**REDCAR AND CLEVELAND BOROUGH COUNCIL**

**Tees Alternative Education Directory**

**September 2021**

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# Tees Alternative Provision Directory Introduction

The Tees Alternative Provision Directory provides a list of organisations who have been successful in gaining a place on the Tees Alternative Provision Framework. The service specification and framework contract are available on request if required.

Alternative Education refers to learning and support offered primarily outside of school that is deemed to be an intervention aimed at helping ‘turn around pupils before they become disengaged with their education’ and will ‘deliver appropriate educational progress’.

Types of provision on this framework include: - full time provision, revolving door packages provided for a fixed period of time with the aim of securing access to mainstream provision either through reintegration or transition to a new school, part time provision and preventative programmes aimed at preventing exclusion.

The provision is aimed at children and young people: -

* + - At risk of exclusion from school; or
    - Excluded from school on a fixed term basis; or
    - At risk of disengaging from mainstream education and/;or
    - Require additional support during a negotiated transfer between mainstream schools; or
    - Otherwise require alternative education provision to meet their educational entitlement, for instance in line with an Education, Health and Care Plan or is a Looked after Child with no school place.

The framework is divided into six Lots (categories) as follows;

**LOT 1 (Primary)**

Primary (KS1 and KS2) – Alternative Provision (Education) Service - must provide education with a focus on achieving KS1 and KS2 outcomes to ensure that pupils are ready to make a successful transition into Secondary education.

**LOT 2 (Primary)**

Day 6 Exclusion (KS1 – KS2) - Alternative Provision (Education) Service – must provide education from day six for any pupil who has a permanent exclusion from their mainstream School and can register a child onto their School roll, so that they can continue with their education with the minimum of disruption.

**LOT 3 (Secondary)**

Secondary (KS3 and KS4) - Alternative Provision (Education) Service - must provide education with a focus on achieving academic qualifications (GCSE or alternatives) to ensure that pupils are ready to make a successful transition into post 16 education or training.

**LOT 4 (Secondary)**

Day 6 Exclusion (KS3 – KS4)- Alternative Provision (Education) Service – must provide education from day six for any pupil who has a permanent exclusion from their mainstream School, and can register a child onto their School roll, so that they can continue with their education with the minimum of disruption.

**LOT 5 (Primary and Secondary)**

Medical and Therapeutic (KS1 – KS4) – Alternative Provision (Education) Service - must provide education for pupils who have been prevented from attending their mainstream School as a result of medical needs. These may be physical, emotional or psychological.

**LOT 6 (Primary and Secondary)**

Alternative Curriculum and Enrichment Service – must provide a creative and alternative programme that enhances or provides an alternative curriculum for KS1 – 4 pupils.  The service will provide tailored support for pupils who are disengaged with learning in the classroom or face challenges with the pace of a classroom curriculum.

Organisations on each lot are shown in the table below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Organisation** | **Lot 1** | **Lot 2** | **Lot 3** | **Lot 4** | **Lot 5** | **Lot 6** |
| 1st Staff Ltd | **** |  | **** |  | **** |  |
| Daisy Chain |  |  |  |  |  | **** |
| Educ8 Ltd |  |  | **** |  |  |  |
| Education Plus NE Ltd |  |  | **** |  |  |  |
| Evolve Sports Academy Ltd |  |  | **** |  |  |  |
| Hopefields Education CIC |  |  | **** |  | **** | **** |
| Keys PCE Ltd |  |  | **** | **** |  |  |
| Lisa McGee Education Ltd | **** |  | **** |  |  |  |
| Nisai Virtual Academy |  |  | **** |  |  |  |
| Northern Skills Group |  |  |  |  |  | **** |
| Nudge Education |  |  |  |  | **** | **** |
| Outwood Alternative Provision Eston |  |  | **** |  |  |  |
| Progress Schools |  |  | **** | **** |  |  |
| Reintegreat Education Solutions |  |  | **** |  |  |  |
| Relief Professionals Group |  |  | **** |  |  |  |
| Right Trax Ltd |  |  |  |  |  | **** |
| River Tees Multi-Academy Trust | **** | **** | **** | **** | **** | **** |
| Teaching Personnel | **** |  | **** |  | **** | **** |

**School / Academy Statutory Obligations**

This framework does not remove or affect any of the statutory obligations and duties upon schools /academies in relation to the provision of education or the exclusion of children / young people from school. Any child or young person placed either full or part time in alternative education provision, remains on the roll of that school / academy and responsibility for delivering the full time education and all other duties in respect of that child remain with the school with the exception of Lots 2 and 4. Specifically the commissioning school / academy remains responsible for monitoring and tracking the progress of individual children / young people and confirming that the provision is of good quality, value for money and meets the needs of the child / young person.

The Provider Framework will be subject to a refresh process as and when Commissioners feel necessary to allow new providers to join the framework and widen the range of alternative education provision available.

It is expected that this framework will be used by schools’ academies and specialist

Providers, including the council’s own specialist teams. The Inclusion and Outreach Team will, where required, support schools / academies to identify appropriate

Provision.

# Referral Process

The Referral for Alternative Provision Form and Risk Assessment (Appendix A) **must** be completed by the purchaser for each individual pupil detailing the purchaser’s requirements and be sent directly to the Provider, contact details can be found under each provision listed below in this document.

On receipt of the order the Provider must, within 2 working days:

* Notify the Purchaser and the Council that it declines to accept the order, or
* That it accepts the order by signing and returning copies of the order form to the Purchaser and the council**.**

If the Provider notifies the Purchaser that it declines to accept the order or fails to accept the order within 2 working days then the order from the Purchaser will lapse and the purchaser may offer the order to another service provider.

Once a Provider accepts an order it will be bound by the terms of the Framework Contract.

# 1ST STAFF LTD

**Head Office Address** 1st Staff Limited

Warlies Park House

Bachelor Wing

Horseshoe Hill

Upshire

EN9 3SL

**Delivery Location** Tuition will take place either within the pupil’s home or a risk assessed public space or community hub.

