness, incidents and contacting the school/parents.	Placement agreement / provider procedures
Information sharing	The provider has the information it needs to safeguard and support the pupil appropriately.	Recorded information-sharing arrangements

KCSIE 2026 is clear that schools should **always know where a pupil placed in Alternative Provision is based during school hours**, including any subcontracted provision or satellite sites

Where a placement is located in another Local Authority area, the school should consider any relevant cross-border safeguarding issues and ensure that travel arrangements are reasonable, safe and manageable for the individual pupil.

Pupil-specific risk assessment

A pupil-specific risk assessment must be completed before the placement begins.

The assessment should consider the individual pupil, the proposed provider and the actual arrangements in place. It should include, where relevant:

- **safeguarding vulnerability**

- **behaviour and regulation**
- **SEND**
- **medical needs**
- **supervision**
- **peer/group risks**
- **travel and transport**
- **arrival/departure**
- **site/environment**
- **activities/equipment**
- **lone or one-to-one working**
- **online delivery**
- **emergency arrangements**

The risk assessment should identify appropriate control measures, clear responsibilities and the circumstances that would trigger a review of the placement or risk assessment.

See Annex B, B4 – Pupil-Specific Alternative Provision Risk Assessment, or an equivalent pupil-specific risk assessment.

Exact location matters

The pupil must not attend a different site, satellite location or subcontracted provision unless the school has checked and approved the revised arrangement.

Any significant change to the **location, staffing, supervision, subcontracting, timetable or delivery arrangements** that may affect safeguarding or suitability must trigger a proportionate review before the changed arrangement is used.

Initial provider visit

For site-based Alternative Provision, an appropriate member of staff should visit the provision before the placement begins wherever reasonably practicable.

The visit should confirm the suitability of the environment, supervision, safeguarding arrangements, curriculum offer and the provider's ability to meet the individual pupil's needs. Where a pre-placement visit is not reasonably practicable, the school must record how sufficient assurance was obtained before the placement began.

Review trigger

Provider, site and pupil-specific checks must be reviewed where there is a **material change in the pupil's needs, the provider, location, staffing, supervision or delivery arrangements**, or where any safeguarding, welfare, attendance or suitability concern arises.

Pupils with a social worker and looked-after children

Children with a social worker and looked-after children may have additional safeguarding, welfare and educational vulnerabilities which must inform decisions about Alternative Provision. KCSIE 2026 expects the DSL to hold and use information about a child's social worker so that decisions are made in the best interests of the child's safety, welfare and educational outcomes.

Additional requirements

Pupil circumstance	School must ensure
Pupil has a social worker	The DSL ensures that relevant safeguarding and contextual information informs the decision to use AP, and the social worker is involved in planning and review where appropriate.
Looked-after child (LAC)	The Designated Teacher (DT) contacts the **Virtual School Head (VSH) as soon as possible** when AP is being considered. The VSH, DT and relevant professionals should consider the pupil's educational and pastoral needs and the suitability of the proposed placement. Before the placement begins, the school should ensure that the pupil's Personal Education Plan (PEP) reflects the proposed Alternative Provision arrangement where applicable, including the intended outcomes, support, attendance, review arrangements and next steps.
Previously looked-after child	The Designated Teacher should be involved in planning and review. Advice from the VSH may be sought where this would support effective planning.
Other professionals involved	Foster carers, children's home staff or other relevant professionals should be involved where appropriate to the pupil's circumstances.

The DfE AP guidance specifically states that where a looked-after child is likely to be placed in Alternative Provision, the Designated Teacher should contact the VSH **as soon as possible**, with the VSH and DT considering both attainment and pastoral needs when determining an appropriate placement.

Relevant safeguarding, educational and pastoral information must be shared with the provider on a **need-to-know basis before the placement begins**, with clear arrangements for ongoing communication and escalation of concerns.

5.8 Placement planning

Once a suitable provider has been identified and the required checks completed, the school and provider should agree the purpose of the placement, intended outcomes and arrangements for delivery, review and next steps. DfE guidance states that these should be recorded in a personalised plan for the pupil. Arranging Alternative Provision - guide for LAs and schools

Before the pupil starts, the provider and school should agree a robust induction and baselining process. This should include relevant educational, SEND, medical, safeguarding and pastoral information; current academic levels; prior attendance and engagement; and, where appropriate, the pupil's future ambitions. The agreed curriculum should be ambitious, broad and balanced, provide access to meaningful qualifications, maintain a strong focus on English and mathematics, and align with the home-school curriculum as far as reasonably practicable where reintegration is intended.

The personalised placement plan should include:

Area	What should be agreed and recorded
Purpose	Why Alternative Provision is being used and what the placement is intended to achieve.
Intended outcomes	Clear educational, attendance, engagement, behaviour, pastoral or other pupil-specific outcomes.
Start and expected duration	Start date, anticipated duration and, where appropriate, expected end date.
Timetable	Days, sessions and hours the pupil will attend Alternative Provision and the education they will receive for the remainder of their expected education time. **Any reduced offer must be based on the pupil's individual needs and must not arise simply because a provider offers limited hours.**
Curriculum and support	Education, qualifications, interventions and support the pupil will receive and how these meet their individual needs.
Attendance arrangements	How attendance and absence will be reported to the home school in accordance with the Trust Attendance Policy.
Communication	Named contacts at the school and provider and how concerns, incidents and progress will be communicated.
Pupil and parent/carer involvement	How the pupil and their parent/carer have been involved and how their views will continue to inform the placement.
Review arrangements	Dates and responsibility for formal review, at least half-termly, and how progress against the intended outcomes will be evaluated.
Reintegration / next steps	The intended next step and how readiness for reintegration, transition or another sustained destination will be assessed and supported.
The personalised placement plan must be completed and agreed before the placement begins. It should **be a live document,** updated where the pupil's needs, placement arrangements, intended outcomes or next steps change.	

DfE guidance expects regular review dates, at least half-termly, to be built into the arrangement and progress considered against the objectives of the placement. Where reintegration is intended, the home school and provider should agree from the outset how readiness to return will be assessed and what support will be needed.

Where the school commissions an Alternative Provision placement, it should inform the relevant Local Authority in accordance with current DfE guidance and any local notification arrangements.

See Annex B, B5 – Personalised Alternative Provision Placement Plan, or an equivalent local planning document

5.9 Staff accompanying pupils to Alternative Provision

Where an OLOL CMAT employee accompanies or supports a pupil at an Alternative Provision setting, the school remains responsible for that employee as their employer. Before the arrangement begins, the school must ensure that the deployment is safe, appropriate and clearly understood.

The school must maintain appropriate oversight of the employee's welfare and deployment and review the arrangement where there is any material change to the pupil's needs, provider, site, duties, supervision arrangements or identified risks.

Before the arrangement begins

Area	School must ensure
Purpose and duration	The reason for the deployment, expected duration and intended outcomes are clear.
Role and responsibilities	The employee understands their duties and what is, and is not, expected of them while at the provision.
Pupil and site risks	Appropriate risk assessment has considered the pupil, setting, travel, lone working, behaviour, medical needs and emergency arrangements.
Provider procedures	The employee has been given relevant safeguarding, health and safety and emergency information for the setting.
Training and competence	The employee has the appropriate training, equipment, experience and competence for the role they are being asked to undertake.
Supervision	It is clear who will direct and supervise the employee while they are working at the provision.
Communication	Arrangements are in place for regular contact with the employee's line manager or school.
Reporting concerns	The employee knows how to report an incident, injury, safeguarding concern or concern about the suitability of the placement.

OLOL CMAT staff must not be routinely deployed to compensate for an Alternative Provision provider that does not itself have sufficient appropriately trained staff, supervision or safeguarding arrangements to provide a safe and suitable placement.

Where an OLOL CMAT employee is required to accompany or support a pupil at an Alternative Provision setting, the proposed arrangement must be discussed with the employee in advance, including the location, duration, duties, supervision arrangements and identified risks. Where the arrangement may materially affect the employee's contractual duties, normal place of work or other terms and conditions, appropriate HR advice must be sought before implementation.

5.10 Attendance, safeguarding and welfare monitoring

Attendance at Alternative Provision must be monitored closely. The commissioning school must maintain clear oversight of the pupil's attendance, whereabouts, safeguarding and welfare throughout the placement and ensure that concerns are identified and acted upon promptly.

Attendance must be managed in accordance with the Trust Pupil Attendance Policy and the legal basis of the individual arrangement. The Alternative Education Pathways Policy does not duplicate national attendance codes.

Attendance and welfare responsibilities

Alternative Provision provider must	Commissioning school must
Record attendance for every session the pupil is expected to attend.	Ensure attendance information is received for every relevant session and recorded appropriately.
Confirm morning attendance to the school **no later than 10.00am,** or earlier where agreed.	Have a named member of staff responsible for receiving and monitoring AP attendance information.
Report any unexplained absence, unexpected non-arrival or attendance discrepancy immediately and not wait until 10.00am where there is a potential safeguarding concern.	Follow up unexplained absence or non- arrival promptly with the provider, parent/carer and relevant professionals.
Notify the school immediately if a pupil leaves the provision without authorisation.	Ensure the pupil's whereabouts are known and take appropriate safeguarding action where they cannot be confirmed.
Notify the school promptly of safeguarding, welfare, behaviour, health and safety or suitability concerns.	Ensure concerns are shared with the DSL and managed in accordance with the Trust Child Protection and Safeguarding Policy.
Inform the school of significant changes to the pupil's timetable, location, supervision or delivery arrangements.	Consider whether any change requires the placement, risk assessment or provider assurance to be reviewed.

Where provision begins after 10.00am, attendance should be confirmed to the school within 30 minutes of the pupil's agreed start time. Any unexplained non-arrival or safeguarding concern must be reported immediately. The 10.00am / 30-minute reporting expectations above are OLOL CMAT operational safeguards for timely oversight of pupils in AP; they are not national attendance-code deadlines. Any unexplained non-arrival or safeguarding concern must always be escalated immediately.

Where a pupil attends more than one setting, attends AP for only part of the week or travels between sites, there must be clear arrangements to establish where the pupil is expected to be, when they are expected to be there and who is responsible for them throughout the school day.

Safeguarding or welfare concerns

If…	The school must…
The pupil does not arrive as expected	Establish their whereabouts promptly and follow the Trust Attendance and Safeguarding procedures.
The pupil leaves AP without authorisation	Act immediately with the provider, parent/carer and relevant professionals to establish the pupil's whereabouts and safety.
A safeguarding or serious welfare concern arises	Inform the DSL immediately and take appropriate safeguarding action.
The concern relates to the safety or suitability of the AP placement	Review the placement immediately and pause or terminate it where necessary to safeguard the pupil.
The concern may affect other OLOL CMAT pupils using the provider	Inform the link DPS promptly so that wider Trust assurance can be considered.

DfE/KCSIE guidance expects AP placements to be reviewed immediately where safeguarding concerns arise and terminated where necessary unless or until the concerns have been satisfactorily addressed.

5.11 Monitoring progress, quality assurance and pupil voice

Responsibility for oversight of school-commissioned Alternative Provision remains with the commissioning school. Schools should maintain regular contact with both the provider and the pupil, with clear arrangements for exchanging information, monitoring progress and providing pastoral support.

Monitoring must consider not only whether the pupil is attending, but whether the placement remains safe, suitable and effective and is achieving the outcomes for which it was commissioned.

What schools should monitor

DfE guidance describes robust induction and baselining as essential, including assessment of current academic levels, attendance and engagement, so that progress can subsequently be evaluated. It also expects AP to provide a high-quality curriculum tailored to pupils' needs and ambitions, with appropriate assessment of progress.		
Area	**School expectation**	**Evidence / frequency**
Starting point and induction	Ensure relevant information is shared and the provider establishes appropriate baselines for attainment, attendance, engagement and identified needs.	At the start of the placement.
Attendance and engagement	Monitor whether the pupil is attending as expected and engaging with the provision.	Ongoing, in accordance with **Section 5.10** and the Trust Pupil Attendance Policy.
Educational progress	Consider progress from the pupil's starting points and against the intended outcomes in the personalised placement plan.	Provider information and formal review at least half-termly.
Curriculum and qualifications	Check that the pupil continues to receive an appropriate, ambitious curriculum and agreed qualifications, accreditation, interventions and support.	At review and through quality assurance.
SEND and individual needs	Ensure the provision continues to respond appropriately to the pupil's SEND, medical, pastoral and other identified needs.	At review and whenever needs change.
Safeguarding and welfare	Establish whether the pupil remains safe, supported and appropriately supervised and whether any new concerns or risks have arisen.	Ongoing; concerns acted upon immediately.
Pupil voice	Speak directly with the pupil about their experience, including whether they feel safe, supported, able to learn and understand their intended next steps.	As part of each formal review.
Parents/carers and professionals	Ensure relevant views and information contribute to reviewing the placement and next steps.	At planned reviews and where circumstances change.
Connection with the home school	Where the pupil remains registered at the school, make reasonable efforts to maintain their sense of belonging and	Throughout the placement.

	connection with the school community.	
Continued suitability and next steps	Consider whether the placement remains the right provision and whether it is supporting reintegration, transition or another sustainable destination.	At every formal review.

Review and quality assurance

OLOL CMAT requires every Alternative Provision placement to have a recorded formal review at least half-termly, and more frequently where the pupil's needs, risk or circumstances require it. The review should bring together information from the provider, pupil, school, parents/carers and relevant professionals and consider progress against the objectives recorded in the personalised placement plan.

For site-based provision, quality assurance should normally include direct contact with the pupil and a visit to the provision. Where a planned visit or pupil contact cannot take place, appropriate follow-up should be arranged and recorded.

This aligns with KCSIE 2026, which expects AP placements to be reviewed at least half-termly to assure schools that pupils are attending regularly and that provision remains safe and meets their needs.

Pupil voice

The pupil's experience matters

Quality assurance should establish:

- Do I feel safe?
- Am I supported?
- Am I learning and making progress?
- Do I understand why I am here?
- Do I know what happens next?

The pupil's views should be recorded and used alongside other evidence when evaluating the quality, suitability and impact of the placement. DfE guidance specifically expects commissioners to maintain a record that includes the pupil's own assessment of their placement.

Records and reporting

The school must maintain an appropriate record of the placement, including progress, achievements, reviews and intended or actual destination. Provider reports and other relevant evidence should be retained as part of the placement record.

Where a pupil is preparing to reintegrate into their home school, the school should obtain a final report from the provider covering the pupil's achievements and progress, including attendance

and behaviour, to inform the reintegration arrangements.

See Annex B, B6 – Alternative Provision Review and Quality Assurance Record, or an equivalent review and quality-assurance record.

5.12 Reintegration, transition and next-step planning

Alternative Provision should have a **clear intended outcome and next step from the outset**. Where reintegration to the home school is the intended outcome, the school and provider should agree how readiness to return will be assessed and what support will be required to secure a successful and sustainable return.

Where reintegration is not the intended outcome, the school must ensure that there is a clear plan for the pupil's transition to another appropriate education, training or employment destination. DfE guidance expects the objectives, timescale and reintegration arrangements to be agreed when the placement is established and kept under review throughout. Arranging Alternative Provision - guide for LAs and schools

Planning for the next step:

Area	School expectation
Intended destination	Identify the intended next step from the beginning of the placement and record this within the personalised placement plan.
Readiness for reintegration	Where return to the home school is intended, agree with the provider how readiness will be assessed, using evidence of attendance, engagement, progress, behaviour, wellbeing and the original objectives of the placement.
Support for return	Agree the support, reasonable adjustments, curriculum arrangements and resources required from the school and provider to enable successful reintegration.
Pupil and parent/carer involvement	Ensure the pupil and parents/carers are involved in planning and understand the proposed next steps and support arrangements.
SEND / EHC plan	Ensure the SENCO and Local Authority are involved where the proposed next step may affect the pupil's placement or provision specified in an EHC plan.
Looked-after pupils / social care	Involve the Designated Teacher, Virtual School Head, social worker and other relevant professionals where applicable.
Transition information	Ensure relevant educational, safeguarding, SEND, attendance, pastoral and risk information is shared securely with the receiving setting.
Review	Review the planned destination at each formal placement review and amend the plan where the pupil's needs or circumstances change.

Reintegration to the home school

Where the pupil is returning to their home school, the school and provider should agree a **joint reintegration plan** before the placement ends.

The DfE specifically expects the home school and provider to agree how readiness for return will be assessed and to put in place a joint support package for reintegration.

Where appropriate, support from the Alternative Provision provider may continue for a period after the pupil returns to support a sustainable reintegration.