**Contact Name** Louis Mapp

**Telephone Number** 03301748191

**Email Address** [Louis@1ststaff.co.uk](mailto:Louis@1ststaff.co.uk)

**Description of Service**

*1st Staff work with pupils from reception age to post 16. Pupils can receive up to 15 hours tuition per week within school hours.*

We aim to deliver a bespoke package of education and social and emotional wellbeing that will provide, consistent, non- judgemental, holistic support and empowers the young person and to breakdown obstacles, creating a stable, nurturing, calm environment and be able to prepare them to be in a better place to be open to education and transition into a school / college and begin to build a positive future.

Through the use of Thrive and our social and emotional wellbeing programme, we can establish the young person’s needs and create a tailored action plan around the young person to support

their growth and support their emotional growth and support with their social integration in the wider community.

Thrive is a therapeutic approach to help support children and young people with their neurological, emotional, and social development. Thrive promotes their emotional and social growth by building positive relationships between children, young people, and their peers as well as their families and the wider community.

Thrive and social and emotional wellbeing is a strategic assessment tool that can support in generating a strategic action plan to creatively support the child or young person to achieve their personal goals and work on their development. This supports with fulfilling hopes and dreams while working to their strengths and developing weaknesses so that they can be positively reinforced into acceptable differences.

Through this programme we provide consistent and reliable support and a nurturing and safe relationship for the student to be able to express their thoughts, feeling and fears. Any concerns arising from this will be discussed and will be reported as per our safeguarding and child protection policy ensuring that the safety of the young people is at the forefront of all that we do.

We will be providing a safe, calm, and stable environment for all students that allows them the space to grow and be in a better position to be open to engaging with their educational needs. This programme is holistic and takes a non-judgemental approach towards all young people.

We will be working on the student completing not only the social and emotional wellbeing programme but also engaging in Maths and English functional skills as well as the Arts award.

Through the use of Thrive and our social and emotional wellbeing programme, we can establish the young person’s needs and create a tailored action plan around the young person to support their growth and support their emotional growth and support with their social integration in the wider community.

Thrive is a therapeutic approach to help support children and young people with their neurological, emotional, and social development. Thrive promotes their emotional and social growth by building positive relationships between children, young people, and their peers as well as their families and the wider community.

Thrive and social and emotional wellbeing is a strategic assessment tool that can support in generating a strategic action plan to creatively support the child or young person to achieve their personal goals and work on their development. This supports with fulfilling hopes and dreams while working to their strengths and developing weaknesses so that they can be positively reinforced into acceptable differences.

Through this programme we provide consistent and reliable support and a nurturing and safe relationship for the student to be able to express their thoughts, feeling and fears. Any concerns arising from this will be discussed and will be reported as per our safeguarding and child protection policy ensuring that the safety of the young people is at the forefront of all that we do.

We will be providing a safe, calm, and stable environment for all students that allows them the space to grow and be in a better position to be open to engaging with their educational needs. This programme is holistic and takes a non-judgemental approach towards all young people.

We will be working on the student completing not only the social and emotional wellbeing programme but also engaging in Maths and English functional skills as well as the Arts award.

Before starting with 1st Staff, an initial risk assessment is carried out on all pupils. This is usually done during the home visit. This forms the basis of selecting the most appropriate venue for tuition. Once started all pupils undergo diagnostic tests to determine academic levels. A baseline / Thrive assessment is carried out to assess nurturing needs and if appropriate a Thrive one as well. These tests form the basis of an individual learning plan and timetable. The curriculum is matched to the corresponding key stage of the pupil and GCSE, functional skills and the Arts Award are offered. Other accreditation can be delivered if needed. Pathways are discussed with pupils and the curriculum matches the accreditation needed to achieve them.

 After a period of 6 weeks or so, tests are redone to measure progress and review the tuition to see if adjustments need to be made. A specific needs risk assessment is also carried out at 6 weeks as we get to know the pupil better. Weekly reports are written and sent to stakeholders. These reports concentrate on attendance, hours of tuition, commitment and engagement of the pupil, learning objectives and next stages of learning. A standardised marking system is used throughout the service and all work is marked and discussed with the pupil. We also encourage pupil comments on the week’s tuition.

The reporting and tracking of the progress made by 1st Staff and the child/young person will be integral in ensuring that the key outcomes are being met in the most direct and best possible way. Upon award of the contract, 1st Staff will liaise with stakeholders in order to identify the expected reporting structure and areas to report on. As with current and previous contracts and services offered, we are able to utilise multiple tools in order to track, review and monitor our services and the outcomes – with the key to ensure that we are a) children/young people are on track to achieve their outcomes and b) are the services provided still suitable to achieve the outcomes. This is done via the use feedback received from those involved in the provision of the services, including most importantly – children/young people and careers/families. By welcoming feedback and actively seeking feedback on a weekly or monthly basis we are able to identify whether the services are still fit for purpose or whether a change needs to be made to the provision offered. All feedback is treated with upmost confidentiality and only shared with the consent of those who issue it. The feedback is retained and made available to commissioning groups and local council’s involved in the provision of the services upon request. We also use feedback to improve on our services offered.

We also look at various impact measures that are a result of the services offered. This is tracked and complied in a report which is made available on a monthly basis. This will include such areas

* Top line current picture : overall progress/attainment
* Changes over time: overall progress and attainment, compared to the previous year
* % reduction in numbers making less than expected progress
* % increase in numbers exceeding expectations
* % reduction in NEET numbers

Collaborative review of the above and any other data obtained will assist in the continued quality delivery of the services offered.

Development areas for individual pupils or groups will be identified and recorded within the evaluations and next steps sections in Forward Plans. Various methods are undertaken in order to monitor and measure, including (but not limited too):

Observation: Observations can be taken during tuition. They record what the child is doing in a subjective way. It’s most appropriate to use this method when child’s development is causing concern.   
  
Assessment framework: It is the way in which child is assessed to decide whether they have any particular needs and what these needs may be. It is useful in deciding whether the child is reaching expected milestones of development in different areas. The assessment framework is how children are assessed in school, e.g. when a child reads, we write it in their reading records.  
  