Where the pupil will not return to the home school

Where reintegration to the home school is not appropriate or the pupil reaches the end of compulsory schooling while attending Alternative Provision, there must be a **planned and sustainable next destination**.

This may include transition to another school or provision, further education, training or employment, depending on the pupil's age, needs and circumstances.

The provider and home school should work together to ensure that the pupil does not experience an unmanaged gap in education or support. DfE guidance specifically expects a destination plan where a pupil remains in AP at the end of Year 11.

Before the placement ends

The school should obtain a **final report from the provider** summarising attendance, progress, achievements, behaviour and other relevant outcomes so that this information informs reintegration or transition planning.

DfE guidance expects regular provider reports during the placement and a final report in anticipation of reintegration. Arranging Alternative Provision - guide for LAs and schools

Supporting resource: See Annex B, B8 – Reintegration, Transition and Next-Step Plan. A separate B8 record is not required where the necessary planning is already clearly evidenced within the pupil's existing placement and review records

5.13 Ending, changing or withdrawing an Alternative Provision placement

Alternative Provision placements must not continue by default where they are no longer **safe, suitable, necessary or achieving their intended purpose**.

Any significant change to a placement must be reviewed and recorded before the revised arrangement is used, unless immediate safeguarding action is required.

When a placement changes

A proportionate review must take place where there is a material change to:

Change	Required action
Provider or delivery site	Re-check suitability, safeguarding, registration status where relevant, premises and pupil-specific risk before the new arrangement begins.
Satellite site or subcontracted provision	Confirm the exact location and provider arrangements and complete any additional due diligence required.

Timetable or hours	Review attendance, curriculum entitlement, supervision, transport and impact on the pupil's overall education.
Staffing or supervision	Confirm that safeguarding and safer recruitment assurance remains satisfactory and review the pupil-specific risk assessment where appropriate.
Pupil needs or circumstances	Review whether the provision can continue to meet the pupil's educational, SEND, medical, safeguarding and welfare needs.
Purpose or intended outcomes	Update the personalised placement plan and consider whether the placement remains the correct pathway.

Where the change may affect the safety, legality or overall suitability of the placement, the **link DPS should be informed promptly**.

Where concerns arise

A placement must be reviewed immediately where there is:

- a safeguarding or serious welfare concern;
- repeated or unexplained non-attendance;
- a significant deterioration in behaviour, engagement or wellbeing;
- evidence that the provider is not delivering the agreed education or support;
- concern that the provider, site or staffing arrangements are no longer safe or suitable; or
- a material change that has not been appropriately agreed or checked.

Where necessary, the school must **pause or terminate the placement** while concerns are investigated or until appropriate safeguards are in place.

KCSIE 2026 is explicit that where safeguarding concerns arise, AP placements should be reviewed immediately and terminated if necessary unless or until those concerns have been satisfactorily addressed. Keeping children safe in education - GOV.UK

Where a placement ends unexpectedly

If a provider withdraws a place, the placement breaks down or the school decides that the placement can no longer continue, the school remains responsible for ensuring that:

- **the pupil is safe**
- **their whereabouts are known**
- **parents/carers are informed**

- **relevant professionals are involved**
- **suitable education continues**
- **there is no unmanaged gap in provision**

The school must identify the immediate interim arrangements and agree the next appropriate pathway as quickly as possible.

Planned ending

Where a placement ends as planned, the school should ensure that:

- the final review is completed;
- a provider report is obtained where appropriate;
- progress against the original objectives is recorded;
- the pupil's views are captured;
- relevant information is transferred securely; and
- reintegration or transition arrangements are confirmed before the placement closes.

This should link directly to the arrangements set out in **Section 5.12 Reintegration, transition and next-step planning.**

Record keeping

The school must maintain a clear record of:

- **why the placement ended or changed**
- **decisions taken**
- **safeguarding or suitability concerns**
- **action taken**
- **interim education arrangements**
- **pupil/parent views**
- **agreed next steps**

See Annex B, B7 – Alternative Provision Placement Change, Concern or Closure Record, or an equivalent record, where there is a material change, significant concern, pause, withdrawal or unexpected ending.

5.14 Section 19 and Local Authority-arranged provision

Under **Section 19 of the Education Act 1996**, Local Authorities must arrange suitable, normally full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would otherwise not receive suitable education.

Alternative Provision may therefore be arranged or commissioned by the Local Authority, including for pupils who cannot attend school because of health needs, pupils who have been permanently excluded, or pupils for whom the Local Authority has determined that it must secure suitable education under its Section 19 duty.

Where the Local Authority arranges the provision, there must be clear agreement between the Local Authority, school and provider about their respective responsibilities. Local arrangements may determine how responsibilities are discharged in practice but cannot transfer a statutory duty away from the body on which the law places it.

Where the pupil remains registered at an OLOL CMAT school, the school must continue to discharge the responsibilities that remain with it, including appropriate oversight of safeguarding, attendance, SEND, welfare, progress and information sharing, and work with the Local Authority and provider to support the pupil's education and intended next steps.

For pupils with health needs, DfE guidance expects schools to continue supporting education where this can appropriately be provided by the home school and to involve the Local Authority when it becomes clear that the school can no longer provide suitable education.

Where a pupil has an EHC plan, the school must work with the maintaining Local Authority where the proposed arrangement may affect the pupil's placement or the special educational provision specified in the plan.

6. Off-site Direction

6.1 Purpose and legal basis

An **off-site direction** is a statutory arrangement requiring a pupil to attend another education setting temporarily for the purpose of improving their future behaviour. It may involve attendance at another mainstream school or Alternative Provision and may be full-time or combined with continued attendance at the home school.

An off-site direction **must not** be used simply to require a pupil to remain at home or access remote education from home as a behaviour-management measure. Where a pupil is prevented from attending school on disciplinary grounds, the statutory suspension or permanent exclusion process must be followed as appropriate.

Safeguarding separation is distinct from off-site direction. Where a pupil is temporarily prevented from attending the school premises because separation is necessary to safeguard that pupil or others, this must not automatically be treated as an off-site direction. The school must consider the safeguarding-separation provisions within the DfE Suspension and Permanent Exclusion guidance and follow the Trust Child Protection and Safeguarding Policy. Off-site direction should only be used

where the temporary placement is intended to improve the pupil's future behaviour.

Off-site direction is provided for under **section 29A of the Education Act 2002** and the **Education (Educational Provision for Improving Behaviour) Regulations 2010**, as applied to academies by the **Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026**.

An off-site direction:

- must be **temporary** and intended to improve the pupil's future behaviour;
- must not be used as a punishment or sanction for past misconduct;
- should normally be considered where appropriate in-school intervention, targeted support or outreach has been unsuccessful or would be inappropriate;
- must have a clear purpose, intended outcomes and proposed timescale;
- must provide a broad and balanced education; and
- must include planning for reintegration or another appropriate next step.

DfE guidance is explicit that off-site direction may only be used to improve future behaviour and not as a sanction or punishment for previous misconduct.

6.2 Trust decision-making and governance

For OLOL CMAT academies, statutory responsibility for arranging an off-site direction rest with OLOL CMAT as academy proprietor. Current DfE governance guidance confirms that Trust Boards are responsible for arranging off-site direction under the law.

Within OLOL CMAT, this function will be exercised through the Trust's agreed delegation arrangements.

The statutory proprietor function may only be exercised by a named officer, committee or other decision-maker where that authority has been formally delegated through the Trust's governance arrangements (DPS/DCEO/CEO). If the required delegation is not in force, the decision must be taken by the Trust Board or another body/person with lawful authority to exercise the function.

Supporting resource: Headteachers may use Annex B, B9 – Off-Site Direction: Headteacher Checklist for Trust Authorisation when preparing the information required for discussion with the nominated DPS. The checklist is not a separate approval form.

Before an off-site direction is made:

1. The **Headteacher** must discuss the proposed direction with the school's nominated **Director of Performance and Standards (DPS)** and provide sufficient information to demonstrate that the proposed arrangement is lawful, appropriate and in the pupil's best interests.

2. The **nominated DPS**, acting under delegated Trust authority, must confirm that the off-site direction may proceed.

3. The decision, rationale and authorisation must be recorded. Written confirmation between

the Headteacher and nominated DPS, including an appropriate email trail, may form part of this record.