Information from colleagues and carers: Parents/carers who know the child and colleagues expertise are invaluable, especially when planning for social and academic success for pupils with special educational needs and/or disabilities.

Through supporting the young person with their social and emotional needs a transition from therapeutic services into educational services would have taken place. From this transition we can prepare the young person in developing the necessary skills for managing change and expectations of behaviour.

From KS 1-2 into secondary education, a transition plan would be created to work with the young person on what to expect, managing changes, understanding how this academic year could be different from last year. Planning what the young person may need for this transition ie. Pens, pencils etc.

Working through a transition book including ‘what I want you to know about me/all about me’ to support the school in being able to understand the needs of the young person and being able to support the school with the full engagement of the young person.

**Age Group**

**KS1, 2, 3 and 4**

**Course Duration**

Sessions can be up to 15 hours a week per pupil and can take place at any time during school hours.

**Qualification Offered**

**Qualifications Offered/Level**

Functional Skills English and maths is offered at entry level 1 through to level 2. This equates to:

Entry level 1 – 3 is below GCSE

Level 1 is GCSE 2 – 3

Level 2 is GCSE 4-9

The purpose of Functional Skills English entry level qualifications is to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in familiar situations. The candidates are evaluated through controlled assessments that are undertaken when the tutor feels that the candidate is ready. There are three separate assessments: reading, writing, and speaking listening and communicating. In order to receive a full certificate, candidates must pass all three components. If they do not pass an assessment the first time around, they are able to resit that assessment carrying forward any passed assessments from other units.

Functional Skills maths entry level qualifications are obtained through assessment. The controlled assessment is divided into 2 sections:

• Section A: The non-calculator section

• Section B: The calculator section

In order to pass the assessment, the candidate needs to achieve a pass mark in both papers. If they do not achieve the first time, candidates are able to resit the assessment.

All entry level assessments are marked in house, verified by our internal quality assurer and then externally verified by Pearson’s external verifier, ensuring we maintain our high standards at all times

Level 1 and Level 2 Functional Skills English qualifications are broken down into 3 units which can be completed at different times throughout the learner’s course. They will receive a pass or unclassified for each unit and then, when they have passed all three units, they will receive a certificate.

Unit 1: Speaking, Listening and Communication - Assessed by a qualified assessor

Unit 2: Reading - Assessed by either a paper-based exam or onscreen, on-demand test

Unit 3: Writing - Assessed by either a paper-based exam or onscreen, on-demand test

To achieve an overall pass for Functional Skills English qualifications candidates, need to obtain a pass in each of the three units. If they do not achieve a pass in a unit the first time around, they can resit that component, carrying forward any pass grades in other units.

Level 1 and Level 2 Functional Skills mathematics qualifications are assessed by a single paper-based or onscreen, on-demand exam at each level. This exam is broken done into two papers a calculator and a non-calculator paper. Candidates will be issued a pass or unclassified based on their performance in the exam. If they do not meet the criteria to obtain a pass the first time around, they can resit the exam

**Cost**

**Pupil tuition/ social emotional wellbeing package cost:**

£43 per hour

**Cost for Functional Skills exams:**

Maths £110 per student

English £150 per student

Above prices include the student’s registration fee

Additional costs £50 per hour for invigilators should we be responsible for the invigilation process.

Should you require assistance with preparing for the SLC this is also charged at £50 per hour consultation fee.

**Method of Feedback**

To ensure that effective tracking and monitoring of pupil progress and outcomes, 1st Staff has in place an array of policies, processes in place to support this element of the provision. The reporting and tracking of the progress made by 1st Staff and the pupil will be integral in ensuring that the key outcomes are being met in the most direct and best possible way. Upon award of the contract, 1st Staff will liaise with stakeholders in order to identify the expected reporting structure and areas to report on. The agreed reporting mechanisms will form part of the SLA in place with both the council and 1st Staff. As with previous contracts and services offered, we are able to utilise multiple tools in order to track, review and monitor our services and the outcomes – with the key to ensure that we are a) children/young people are on track to achieve their outcomes and b) are the services provided still suitable to achieve the outcomes. This is done via the use feedback received from those involved in the provision of the services, including most importantly – children/young people and careers/families. By welcoming feedback and actively seeking feedback on a monthly basis we are able to identify whether the services are still fit for purpose or whether a change needs to be made to the provision offered. We record all feedback with evidence by the following means:

* Recorded digitally
* Paper copies in folios of pupil’s work
* Feedback in pupils’ folders
* Detailed in teachers’ forward plans,
* Checklists, worksheets,
* Group/Class targeting and tracking
* Video recording and photographs (with parents’ permission)
* Self/peer assessment sheets,
* Pupil progress reports
* Oral discussions with pupils

All feedback is treated with upmost confidentiality and only shared with the consent of those who issue it. The feedback is retained and made available to schools, commissioning groups and local council’s involved in the provision of the services upon request. We also use feedback to improve on our services offered. Feedback will be supplied to the Council and school on frequent intervals, including but not limited to:

* Weekly Performance Monitoring Report
* Conclusion Performance Monitoring Report
* Any other means as agreed with the school and Council

We also look at various impact measures that are a result of the services offered. This is tracked and complied in a report which is made available on a weekly monthly basis. This will include such areas as:

* Pupil Attendance
* Level of engagement from the pupil
* Attainment and progress
* Any issues or concerns with the education package, and any action taken
* Good news stories
* Pupil feedback
* Feedback from Parents/Carers
* Partnership Engagement/feedback

Collaborative review of the above and any other data obtained will assist in the continued quality delivery of the services offered.

Planning is part of the assessment process and tutors will evaluate evidence of pupils’ progress from previous work before moving on to the next block of work. A variety of teaching and learning approaches will be used to meet the needs of all pupils and tasks matched to pupils’ abilities and experience. Development areas for individual pupils or groups will be identified and recorded within the evaluations and next steps sections in Forward Plans. Various methods are undertaken in order to monitor and measure, including (but not limited too):

Observation: Observations can be taken during tuition. They record what the child is doing in a subjective way. It's most appropriate to use this method when child's development is causing concern.   
  