4. The **Headteacher** is responsible for implementing the direction and ensuring the statutory notification, safeguarding, information-sharing, attendance, curriculum, monitoring and review requirements are followed.

5. The Headteacher must report the use of an off-site direction to the **Local Governing Body at its next scheduled meeting**. The LGB's role is to provide assurance and challenge; it does not approve or retrospectively ratify the individual direction unless this statutory function has been specifically delegated to it.

The Trust's Scheme of Delegation must reflect the authority given to the nominated DPS to exercise this function on behalf of the Trust Board.

6.3 Before an off-site direction is made

Before the direction is made, the school must ensure that the proposed arrangement is appropriate to the pupil's individual circumstances and that relevant initial intervention has been considered or undertaken.

Area	School must / should ensure
Purpose	There is a clear rationale for why off-site direction is being considered and how it is intended to improve the pupil's future behaviour.
Previous intervention	Appropriate in-school intervention, targeted support, outreach, multi-agency support or statutory assessment has been considered and, where relevant, undertaken.
Pupil needs	SEND, disability, health, safeguarding, welfare and other individual circumstances have informed the decision.
Pupil voice	The pupil is supported to express their views and informed about how these have been considered.
Provision	The receiving school or provider is safe, suitable and able to meet the pupil's needs. Where AP is commissioned, the requirements in Section 5 apply.
Objectives	Clear intended outcomes are identified against which the direction can be reviewed.
Duration	A proposed maximum period is identified during planning.

Curriculum	The pupil will continue to receive a broad and balanced education.
Information sharing	Relevant information is shared securely with the receiving setting before the direction begins.
Reintegration	Reintegration into the home school is considered and planned from the outset.
Trust authorisation	The nominated DPS/DCEO/CEO has authorised the direction where this function has been formally delegated through the Trust's governance arrangements; otherwise, authorisation has been obtained from the appropriate Trust decision-maker.

DfE guidance expects schools to be able to evidence appropriate initial intervention before an off-site direction, including multi-agency support or statutory assessment where relevant.

6.4 Information sharing

Before an off-site direction begins, the referring school and receiving setting should ensure that all relevant information has been shared securely and in advance.

This should include, as appropriate:

- prior and current attainment and academic potential;
- SEND, medical, safeguarding and pastoral information;
- a current pupil-specific risk assessment;
- relevant behaviour and support information; and
- advice about effective ongoing risk management and support strategies.

DfE guidance states that advance information sharing is **critical** to ensuring that the pupil is protected.

Information sharing must be undertaken in accordance with Section 4: Information Sharing and Records and Trust information-governance arrangements. Annex B, B15 – Pupil Information Sharing and Safeguarding Handover Checklist may be used as a supporting prompt where helpful.

6.5 Parents/carers and statutory notification

An off-site direction is a statutory direction and is **not dependent upon parental agreement**. However, parents/carers and the pupil should be appropriately involved in planning and review.

Once an off-site direction has been made, the parent — or the pupil where they are aged 18 or over — **must be notified in writing as soon as practicable and no later than two school days before the**

day on which the direction takes effect.

Where the pupil has an EHC plan, the Local Authority maintaining the plan must also receive the written notification.

The statutory notice must include:

Required information
The address where the education will be provided
The person to whom the pupil should report when first attending
The number of days for which the requirement will apply
The reasons for the direction
The objectives of the direction
The relevant start and finish times and, where applicable, break arrangements

These are prescribed statutory requirements.

Model statutory template: See Annex B, B10 – Off-Site Direction: Statutory Written Notification. Schools may use another format provided all prescribed information is included.

Attendance must be recorded in accordance with the **Trust Pupil Attendance Policy** and the legal basis of the arrangement.

Where an off-site direction is to another school at which the pupil is registered, the pupil must be appropriately dual registered, and the attendance register must use the code required by current statutory attendance guidance for sessions at the other school. Where the receiving provision is not a registered school, the code must reflect the actual legal arrangement; Code D must not be used simply because education is taking place off site – **Please review the Trust Pupil Attendance Policy.**

6.6 Monitoring and statutory review

An off-site direction must remain under review for as long as it continues.

September 2026 transition: where an academy off-site direction was imposed before 26 July 2026 and remains in effect, the school and Trust must ensure that the transitional written-notice and first-review requirements introduced by the 2026 Regulations have been completed. **Any outstanding legacy case must be escalated immediately to the link DPS / appropriate Trust decision-maker**.

The school must monitor the pupil's:

- **Attendance**
- **engagement**
- **behaviour**
- **educational progress**
- **safeguarding and welfare**
- **SEND and support needs**
- **progress against the objectives of the direction**
- **readiness for reintegration**

The statutory review function remains a proprietor responsibility and must therefore be exercised through the Trust's delegated arrangements.

The Headteacher should coordinate the review and provide the relevant evidence. The **nominated DPS, acting under delegated Trust authority**, must be involved in the decision as to whether the off-site direction should continue and, if so, for what further period.

Reviews must be sufficiently frequent to provide assurance that the direction is achieving its objectives. The review should involve the pupil, parents/carers, receiving setting and relevant professionals as appropriate. Reviews and decisions must be recorded in writing.

Statutory review requirements

Requirement	Statutory timescale / expectation
Routine review	Held at intervals considered appropriate having regard to the pupil's needs while the direction remains in effect.
Parent / pupil aged 18+ requests a review	Must be held as soon as reasonably practicable unless a review has already taken place within the previous **10 weeks**.
LA requests review for pupil with EHC plan	Same statutory requirement applies.
Invitation to a review	Must be provided in writing **at least 6 days before** the meeting.
Views	Parent/pupil aged 18+ and LA where the pupil has an EHC plan must be invited to attend or submit written views.
Decision	The delegated Trust decision-maker must decide whether the

	direction should continue and, if so, for what period.
Written outcome	The parent must receive written notification of the decision and reasons **no later than 6 days after the review meeting**.

Model statutory template: See Annex B, B11 – Off-Site Direction: Statutory Review Record and Written Outcome.

6.7 SEND, curriculum and reintegration

The school's duties under the **Equality Act 2010** and the **Children and Families Act 2014** continue during an off-site direction, including duties relating to reasonable adjustments and SEN provision.

Where the pupil has an EHC plan, the school must involve the maintaining Local Authority as required by the statutory process and where the arrangement may affect the pupil's placement or special educational provision.

Throughout the direction, the pupil should continue to receive a **broad and balanced curriculum** and support should remain focused on addressing the identified behaviour and enabling successful reintegration.

The school should maintain appropriate contact with the pupil throughout the direction. Reintegration should provide a fresh start, rebuild the pupil's engagement and sense of belonging and include appropriate academic, pastoral, behaviour and SEND support. DfE guidance specifically encourages continued contact, equivalent curriculum provision, personalised support and regular review during an off-site direction.

Where a review indicates that a permanent transfer to another mainstream school would be in the pupil's best interests, a **managed move** may be considered. The separate statutory and Trust requirements in **Section 7 Managed Moves** must then be followed.

6.8 Ending the off-site direction and governance reporting

An off-site direction must remain temporary and should continue only for as long as it remains appropriate to the pupil’s needs and is achieving its intended objectives.

Following review, the direction may:

- continue for a further defined period;
- be amended;
- end with the pupil reintegrating into the referring school; or
- lead to consideration of another appropriate lawful pathway, including a managed move where this is in the pupil’s best interests.

The decision, rationale and agreed next steps must be recorded. Where the pupil returns to the referring school, reintegration should be planned and supported in accordance with Section 6.7.

Where a permanent move to another mainstream school is being considered, the requirements in **Section 7 Managed Moves** must be followed. An off-site direction must not simply become a

permanent transfer without the appropriate process. The DfE guidance confirms that the direction must remain under review and that a managed move may be considered as a separate next step where appropriate.

7. Managed Moves

7.1 Purpose and principles

A **managed move** is a planned process which results in the **permanent transfer of a pupil from one mainstream school to another mainstream school**.

A managed move should:

- be **voluntary**;
- form part of a planned intervention;
- be in the pupil's **best interests**;
- be agreed by all parties, including the pupil's parents/carers and the admission authority of the receiving school;
- take account of the pupil's views, needs and individual circumstances; and
- provide the pupil with appropriate support to make a successful transition to the new school.

DfE guidance is explicit that managed moves should be voluntary, planned, agreed with all parties and only occur where they are in the pupil's best interests.

A managed move must not be used to pressure a parent into removing their child from a school or as a means of avoiding the statutory suspension or permanent exclusion process.

A parent's refusal to agree to a managed move must not itself be used as a reason to permanently exclude a pupil.

7.2 Managed moves and off-site direction

There is **no legal basis for a "trial managed move" or "trial admission".**

Once a managed move takes place, it is a **permanent school transfer**.

Where a temporary placement at another school is required to improve a pupil's future behaviour, the school should consider whether a statutory **off-site direction** under Section 6 is the appropriate pathway. A period of off-site direction may subsequently lead to consideration of a managed move where this is agreed and is in the pupil's best interests.

7.3 Before a managed move is agreed

Before a managed move is agreed, the school should ensure that it can evidence appropriate consideration of the pupil's circumstances and previous support.

Area	School should ensure
Best interests	There is a clear rationale for why permanent transfer is considered to be in the pupil's best interests.
Previous intervention	Appropriate initial intervention, including multi-agency support or statutory assessment where relevant, has been undertaken or considered.
Pupil voice	The pupil is supported to express their views and these are considered as part of the decision.
Parent/carer agreement	Parents/carers understand the proposal and agree voluntarily to the managed move.
Receiving school	The receiving school and its admission authority agree to the **permanent** transfer.
SEND, health and safeguarding	The pupil's SEND, disability, health, safeguarding, welfare and other individual circumstances have informed the decision.
Information sharing	Relevant information is shared with the receiving school in advance. Please see **Section 4: Information Sharing and Records**
Transition	Appropriate support is planned to enable successful transition and integration into the new school.

DfE guidance expects the original school to be able to evidence appropriate initial intervention, including multi-agency support or statutory assessment where relevant.

Supporting resource: See Annex B, B12 – Managed Move: Planning Checklist. A separate Trust form is not required where the required considerations and agreements are already clearly evidenced.

7.4 Information sharing and safeguarding

Before the managed move takes place, the original and receiving schools should ensure that all relevant information has been shared securely and in advance.

This should include, as appropriate:

- prior and current attainment and academic potential;
- SEND, medical, safeguarding and pastoral information;
- a current pupil-specific risk assessment;
- relevant behaviour and support information; and
- advice on effective ongoing risk management and support strategies.

The DfE specifically identifies advance sharing of attainment information, academic potential, current risk assessment and ongoing risk-management/support strategies, and states that information sharing in advance is critical to protecting the pupil.

Information sharing must be undertaken in accordance with Section 4: Information Sharing and Records and Trust information-governance arrangements. Annex B, B15 – Pupil Information Sharing and Safeguarding Handover Checklist may be used as a supporting prompt where helpful.

Where information indicates a risk to the pupil or others, relevant information should be shared with the receiving school sufficiently early for appropriate safeguarding, safety and support arrangements to be put in place. KCSIE 2026 specifically anticipates safeguarding information being shared in advance where this is necessary to manage risk.

7.5 Pupils with an EHC plan and other vulnerable pupils

Where a pupil has an **EHC plan**, the school should contact the maintaining Local Authority **before a managed move is agreed**.

Where the Local Authority, both schools and parents/carers agree that the move should proceed, the Local Authority must follow the statutory process required to amend the EHC plan.

Where the pupil:

- has a social worker;
- is looked after;
- was previously looked after; or
- is supported by other relevant agencies,

the appropriate professionals should be involved in planning where this is relevant to the pupil's needs, safeguarding or welfare.

For a looked-after child, the **Designated Teacher and Virtual School Head** should be involved as appropriate.

Where a pupil has a social worker, the social worker, DSL and, unless this would create a safeguarding risk, the pupil's parents/carers should be notified as soon as a managed move is being contemplated and before it takes place. For a looked-after pupil, the relevant **Virtual School Head** must also be notified of the proposed move. Where a managed move is agreed for a looked-after pupil, the Personal Education Plan should be reviewed and amended to reflect the move and the support required.

7.6 Admissions, registration and transfer

A managed move must comply with the **School Admissions Code** and the **School Attendance (Pupil Registration) (England) Regulations 2024**.

A managed move does not provide a mechanism for bypassing normal admission requirements. Where an in-year application is required, the admission authority must determine that application in accordance with its published admission arrangements and oversubscription criteria.

A managed move does not confer priority over other applicants. Where a waiting list operates, the pupil must not be admitted ahead of another pupil unless the receiving school's published oversubscription criteria give them higher priority.

Managed moves are separate from the **Fair Access Protocol**. A pupil who is not eligible for placement through the Fair Access Protocol cannot be admitted through that route simply because a managed move is being considered.

Once the managed move takes effect:

- the pupil transfers **permanently** to the receiving school;
- the pupil must be entered onto the receiving school's admission register;
- the pupil must be removed from the original school's admission register in accordance with the applicable registration requirements; and
- the pupil should be registered at **one school only**.

7.7 Transfer of records and transition

The original school must ensure that relevant educational, SEND, pastoral and safeguarding information is transferred securely to the receiving school so that appropriate support can be in place from the outset.

The DSL, or deputy, should ensure that the **child protection file is transferred separately and securely as soon as possible and within five days for an in-year transfer**, with confirmation of receipt obtained.

The transition should include, as appropriate:

- clear communication with the pupil and parents/carers;
- identified key contacts at the receiving school;

- appropriate curriculum and SEND information;
- safeguarding and risk-management arrangements;
- pastoral and behaviour support;
- consideration of relationships and belonging; and
- appropriate transition activity before the permanent transfer where this can be undertaken without creating an unlawful “trial admission”.

The original and receiving schools should retain an appropriate record of the decision, agreement of the relevant parties, information shared and transfer arrangements.

8. Temporary part-time timetables

8.1 Purpose and principles

A **temporary part-time timetable**, sometimes referred to as a reduced timetable, is an arrangement under which a pupil of compulsory school age receives less than full-time education for a temporary period.

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In **very exceptional circumstances**, where it is in a pupil’s best interests, a school may provide less than full-time education through a temporary part-time timetable to meet the pupil’s individual needs. A part-time timetable should not be used to manage behaviour.

A temporary part-time timetable must:

- have the agreement of the school and the parent with whom the pupil normally lives;
- have a clear purpose and form part of the pupil’s wider support, health-care or reintegration plan;
- be used for the shortest time necessary;
- have regular review arrangements involving the pupil and their parents/carers;
- have a proposed end date and a clear ambition to increase access to education; and
- not be used as a disciplinary measure, informal exclusion or substitute for appropriate SEND, medical, safeguarding or pastoral support.

A temporary part-time timetable is **not the same as a pupil receiving full-time education across more than one setting**. For example, a pupil attending school for part of the week and Alternative Provision for the remainder may still be receiving full-time education overall. The legal and educational basis of each arrangement must therefore be identified correctly.

8.2 Agreeing a temporary part-time timetable

The **Headteacher must approve** any temporary part-time timetable and ensure that the requirements of this policy are met before the arrangement begins.

Before approving the arrangement, the school must ensure that:

Area	Requirement
Best interests	There is a clear pupil-specific rationale explaining why a temporary reduction in education is necessary and in the pupil's best interests.
Support and adjustments	Appropriate support, reasonable adjustments and other available options have been considered.
Parent agreement	The parent with whom the pupil normally lives has agreed to the arrangement. **OLOL CMAT requires this agreement to be recorded in writing.**
Pupil voice	The pupil's views have been sought and considered, taking account of their age, understanding and communication needs.
Purpose and outcomes	The barriers being addressed and intended outcomes are clearly identified.
Education	The impact of reduced access to education and the curriculum has been considered and appropriate support identified.
Safeguarding and welfare	The pupil's whereabouts, supervision, welfare and any additional risks during sessions when they are not expected to attend school have been considered.
SEND / health	SEND, disability, medical and mental-health needs and any reasonable adjustments have been considered.
Timescale	A proposed end date and steps towards increased access to education are identified.
Review	Responsibility for monitoring the arrangement and formal review dates are agreed.

The school must follow any relevant Local Authority notification or information-sharing arrangements.

8.3 SEND, safeguarding and involvement of other professionals

A temporary part-time timetable must not be used as a substitute for meeting a pupil's SEND, medical, safeguarding or other statutory needs. Where the pupil has an EHC plan, the school should discuss the proposed timetable with the maintaining Local Authority so that the pupil's support package and EHC plan can be reviewed as swiftly as necessary.