Assessment framework: It is the way in which child is assessed to decide whether they have any particular needs and what these needs may be. It is useful in deciding whether the child is reaching expected milestones of development in different areas. The assessment framework is how children are assessed in school, e.g. when a child reads, we write it in their reading records.  
  
Information from colleagues and carers: Parents/carers who know the child and colleagues expertise are invaluable, especially when planning for social and academic success for pupils with special educational needs and/or disabilities. If we are concerned about child's development it's good to ask/share information.

Other forms of monitoring of the outcomes includes:

* A focused programme of school visits
* Analysis of standardised test data
* Classroom observations
* Evaluations of pupils’ work
* Moderation
* Discussions with promoted staff, teachers, parents and pupils
* Schools’ Improvement Plans

Outside of reports and feedback, at 1st Staff we also use standardised test information alongside teacher assessment to evaluate pupil / group / school progress and determine next steps for learning.

At all times, 1st Staff will adhere to and support the monitoring and review processes as detailed by the Council throughout the duration of this contract.

**Transport**

If sessions are held in a community space pupils would normally make there own way to the session, in certain circumstances, where risk assessed and agreed upon by the local authority, 1st Staff and parent/carer our tutors will be able to transport the pupil to and from sessions

# DAISY CHAIN PROJECT

**Head Office Address**  Daisy Chain Project

Calf Fallow Farm,

Calf Fallow Lane

Norton

Stockton on Tees

TS20 1PF

**Delivery Location** Daisy Chain Project

Calf Fallow Farm,

Calf Fallow Lane

Norton

Stockton on Tees

TS20 1PF

**Contact Name** Claire Nattrass, Senior Services Delivery Manager of Placements, Clubs and Activities.

**Telephone Number** 01642 531248

**Email Address** [**Claire.nattrass@daisychainproject.co.uk**](mailto:Claire.nattrass@daisychainproject.co.uk)

**Description of Service**

**Bespoke Therapeutic Packages – 1:1 Support.**

We can develop packages for students who require one-to-one support based around their own individual and personal needs. Sessions are planned using physical activity/movement to develop intrinsic motivation. Specific Therapeutic talking time is also included, which could include:

* + Understanding Autism
  + Self Esteem
  + Transitions
  + Sensory Profiling
  + Daily Sensory Diet
  + Emotional Regulation – 5 Point Scale
  + Living Skills & Self Care
  + Relationships

This can be developed through consultation with parents/carers, school/college staff and the students themselves.

We also offer accredited qualifications in Animal Care Skills ran from our well-equipped farm and barn.

**Course Duration** 9.30 – 12:00

13:00 – 15:00

Full Day 9.30 – 15:00

**Qualification Offered**

ABC Award Entry Level 2 or 3: Practical small Animal Care Skills or Practical Farm animal care skills.

**Method of Feedback to Home and School**

Regular emails and phone calls as needed. Termly reports and attendance reviews. Attendance logged every session and reported weekly.

**Cost**  Half Day - £80.00

Full Day - £160.00

**Transport** Education provider to arrange this

# DAISY CHAIN PROJECT

**Head Office Address** Daisy Chain Project

Calf Fallow Farm

Calf Fallow Lane

Norton

Stockton on Tees

TS20 1PF

**Delivery Location** Daisy Chain Project

Calf Fallow Farm

Calf Fallow Lane

Norton

Stockton on Tees

TS20 1PF

**Contact Name** Claire Nattrass, Senior Services Delivery Manager of Placements, Clubs and Activities

**Telephone Number** 01642 531248

**Email Address** [**Claire.nattrass@daisychainproject.co.uk**](mailto:Claire.nattrass@daisychainproject.co.uk)

**Description of Service**

**Personal Development Group – 3-4 students**

A specific approach to enhance engagement and communication. Beneficial to students who struggle to access full time education. These sessions are planned to allow students to develop through physical activity/movement, exploring and engaging within the natural environment encouraging curiosity and an intrinsic desire to learn and discover.

Students will work within a small group and cover one or more of the following areas:

* Improving Social Skills and Communication
* Sensory Profiling
* Communication Passports
* Gardening
* Forest Skills
* Healthy Living and Exercise
* Independent Living  
  Sessions are planned and evaluated/assessed on a weekly basis.

We also offer accredited qualifications in Animal Care Skills ran from our well-equipped farm and barn.

**Course Duration** 9:30 – 12:00

13:00 – 15:00

Full Day 9.30 – 15:00

**Qualification Offered**

ABC Award Entry level 2 or 3; Practical small Animal care skills or Practical farm animal care skills

**Method of Feedback to Home and School**

Regular emails and phone calls as needed. Termly reports and attendance reviews. Attendance logged every session and reported weekly.

**Cost** Half Day £60.00

Full Day £120.00

**Transport**  Education Provider to arrange this

# EDUC8 LTD

**Head Office Address** Educ8 Redcar Ltd

Unit 4 South Bank Business Centre

Normanby Road

Middlesbrough,

TS6 6RS

**Delivery Location** Redcar

**Contact Name** Craig Fletcher, 07817957486,

**Telephone Number -** 07817957486

**Email Address –** craig.flectcher@edu8group.com

**Description of Service**

Educ8 has been a national provider of alternative education for over 10 years and works with

Schools and local authorities to provide effective teaching solutions to learners at risk or those that have disengaged from mainstream education. Our curriculum is broad and balanced and is designed to motivate, engage and challenge learners with a mixture of vocational courses alongside core subjects such as Maths, English and PSHE.

The programmes on offer are suitable for Key Stage 3 & 4 learners and these are offered primarily on a part time basis. Educ8 can offer full time provision however all full time learners must fit with DFE guidance for full time education. Educ8 are not permitted to accept any more than 4 learner’s full time and these learners cannot have an EHCP or be a Looked after Child.

Times of Age Group

**Course Duration** 9.30am – 3.00pm

**Qualification Offered**

Maths & English (Functional Skills Entry Level 3 to Level 2. The level of Functional skills that a learner will study will be dependent on the initial assessment score and diagnostic feedback that learners receive on their pre course assessment. Learners will then work to the level set in that assessment. Staff will regularly reassess in order to monitor and track progress and understanding throughout the year.

PSHE (Not accredited)

BTEC Level 1 Health & Social care (GCSE Equivalent grade D-G)

BTEC Level 1 Caring for children under 5 (GCSE Equivalent grade D-G)

BTEC Level 1 Hair & Beauty (GCSE Equivalent grade D-G)

BTEC Level 1 Sport (GCSE Equivalent grade D-G)

BTEC Level 1 Transport & vehicle mechanics (GCSE Equivalent grade D-G)

**Cost**

£72.50 per learner per day.

This cost includes an English, Maths and PSHE lesson followed by entry onto 1 vocational course.

**Method of Feedback to home and school**

Feedback is provided regularly and efficiently in Educ8. Feedback is provided to the school or referrer in the following ways:-

Daily attendance email

- Weekly update regarding learner’s behaviour, attitude and work rate/work completed

- A progress report is generated through our registration system and sent to schools every Half Term.

Staff at Educ8 like to keep in close contact with Parents and keep in contact to let them know their son/daughter has done well, if there are any areas for concern.

As part of the attendance policy staff will make contact with parents of learners who are late or not in attendance everyday their son/daughter is late or not present and pass on any information gained to the referring school.

Parents will also receive a copy of the learners

Half term report if they request it.

**Transport**

Transport is organised by the referring school or local authority. Educ8 doesn’t control or have a say in how/if a learner qualifies to be transported or needs to make their own way to our facility.

# EDUCATION PLUS NS LTD

**Head Office Address** 6 Applegarth, Coxhoe, Durham, DH6 4SL

**Delivery Location** Riverside Park Ind Estate, Middlesbrough

**Contact Name** Kevin Wake

**Telephone Number** 07888832458

**Email Address** kevin.wake@educationplusne.co.uk

**Description of Service**

Education Plus NE will work in partnership to ensure we cater for the needs of the area specifically those students: -

* At risk of exclusion from school
* Excluded from school on a fixed term basis
* At risk of disengaging from mainstream education
* Require additional support during a negotiated transfer between mainstream schools
* Otherwise require alternative education provision to meet their educational entitlement, for instance in line with an Education, Health and Care Plan or is a Looked After Child with no school place.

Our curriculum offer is targeted at those students in years 9, 10 & 11 attending on either a 2 or 3 day per week placement. We intend to provide two different packages

Package 1 (Monday to Wednesday placements) - This caters for students who are identified as GCSE ready. These students follow a core curriculum of GCSE English and Maths; PSHE with a PE session. In addition, students complete BTEC qualifications in their identified vocational offer (Construction; Sport; Food).

Package 2 (Thursday to Friday placements) - This caters for students who are harder to reach. In addition to FSK Maths and English students follow an ASDAN accredited qualifications involving external visits and wider life exposure.

Our provision is designed to provide clear career opportunities; provide college Links and ensure young people are college ready when they leave.

**Age Group** Students in years 9, 10 and 11

**Course Duration**

Students are able to attend for a maximum of 15 hours per week (3 full days). Usually students are placed on either a Monday - Wednesday placement or a Thursday - Friday placement. However, this attendance pattern can be altered and agreed on a case by case basis.

Typically students attending Education Plus would do so from 9am-2pm daily.

**Qualification Offered**

GCSE – English; Maths

FSK – English; Maths

Btec (Level 1 and 2 depending on ability) – Construction; Sport; Catering

ASDAN qualifications – Construction; Sport; Food

**Cost** £75 per day

All materials and equipment included.

Exam entry to be organised through the host school/LA including associated costs.

**Method of Feedback**

Weekly reports are provided to school and home with attendance and behaviour data for that week.

More detailed progress reports are provided to school and home every 6 weeks updating pastoral and academic attainment.

Daily phone calls to parents update for immediate praise or concerns.

**Transport**

Transport to be organised by the host school or local authority.

# EVOLVE SPORTS ACADEMY LTD

**Head Office Address** Evolve Sports Academy

Middlesbrough Sports Village

Alan Peacock Way

Middlesbrough

TS4 3AE

**Delivery Location** Evolve Sports Academy,

Middlesbrough Sports Village

Alan Peacock Way

Middlesbrough

TS4 3AE

**Contact Name** Michael Snaith (Director)

**Telephone Number** 07305617777

**Email Address** michaelsnaith@evolvesportsacademy.com

**Description of Service**

Evolve Sports Academy is an alternative education sports coaching programme. Using sport as a tool, we deliver qualifications in BTEC Sport and Functional Skills to secondary school students who have been excluded/at risk of exclusion from school (Y8 – Y11). Alongside delivering academic qualifications, we have a specific focus on developing young people with fundamental life skills. Our aim is to create an environment where each individual student can achieve their full potential.

The maximum a student can attend for is three days-per-week.

**Course Duration** 9:30am – 2pm

**Qualification Offered** BTEC Level 1 Introductory in Sport (Award)

BTEC Level 1 Introductory in Sport (Certificate)

BTEC Level 1 Introductory in Sport (Diploma)

Functional Skills Level 1 Maths

Functional Skills Level 1 English

**Cost** £85.00 per student, per day and we cover all

Registration/certification fees for qualifications.

**Method of feedback to home and school**

As part of our service we offer

* Daily attendance updated (everyday)
* Weekly progress reports (every week)
* Half termly progress reports (every half term)
* Weekly phone calls to parents/carers (every week)

**Transport** All transport is arranged by school/referrers.

# HOPEFIELDS EDUCATION CIC

**Head Office Address** Hopefield’s Education CIC

The Robert Atkinson Centre

Thorntree Road

Thornaby

Stockton on Tees

TS17 8AP

**Delivery Location**  Hopefield’s Education CIC

The Robert Atkinson Centre

Thorntree Road

Thornaby

Stockton on Tees

TS17 8AP

**Contact Name** Mrs Susan Johnson

Office Manager

**Telephone Number** 01642 205233

Out of hours/emergency: 07597 259533

**Email Address** [**admin@hopefieldseducation.co.uk**](mailto:admin@hopefieldseducation.co.uk)

www.hopefieldseducation.co.uk

**Description of Service**

Three day per week Provision for those with EHCP and/r CLA, 39 weeks of the academic year.