Where the pupil has a social worker, the school is expected to keep the social worker informed and involved in the process. Where the pupil is looked after, previously looked after or supported through other statutory or multi-agency arrangements, relevant professionals should be involved where appropriate.

Safeguarding and welfare arrangements must reflect the pupil's individual circumstances. The school must consider any increased vulnerability arising from periods when the pupil is not expected to attend school and respond promptly to any new or emerging concerns.

8.4 Written plan

A written plan must be in place before the temporary part-time timetable begins. It should record:

- the reason and evidence supporting the arrangement;
- the pupil's views and parent/carer agreement;
- the sessions the pupil is expected to attend;
- the education and support to be provided;
- safeguarding and welfare arrangements, including risk assessments
- SEND, health and other professional involvement;
- the intended outcomes;
- the steps towards increasing access to education;
- the proposed end date; and
- agreed review dates.

Schools must maintain an appropriate record of all pupils accessing a temporary part-time timetable.

See Annex B, B13 – Temporary Part-Time Timetable: Written Plan, Approval and Review, or an equivalent local plan that clearly evidences the required approval, agreement, planning and review arrangements.

8.5 Attendance

Attendance must be recorded accurately in accordance with the **Trust Pupil Attendance Policy** and **current statutory attendance guidance**.

For a compulsory-school-age pupil on a temporary part-time timetable, sessions the pupil is not expected to attend because of the agreed temporary timetable should normally be recorded using Code C2 in accordance with current statutory attendance guidance. Code C2 must not be used where the pupil is receiving full-time education overall but is only attending the school part-time, for example because they are dual registered, attending school-arranged Alternative Provision for other sessions, or flexi-schooling; the code must reflect the actual arrangement. **Please review the Trust Pupil Attendance Policy.**

The school must clearly identify the sessions the pupil is expected to attend and promptly follow up any unexplained absence from those sessions.

Where a pupil is receiving education elsewhere during part of the school week, the school must record the arrangement according to its actual legal and educational basis. A pupil receiving education partly at school and partly through another lawful educational arrangement is not automatically on a temporary part-time timetable. DfE guidance specifically distinguishes this from a pupil receiving less than full-time education.

8.6 Review and return to full-time education

A temporary part-time timetable must remain under regular monitoring and review.

OLOL CMAT requires a formal review at least half-termly, and sooner where the pupil's safeguarding, SEND, health, attendance, welfare or educational circumstances require this.
The pupil and their parents/carers should be involved in each formal review, together with relevant professionals where appropriate.

Reviews must consider:

- whether the arrangement remains necessary and in the pupil's best interests;
- whether it is achieving its intended purpose and outcomes;
- the pupil's educational progress, engagement, wellbeing and welfare;
- whether access to education can be increased;
- whether support or reasonable adjustments need to change;
- whether the proposed end date remains appropriate; and
- whether the timetable should continue, be amended or end.

There is **no fixed statutory maximum duration** for a temporary part-time timetable. It must, however, have a proposed end date and be in place for the shortest time necessary. The end date may be amended through the review process where justified by the pupil's individual circumstances.

In limited cases, particularly involving a long-term health condition, a part-time timetable may be required for a prolonged period but must remain under regular review.

The intended outcome should normally be a return to **full-time education**, either at the school or through another suitable educational arrangement.

9. Flexi-schooling

9.1 Definition and principles

Flexi-schooling is an arrangement where a pupil is primarily electively home educated but remains registered at a school and attends the school for agreed sessions as part of their education.

Flexi-schooling is **not the same as a temporary part-time timetable**. Under flexi-schooling, the pupil continues to receive a full-time education overall through a combination of education provided by their parent/carer and education received at school. It is also distinct from full-time elective home education because the pupil remains registered at and attends the school.

Parents/carers **do not** have a legal entitlement to flexi-schooling and schools are under no obligation to agree to a request. Where an arrangement is agreed, the parent/carer remains responsible under **section 7 of the Education Act 1996** for ensuring that the child receives an efficient, suitable full-time education overall, taking account of the education provided by the school. DfE guidance confirms that schools are not obliged to agree such arrangements.

Flexi-schooling must arise from a genuine parental choice. OLOL CMAT schools **must not** use or encourage flexi-schooling as a means of addressing attendance difficulties, behaviour concerns, SEND or medical needs, safeguarding concerns, resource pressures or the risk of suspension or permanent exclusion. Where such issues arise, the appropriate support and lawful education pathway must be considered.

9.2 Considering a request

A request for flexi-schooling must be considered individually and requires the **Headteacher's approval**.

In deciding whether to agree the request, the Headteacher should consider:

- whether the request is genuinely parent-led;
- the pupil's views, age and individual circumstances;
- whether the arrangement is likely to provide a suitable full-time education overall;
- the impact on the pupil's curriculum, progress and educational continuity;
- SEND, disability, medical, safeguarding and welfare considerations;
- the practicality of the proposed school attendance pattern;
- the implications for school organisation and resources; and
- any relevant professional advice.

The school may decline a request where it considers that the proposed arrangement would not be workable or appropriate.

9.3 Written agreement and educational responsibilities

Where flexi-schooling is agreed, a **written agreement** must be in place before the arrangement begins.

The agreement should identify:

- the sessions the pupil will attend school;
- the education for which the school will be responsible;
- the responsibilities of the parent/carer for the home-education element;
- attendance and absence arrangements;
- communication arrangements;
- relevant safeguarding, SEND and medical considerations;
- arrangements for review; and
- the circumstances in which the arrangement may be amended or brought to an end.

The school is responsible for the education it provides **during the pupil's agreed school sessions**.

Parents/carers are responsible for planning, providing and supervising the home-education element and for ensuring that the pupil receives a suitable full-time education overall.

Schools are not required to plan, set or mark work for the home-education element, although they may choose to share curriculum information or resources. DfE guidance recognises that flexi-schooling may be used, for example, to enable a pupil to attend school for particular subjects.

See Annex B, B14 – Flexi-Schooling: Parent Request, Headteacher Decision, Written Agreement

and Review, or an equivalent local record.

9.4 Safeguarding, SEND and Local Authority involvement

During agreed home-education sessions, the school does not supervise the pupil's education or welfare. However, the pupil remains registered at the school and any safeguarding concerns that become known to the school must be responded to in accordance with the **Trust Child Protection and Safeguarding Policy** and statutory safeguarding guidance. The DfE specifically distinguishes home-education sessions from approved off-site activity because the school does not supervise the pupil during those periods.

Where a pupil has SEND, the school must consider whether flexi-schooling would affect the support the pupil requires.

Where the pupil has an **EHC plan**, the school should liaise with the Local Authority responsible for maintaining the plan where the proposed arrangement may affect the pupil's placement, special educational provision or outcomes. Flexi-schooling does **not automatically require Local Authority approval in every mainstream case**, but the school and Local Authority must continue to discharge their respective statutory duties.

Schools should follow any relevant Local Authority notification or information-sharing arrangements for flexi-schooling.

9.5 Attendance and review

The pupil must attend school for all sessions agreed as part of the flexi-schooling arrangement. Any unexplained absence from those sessions must be followed up in accordance with the **Trust Pupil Attendance Policy**.

For compulsory-school-age pupils, agreed sessions during which the pupil is receiving home education are recorded as authorised absence using **Code C**. They must not be recorded as approved off-site educational activity. This is explicitly clarified in the July 2026 attendance guidance.
The arrangement should be reviewed at agreed intervals to ensure that it remains workable and appropriate. Unlike a temporary part-time timetable, flexi-schooling **does not have to be time-limited and does not have an automatic objective of increasing school attendance**.

The school may reconsider or end the arrangement where, for example, the agreed arrangements are not being followed, there are concerns about the pupil's education, attendance, safeguarding or welfare, or the arrangement is no longer workable for the school. Any decision should be communicated clearly to parents/carers and appropriate transition arrangements made.

10. Education for Pupils with Health Needs Who Cannot Attend School

10.1 Purpose and legal framework

Wherever possible, pupils with physical or mental health needs should continue to receive their education through their home school, with appropriate support, reasonable adjustments and arrangements to enable them to attend and participate.

OLOL CMAT schools must make appropriate arrangements to support pupils with medical conditions in accordance **with section 100 of the Children and Families Act 2014**, the **Trust's Supporting Pupils with Medical Conditions** arrangements**, SEND procedures, Pupil Attendance Policy and Child Protection and Safeguarding Policy**. Section 100 places a specific duty on academy proprietors to make arrangements to support pupils at school with medical conditions.

Where a pupil cannot attend school because of physical or mental health needs, the Local Authority's duty under **section 19 of the Education Act 1996** may apply. The Local Authority is responsible for arranging suitable education, at school or otherwise, for a compulsory-school-age child who would not otherwise receive suitable education because of illness, exclusion or other reasons.

This duty can apply whether the child remains on a school roll or not and includes pupils who are unable to attend school consistently or who can attend only intermittently.

10.2 When the Local Authority should be involved

A pupil should not require Local Authority-arranged education simply because they have a medical condition or are temporarily unable to attend school. Wherever possible, the school should continue to support the pupil to access suitable education through appropriate support and reasonable adjustments.

However, as soon as it becomes clear that the school can no longer support the pupil's health needs and provide suitable education, the school should contact the Local Authority so that its duties under **section 19 of the Education Act 1996** can be considered.

Where a compulsory-school-age pupil is recorded as unable to attend because of sickness and the school has reasonable grounds to believe that the pupil will miss at least 15 school days, consecutively or cumulatively during the school year, the school must make the required sickness return to the Local Authority in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and current attendance guidance.

Where it is clear that a pupil will be unable to attend school for **15 school days or more** because of their health needs, whether consecutively or cumulatively across the school year, the Local Authority should arrange suitable alternative education.

The 15-school-day point is a clear DfE trigger for Local Authority action; it is not an absolute statutory deadline that permits suitable education to be delayed where the section 19 duty is already engaged. Schools should involve the Local Authority earlier whenever it is apparent that the pupil would otherwise be without suitable education.

Where an absence of 15 school days or more is **known or planned in advance**, for example because

of surgery, hospital admission or recurring treatment, the school should contact the Local Authority as early as possible. The Local Authority should make timely arrangements in advance so that suitable education can begin from the **first day of the planned absence**, unless exceptional circumstances apply.

Where an absence was initially expected to be shorter but subsequently becomes prolonged, the school should contact the Local Authority as soon as it becomes clear that the pupil is likely to require education under section 19.

10.3 Suitable education

Education arranged for a pupil who cannot attend school because of health needs must be suitable to their:

- age;
- ability;
- aptitude; and
- any special educational needs they may have.

The education should be of good quality and enable the pupil, as far as their health allows, to continue to make educational progress and remain connected with their curriculum and future learning.

The Local Authority should normally arrange full-time education. Where full-time education would not be in the pupil's best interests because of their physical or mental health, part-time education may be appropriate. Any reduced educational offer must be based on the pupil's individual health needs and remain under regular review.

A health-needs education arrangement is distinct from a school-agreed temporary part-time timetable under Section 8 of this policy, although a temporary part-time timetable may sometimes form part of a pupil's planned reintegration.

10.4 Planning and information sharing

The school, Local Authority, pupil, parents/carers and relevant professionals should work together to determine the most appropriate education arrangement.

Planning should consider:

- the pupil's health needs and how these affect their ability to access education;
- current attainment, curriculum and learning priorities;
- SEND and any provision specified in an EHC plan;
- safeguarding and pastoral needs;
- the pupil's views and preferences;
- the appropriate amount, location and method of education;
- examinations, qualifications and transition arrangements where relevant;
- how the pupil will remain connected with their home school; and
- arrangements for review and reintegration.
-

Relevant information must be shared securely and in accordance with **Section 4 Information Sharing and Records.**

Medical evidence should be considered alongside other available information to understand the pupil's needs and determine suitable provision. The absence of particular medical evidence should not unnecessarily delay consideration of appropriate education, and repeated medical evidence should not be sought without good reason. The DfE specifically advises Local Authorities not to insist unnecessarily on continuing consultant evidence where other appropriate evidence is available.

10.5 Remote education

Remote education may form part of an individual education package where this is appropriate to the pupil's health needs.

It should not automatically replace face-to-face education simply because the pupil cannot attend their usual school. Current DfE guidance recognises that a flexible package may include agreed periods of remote education, while the health-needs guidance states that electronic or remote education should generally complement face-to-face provision unless the pupil's health means that remote education alone is appropriate for a limited period.

Any remote element must be kept under review as part of the pupil's overall education and reintegration plan.

10.6 Continuing role of the home school

Where the pupil remains registered at an OLOL CMAT school, the school must continue to play an active role in the pupil's education and welfare.

This should include:

- maintaining appropriate contact with the pupil and parents/carers;
- working with the Local Authority, provider and relevant professionals;
- sharing appropriate curriculum, attainment, SEND, safeguarding and pastoral information;
- supporting continuity of learning, qualifications and examinations;
- maintaining appropriate safeguarding and attendance oversight;
- helping the pupil remain connected to their school community and peers where appropriate; and
- participating in reviews and planning for reintegration.

The fact that the Local Authority is arranging education under section 19 does not mean the home school's responsibilities simply end.

10.7 SEND, safeguarding and vulnerable pupils

Where a pupil has SEND, the school and Local Authority must continue to discharge their respective statutory responsibilities. Where the pupil has an EHC plan, the Local Authority responsible for maintaining the plan should be involved where health-needs education may affect the provision, placement or outcomes specified in the plan.

Where the pupil has a social worker, is looked after or is otherwise subject to statutory multi-agency planning, relevant professionals must be involved as appropriate. For a looked-after child, the school's Designated Teacher should work with the relevant Virtual School Head and social worker when planning education away from school.

Health-needs provision must not result in reduced safeguarding oversight or be used as an informal means of removing a pupil from mainstream education.

10.8 Review and reintegration

Health-needs education must be reviewed regularly, with input from the pupil, parents/carers, school, Local Authority and relevant professionals.

Reviews should consider:

- whether the education remains suitable;
- whether the pupil's health needs or capacity to engage have changed;
- educational progress and curriculum access;
- SEND, safeguarding and welfare;
- whether access to education can appropriately be increased; and
- whether and how the pupil can return to their home school.

Where return to school is appropriate, there should be a planned and supported reintegration, reflecting the pupil's health, educational, SEND and pastoral needs.

11. Bespoke, One-to-One and Remote Education Arrangements

Bespoke, one-to-one and remote education are methods of arranging or delivering education rather than separate legal pathways. Before an arrangement begins, the school must identify and record the legal basis under which the education is being provided

Depending on the individual circumstances, this may include:

- the school's own curriculum, intervention or support arrangements;
- **Alternative Provision** under Section 5;
- Local Authority-arranged education under **section 19 of the Education Act 1996**; or
- **Education Otherwise Than At School (EOTAS)** arranged through an EHC plan.

Where an external tutor, online provider or bespoke programme replaces some or all of a pupil's usual mainstream education, the school must consider whether the arrangement constitutes Alternative Provision. Where it does, all relevant requirements within **Section 5** apply. One-to-one tuition is expressly recognised within DfE guidance as a form through which Alternative Provision may be delivered.

11.1 Oversight of bespoke and blended arrangements

Where a pupil receives education through more than one tutor, provider, setting or delivery method, the school must retain oversight of the pupil's **overall education**.

The school must be clear about:

- what education will be provided and the intended outcomes;
- who is responsible for each element;
- where and when education will take place;

- how attendance or engagement will be confirmed;
- safeguarding, supervision and online-safety arrangements;
- SEND, medical needs and reasonable adjustments;
- how progress will be monitored; and
- how the overall arrangement will be reviewed.

11.2 Remote education

Remote education may form part of a pupil's education where this is appropriate to their individual circumstances. It must not be regarded as an equal alternative to attendance at school. DfE guidance states that remote education should normally be considered only as a **last resort where the alternative would otherwise be no education**, once it has been established that the pupil is, or will be, absent from school.

Remote education is a method of delivering education, not an attendance status. A pupil who is absent from the school premises while receiving remote education must still be recorded as absent using the attendance code that reflects the reason and legal basis for the absence; monitoring online engagement does not replace the statutory attendance register. **Please review the Trust Pupil Attendance Policy.**

Where remote education is used, the school must ensure that appropriate arrangements are in place for safeguarding and online safety, attendance or engagement, SEND and reasonable adjustments, educational progress and regular review.

11.3 One-to-one tuition

One-to-one tuition may form part of a pupil's education where this is appropriate to their individual needs.