Mon – Weds KS4

Weds – Fri KS3

*(Registration with OFSTED pending – we will then offer FT provision for above students)*

Full time provision is available for students who do not posses and EHCP or who are classified as CLA, in line with government guidelines.

Hopefields offer bespoke education packages, in centre, for those who are hard to reach, hard to place, or at risk of social and/or educational exclusion. We specialise in Trauma Informed Practice, Equine Learning Therapies and both land/outdoor and classroom-based learning. The environment is therapeutic, caring, outcome focused and outcome led by subject specialists. A high staff to student ratio ensures excellent progress, both academically and emotionally.

Hopefields offer 1:1 and 1:2, small group sessions and bespoke packages for students not able to attend centre due to anxiety, illness or other additional need.

**Course Duration** 9am – 2pm (provision day)

9am – 5.30pm (hours for 1:1 /bespoke packages

**Qualification Offered**

Entry Level and Functional Skills Maths and English – Entry 1 to Level 2

GCSE Maths, Science and English (to grade 9)

NCFE Personal and Social Development Level 1 (award – 6 credits and certificate – 13 credits)

NCFE Occupational Studies Level 1 Award and Certificate

Arts Award Bronze and Silver

City and Guilds Level 1 Equine Studies

**Cost**

£98.50 per day (students requiring 1:1 or additional intervention will be subject to an increased daily rate)

Daily fee includes exam entry, PPE and lunches (FSM charged in arrears, if applicable)

1:1 or 1:2 sessions charged at £37.50 (up to 90 mins teaching)

**Method of Feedback to home and school**

Daily attendance figures by 9.30am to host referrer

Full, in depth, termly reporting

Assessments undertaken upon entry and shared with all parties

Out of hours number available 24/7 to referrer/school and parents/carers

Excellent communication links undertaking a triangulated approach, centred around the young person

Attendance at all reviews and meetings

**Transport** Host schools and referrers will arrange transport for students to attend

# KEYS PCE LTD

**Head Office Address** Keys Tees Valley College

Sotherby Road

Skippers Lane Industrial Estate

Middlesbrough

TS3 8BT

**Delivery Location** Keys Tees Valley College

Sotherby Road

Skippers Lane Industrial Estate

Middlesbrough

TS3 8BT

**Contact Name**  Ian Kerr

**Telephone Number** 01642 218776

**Email Address** iankerr@keys-group.co.uk

**Description of Service**

Here at Tees Valley we cater for all learners individual needs, we can offer dual roll and off Roll agreements. We offer from one day in a vocational setting to full time 5 days a week with a mixture of the National Curriculum and Vocational choices all accredited.

**Course Duration** 8:45 am – 2.15pm

**Qualification Offered**

We use NOCN for Functional Skills from Entry Level 1 to Level 2. One Awards are used for individual units and awards in various subjects within the school these can be accumulated to an Award Certificate or a full Diploma.

GCSE are available through AQA .

**Cost** Daily rates of £95.00 for our day non

SEN Students

**Method of Feedback to Home and school**

Termly reports are available as well as weekly attendance and behaviour reports, we also firmly believe in phone calls to parents and guardians as this keeps them up to date on what is happening with their child.

**Transport**

Learners attending can attend school via various modes of transport. Local taxis are used within the authorities although most walk to school.

# LISA MCGEE EDUCATION LTD

**Head Office Address** Lisa McGee Education Ltd and Rewilding Adventure Baby Moon

Redcar Road

Dunsdale

TS14 6RH

**Delivery Location** Lisa McGee Education Ltd and Rewilding Adventure Baby Moon,

Redcar Road

Dunsdale

TS14 6RH

**Contact Name** Lisa McGee

Director of Lisa McGee Education

[info@lisamcgeeeducation.co.uk](mailto:info@lisamcgeeeducation.co.uk)

c/o APC Accountancy

Queens Court Business Centre

Newport Road

Middlesbrough

TS1 5EH

Morgan Lax

Director of Rewilding Adventures

07799141373

[morgan@rewildingadventure.co.uk](mailto:morgan@rewildingadventure.co.uk)

c/o 63 Fernie Road

Guisborough

TS14 7LY

**Telephone Number** 07799141373

**Email Address** [**info@lisamcgeeeducation.co.uk**](mailto:info@lisamcgeeeducation.co.uk)

**Description of Service**

The courses are suitable for ages 5-16 as stated with each description. Provision is part time.

Monitoring, evaluations, planning and assessments are all made available for schools and other providers where necessary to ensure handover and curriculum coverage fits the child’s needs whilst they are with us and other providers.

**Course Duration**

The times of day are 9-3 pm from Monday to Friday. This includes:

Up to 3 hours of education in core subjects daily and 3 hours of outdoor adventurous learning in the form of a Forest School programme

Regular breaks and lunchtime

There will be an option for online tuition from 4 -6pm

**Qualification Offered**

**G.C.S.E Offer Key Stage 3 and 4**

The G.C.S.E offer is subject to individual requirements and is available for negotiation with schools. The courses are suitable for KS3-4 and we will liaise with all establishments providing education to each child.

Maths G.C.S.E.

We offer AQA Maths G.C.S.E but will consider adjustments required to be compliant with individual requirements.

**G.C.S.E Offer Key Stage 3 and 4**

The G.C.S.E offer is subject to individual requirements and is available for negotiation with schools. The courses are suitable for KS3-4 and we will liaise with all establishments providing education to each child.

Maths G.C.S.E.

We offer AQA Maths G.C.S.E but will consider adjustments required to be compliant with individual requirements.

English G.C.S.E

We offer AQA English Language G.C.S.E but will consider adjustments required to be compliant with individual requirements

Science G.C.S.E

We offer AQA Science Combined G.C.S.E but will consider adjustments required to be compliant with individual requirements

**Offer Key Stage 1 and 2**

We offer SAT preparation for KS2 using commercial programmes, commercially prepared materials and gov.uk past papers as well as bespoke materials which are teacher-made

We offer Times Tables preparation in KS1 and 2 using commercial programmes as well as bespoke materials which are teacher-made

We offer SAT preparation in KS1 using commercial programmes and gov.uk past papers as well as bespoke materials which are teacher-made

We offer phonics preparation in KS1 using commercial programmes such as RWINC, Letters and Sounds

**Qualifications Offered by Rewilding Adventure**

Each qualification includes information on course duration and Key Stage. The courses can be undertaken without needing to complete the qualification at the end and can be resumed at any time in the future.

[**Wild Passport**](https://www.wildpassport.co.uk/): The WILD Passport is a skill, knowledge and competency based outdoor learning curriculum and progression monitoring system. Providing a five year curriculum, the Wild Passport has 125 Learning Outcomes split over five separate competencies to take learners from the very foundations of woodland skills right through to an advanced level. Designed as a stand alone programme or to support existing outdoor learning approaches such as Forest Schools, the WILD Passport provides a framework for evidencing learner progression and achievement, providing justification for the provision of outdoor learning opportunities.

**Key Stages: KS1-4**

**Duration : 1-5 Years**

[**National Navigation Award Scheme**](https://nnas.org.uk/): The Outdoor Discovery Award or ODA is ideal for people of all ages who wish to learn basic navigation skills at a gentle rate, encouraging them to gain and improve personal confidence to get out and get active

**Key Stages: 1-4**

**Duration : 3 months- years**

[**Certificate of Personal Effectiveness**](https://www.asdan.org.uk/certificate-of-personal-effectiveness-level-1-and-2/): a nationally recognised qualification available at Levels 1 and 2**.** The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. Level 2 is equivalent to G.C.S.E

**Key Stages: 3-4**

**Duration :9 months -2 years**

**National Smallbore Association’s Youth Proficiency Scheme:** this award provide young people with a foundation of knowledge, skills and awareness in order to safely undertake rifle shooting as a target sport.

**Key Stages: 3-4**

**Duration : 4 days**

[**John Muir Award**](https://www.johnmuirtrust.org/john-muir-award): The John Muir Award encourages people of all backgrounds to connect with, enjoy and care for wild places. The Award is inclusive, accessible and non-competitive, though should challenge each participant.  It encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration. I[deally suited for those participants](https://www.johnmuirtrust.org/john-muir-award/get-involved/award-suitability) working at the later stage of primary education and beyond. There are three different levels. The four Challenges are met for each level, increasing in responsibility and ownership.

**Key Stages: 1-4**

**Duration : 3 months- 2years**

[**British Canoeing Personal Performance Awards**](https://www.britishcanoeingawarding.org.uk/new-personal-performance-awards/)**:** The new Personal Performance Awards are designed for paddlers wanting to gain recognition of their learning and development, in the craft and environment they choose. The process of completing the awards is based on learning. The ethos of ‘supporting the paddler’ is the main focus of all the awards, encouraging individuals in their personal development.

**Key Stages: 1-4**

**Duration : 2 months – 4 years**

**Cost** £95 per child per day to be taken as a block of three days or two days- either Monday, Tuesday, Wednesday or Thursday, Friday.

Blocks will be bought by schools or other educational establishments per half term or term.

**Transport**

Provided as an additional cost this will be done via Rewilding Adventure’s minibus and will be either from the pupils’ home addresses or their school, to the site, and returning after the school day. There is an additional cost of £18 per child per day.

**Food Budget**

Children can prepare their own food onsite using the outdoor kitchen as part of the Forest School programme. Food prepared and delivered will be in line with school food standards. Daily cost is £5 per child with water and snacks freely available. Those with allergens will cost £6 per child.

**Qualification Registration Fees**

Registration fees apply for some of the qualifications; these will be charged on an individual basis according to the pathway of each individual learner. The fees include:

* British Canoeing Registration Fees/per award: £10
* CoPE Level 1 and 2: £29.95
* NSRA Youth Proficiency Scheme: £10
* NNAS Registration Fees: £5
* Wild Passport Fees: £6

**Method of Feedback to home and school**

Weekly feedback with schools and all other stakeholders will be via email, phone and in person. In some cases and where necessary feedback will be daily.

Feedback to home will be via email mainly and in person where necessary and where possible. Feedback will be weekly and in some cases daily.

**Transport**

Students will be transported to Baby Moon via 8 seater buses. These will be charged at the cost of £18 per child daily.

Some establishments may choose to use their own transport and this will be met on site by teaching staff available between 8.30am and 9am.

Young people can access transport home from 2.45pm onwards.

Drop off times and routes will be decided according to geographic location of the attending children.

# NISAI VIRTUAL ACADEMY

**Head Office Address** Nisai Group

Milton Road

Harrow

Middlesex

HA1 1XB

**Delivery Location** Online

**Contact Name** David Lester

**Telephone Number** Tel: 0208 424 8475

Mob: 07538 324 785

**Email Address** [david.lester@nisai.com](mailto:david.lester@nisai.com)

**Description of Service**

Nisai Learning work with learners from a multitude of backgrounds, with a myriad of learning barriers and discuss the specific needs of the learner when initially putting in place appropriate curriculums. The learners we work with have various barriers to learning whether it be Social, Emotional and Mental Health, Special Education Needs, Behavioural, Medical, Looked After.

As a Section 41 provider we are recognised as having a provision for those learners with special education needs. A recent Ofsted report said

*• “Managers and teachers have developed highly individualised programmes to meet the needs of students with complex reasons for finding it difficult to learn in conventional classrooms”.*

*• “Teachers, using online learning strategies, help students to become less anxious about their studies, and to take responsibility for their own learning”.*

The online academic delivery and consideration is made for those who learn at a different pace and those who need specific instruction to avoid any misinterpretation of the task in hand.

The recording of lessons proves invaluable, as learners can access the lesson afterwards if they miss the live class. This ensures they do not fall behind and these sessions work well for the purposes of revision. The recorded lessons also provides students with gaps in education to catch up on missed concepts and for consolidation purposes.

Nisai has a number of initiatives we use to engaged those who have struggled with, or not accessed, the mainstream environment. Initiatives we use include:

• Reporting on attendance for every session they attend, accessed in real-time through our online portal

• Attendance alerts are sent within 10 minutes of the start of the lesson.