Where one-to-one tuition is provided as part of the school's normal curriculum or support arrangements, it will not necessarily constitute Alternative Provision. Where an external tutor or provider is commissioned to replace some or all of the pupil's usual mainstream education, the school must consider whether the requirements of **Section 5** apply.

One-to-one tuition may involve **fewer teaching hours than classroom-based education because individual teaching can be more intensive**. However, the overall education provided must remain suitable to the pupil's age, ability, aptitude and any SEND.

12. Arrangements Legally Distinct from Alternative Provision

Education Otherwise Than At School (EOTAS) and Elective Home Education (EHE) are legally distinct from school-commissioned Alternative Provision. They must not be used or recorded as Alternative Provision simply because a pupil is receiving education away from their usual school.

Arrangement	Who decides / arranges it?	Key distinction
EOTAS	Local Authority through the SEND/EHC plan framework	Special educational provision arranged because it would be inappropriate for the provision to be made in a school or other relevant institution
EHE	Parent/carer	Parent takes responsibility for providing the child's suitable full-time education

12.1 Education Otherwise Than At School (EOTAS)

Under **section 61 of the Children and Families Act 2014**, a Local Authority may arrange special educational provision otherwise than in a school, post-16 institution or relevant early-years setting where it is satisfied that it would be inappropriate for the provision to be made in such a setting. The Local Authority must consult the child's parent or the young person before making this decision.

EOTAS is a Local Authority SEND arrangement and **is not the same as Alternative Provision**, health-needs education under **section 19, Elective Home Education** or a school-created bespoke package.

An OLOL CMAT school cannot determine or create an EOTAS arrangement independently. Where a school considers that a pupil with an EHC plan may require provision otherwise than in school, it must liaise with the Local Authority responsible for maintaining the plan so that the pupil's needs, provision and EHC plan can be considered through the appropriate statutory process.

Where EOTAS is agreed, the Local Authority remains responsible for securing the special educational provision specified in the EHC plan. The school must be clear about any responsibilities that remain with it and ensure that relevant information is shared securely and in a timely way in accordance with **Section 4: Information Sharing and Records**.

12.2 Elective Home Education (EHE)

Elective Home Education is a parental choice. Under **section 7 of the Education Act 1996**, parents are responsible for ensuring that their compulsory-school-age child receives an efficient, suitable full-time education appropriate to their age, ability, aptitude and any special educational needs.

Where a parent chooses full-time EHE, they take responsibility for providing their child's education. EHE is **not school-commissioned Alternative Provision** and the school does not remain responsible for providing the child's curriculum once they have lawfully left the school roll.

OLOL CMAT schools **must not encourage or pressure a parent to electively home educate** as a means of addressing attendance difficulties, behaviour, SEND, medical needs, safeguarding concerns, resource pressures or the risk of suspension or permanent exclusion.

Where a parent indicates that they are considering EHE, the school should ensure that the decision

is genuinely parent-led, provide appropriate information and follow current statutory registration requirements and Local Authority notification procedures. A parent generally does not need Local Authority permission to home educate a child attending a mainstream school, including a pupil with an EHC plan; different requirements apply where the child attends a special school.

Any safeguarding concerns must continue to be acted upon and shared with the Local Authority or children's social care where appropriate. A decision to EHE **must not** be treated as resolving an existing safeguarding concern.

12.3 Distinguishing EHE from other arrangements

EHE must not be confused with **flexi-schooling**, where the pupil remains registered at school and receives their education through an agreed combination of school attendance and parent-led home education.

It must also not be used to describe education arranged by a school or Local Authority for a pupil who cannot attend school. The **legal basis of the arrangement, rather than where the education physically takes place, determines which pathway applies.**

13. Legal and statutory guidance framework

This policy is informed by the legislation and guidance below. Schools must apply the version in force at the time a decision is made and should not rely on an older edition where statutory guidance has subsequently been updated.

Key legislation

- **Education Act 1996**, including sections 7, 19 and 444.
  Education Act 1996 – full Act |
- **Education Act 2002**, including section 29A in relation to off-site direction.
  Education Act 2002 – full Act |
- **Education and Inspections Act 2006**, including **section 100** relating to the duty to provide suitable full-time education during certain suspensions.
  Education and Inspections Act 2006 |
- **Children and Families Act 2014**, including sections 42 and 61 and duties relating to EHC plans.
  Children and Families Act 2014 |
- **Equality Act 2010. -** Equality Act 2010
- **School Attendance (Pupil Registration) (England) Regulations 2024.** These are the current registration and attendance regulations and replaced the previous 2006 pupil-registration regime.
  School Attendance (Pupil Registration) (England) Regulations 2024
- **Education (Educational Provision for Improving Behaviour) (England) Regulations 2010**, as amended and applied to academies and pupil referral units by the **Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026**. The 2026 Regulations came into force on **26 July 2026**.
  2010 Regulations | 2026 Regulations – SI 2026/558

- **Education (Independent School Standards) Regulations 2014** and the statutory registration framework in force for independent schools.
  Education (Independent School Standards) Regulations 2014
- **Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025.** The 2025 Act makes amendments to the UK GDPR and Data Protection Act 2018.
  Data Protection Act 2018 | UK GDPR | Data (Use and Access) Act 2025

Legal and statutory guidance framework

- **Keeping Children Safe in Education 2026 (DfE)** – statutory guidance, in force from 1 September 2026. Keeping Children Safe in Education 2026
- **Arranging Alternative Provision: A Guide for Local Authorities and Schools** – DfE statutory guidance, updated **5 February 2025**. The GOV.UK publication page is titled simply *Alternative provision*. Alternative Provision – statutory guidance
- **Working Together to Improve School Attendance** – DfE statutory guidance, most recently updated **9 July 2026**. Working Together to Improve School Attendance
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement** – DfE statutory guidance, current version from **July 2026**; GOV.UK page updated 26 July 2026.
  School suspensions and permanent exclusions – July 2026 guidance
- **Children Missing Education** – DfE statutory guidance, updated **8 September 2025**. Importantly, the 2025 version is now expressly statutory guidance for **schools as well as local authorities**. Children Missing Education
- **Working Together to Safeguard Children 2026** – statutory guidance, published/updated **18 March 2026**. Working Together to Safeguard Children 2026
- **SEND Code of Practice: 0 to 25 years** – DfE/DHSC statutory guidance; GOV.UK page last updated **12 September 2024**.
  SEND Code of Practice: 0 to 25 years
- **Supporting pupils at school with medical conditions** – DfE statutory guidance.
  Supporting pupils with medical conditions at school
- **Arranging education for children who cannot attend school because of health needs** – statutory guidance for local authorities, also relevant to schools and AP providers. The current publication was last updated **14 December 2023**.
  Education for children with health needs who cannot attend school
- **Careers guidance and access for education and training providers** – DfE statutory guidance, updated **23 June 2026**. It applies from Year 7 onwards and also covers learners up to 25 with a current EHC plan in the circumstances set out in the guidance.
  Careers guidance and access for education and training providers
- School Admissions Code 2021 – statutory guidance governing admissions, including in-year admissions relevant to managed moves.
- Promoting the education of looked-after and previously looked-after children – statutory guidance relevant to planning, PEPs, Virtual School Head involvement and educational continuity.

Other relevant DfE guidance and standards

- **Behaviour in Schools: advice for headteachers and school staff** – DfE guidance, updated 19

February 2024; relevant to preventative intervention, in-school units, behaviour support and reintegration.

- **Providing remote education: guidance for schools** – DfE non-statutory guidance, updated 19 August 2024; remote education should be used only as a last resort once absence has been established and should support a plan for return to in-person education.
- **Elective Home Education: guidance for local authorities and guidance for parents** – updated **19 August 2024**. Elective Home Education guidance
- **Mental health issues affecting a pupil's attendance: guidance for schools.**
  Mental health issues affecting a pupil's attendance
- **Non-school Alternative Provision: voluntary national standards** – DfE, published **31 August 2025**. These remain **non-statutory**; DfE describes them as voluntary national standards intended to inform local oversight and commissioning.
  Non-school Alternative Provision: voluntary national standards
- **Independent school registration: departmental guidance** – current GOV.UK publication, last updated **27 April 2026**. It confirms the registration thresholds relevant to AP providers: full-time education for **5 or more compulsory-school-age pupils, or one compulsory-school-age pupil with an EHC plan or who is looked after**.
  Independent school registration guidance