• Assigned Tutors have weekly updates with the learners in their tutor group to assess attendance and assignment submissions. In cases of declining attendance, form tutors communicate directly with the learner by email and phone as well as with the local authority.

• Targets for learners are agreed and recorded on their Personal Wellbeing Plan

• Targets reviewed at 6 weekly intervals

• Increased attendance focusses on engagement

• All learners are assigned to a tribe group where they collect points and work together at teams. This sense of belonging improves motivation of learners.

• All learners are given access to Nisai Learning’s online communities

• 30 minute live sessions are more conducive to engaging learners

• Class sizes of no more than 15 learners provide an environment where learners can engage with their peers.

**Age Group** Key Stage 3 and 4

**Course Duration**

Short Term Core-Curriculum – a roll-on, roll-off programme supporting learners across Key Stages 3 & 4 with the ability to access a standalone hour or a programme of study of up to 15hrs per week for 6 week.

*Nisai offers long term courses spanning Key Stages 3,4 and 5.*

In the vast majority of cases lessons are delivered between 9am – 3pm. The number of hours will be dictated by the number of subjects or courses the learner is completing.

**Qualification Offered**

At Key Stage 3 learners can access Maths, English, Science, History, ICT and PSHE.

At Key Stage 4 Nisai offers a mix of functional skills and GCSEs. Functional Skills are from Entry Level 3 through to Level 2 and are available for Maths & English with Functional Skills in ICT being available at levels 1 & 2.

GCSEs are available across 11 subjects including but not exclusive to Maths, English Language / Literature, Science, History. Psychology, Media Studies, Business and Economics

Additional NOCN qualifications are available including Employability at Level 1 & 2 and ESOL

A’Levels are available in 7 subjects including Maths, English Language / Literature, Biology, and Psychology.

**Method of Feedback to home and school**

Nisai understands the importance of sharing student information with relevant members of staff in order to maximise the progress of the young people and ensure all information is shared in an appropriate and secure manner.

Nisai complete termly reports on each learner with comments from their class teacher and Form Tutor, ensuring that the students’ progress and attainment is shared at key times throughout the academic year with relevant parties. We measure distance travelled, targets for attendance and progress are set and recorded on the learner’s personal wellbeing plan. Our online portal provides real-time information to clients and parents on attendance, behaviour and contribution scores in addition to schemes of work, assignments set, submitted and teacher feedback and scores.

Key results of the quality of delivery are the outcomes and progress learner make with Nisai and the attendance levels and engagement our students have. Nisai report on the attendance, behaviour and contribution of learners in every session. In the event of non-attendance, an email alert is sent to nominated stakeholders within 10 minutes of the start of the lesson. Progress is tracked on an ongoing basis with formal assessments every six weeks. This enables our monitoring team to identify learners who are meeting their target grades and for those who are not, we can identify where the issue is and address it.

Attendance and progress is reported through our online portal (NiSims) available to parents and customers. This enables real-time information to be shared with key people responsible for the individual students’ progress.

**Cost**

Costs are based on a per session time rather than a daily rate due to the nature of the online provision.

Costs for our short term core curriculum programme range from £22.50 - £27.50 per hour. Key Stage 3 programmes are £20.08 per hour and Key Stage 4 are £22.66 per hour. In addition to this exam fees are applicable through an agreed exam centre

**Transport**

There is no need for transport arrangements as students access programmes offered by Nisai from their home or a local facility that provides a computer and internet.

# NORTHERN SKILLS GROUP – MIDDLESBROUGH COLLEGE

**Head Office Address** Middlesbrough College

Middlehaven

Dock Street

Middlesbrough

TS1 1AD

**Delivery Location** Middlesbrough College

Middlehaven

Dock Street

Middlesbrough

TS1 1AD

**Contact** Jenni Cairns – Director of Progression Studies

Rick Millington – Curriculum Team Leader

**Telephone Number** 01642 333215/01642 333528

**Email Address** [**j.cairns@mbro.ac.uk**](mailto:j.cairns@mbro.ac.uk) / [**rj.millington@mbro.ac.uk**](mailto:rj.millington@mbro.ac.uk)

**Description of Service**

The course is designed to equip students with the skills required to succeed in future training and the world of work with the majority of our 14-16 students progressing to full time courses with us after Year 11.

This programme is aimed at students who are disengaged from mainstream school for a number of reasons or may be struggling with attendance and behavioural issues. Year 10 or 11 only. The student will continue to stay on the Commissioning school role.

The focus will be to re-engage these students in a vocational setting and to develop their personal and professional skills to make them more employable in preparation for post 16 education. Students will gain key transferable skills in areas including problem solving, team work and time management.

Vocational options (5 hours per week):

Catering & Hospitality, Hair & Beauty, Health & Care, Games Design & Media, Art & Design, Construction & Engineering.

Our team of experienced staff provide the appropriate resources, facilities and services for students to be successful in their chosen programme of study. All students on the bespoke programme will have a pastoral mentor who will support their studies on a group basis. Our team of dedicated Safeguarding and Welfare Officers are on hand to provide support and guidance for students. Assisting with any personal issues that might affect their education and time in College, they are here to keep students safe and motivate them to get the best results. The College Community is safeguarded with access control on all entrances.

**Course Duration**

Between 2-5 days per week.

Option 1 – A three-day placement consisting of a vocational pathway with a bespoke curriculum developing social, personal & work skills.

(Monday, Tuesday & Wednesday)

Option 2 – A two-day placement working towards GCSE Maths and English Language. (Thursday/Friday)

Option 3 **–** A five-day combination of Option 1 & 2 (Monday – Friday)

**Qualification Offered**

Qualifications Offered:

• Functional Skills (City and Guilds).

• NOCN Entry Level 2/3 Award in Skills for Employment.

Students accessing the GCSE Maths & English classes within the Schools Link Programme at Middlesbrough College are receiving the curriculum **only**. Students will be expected to carry out their GCSE examinations with their school/referral agency who hold their respective GCSE entry registration

**Cost**

£90 per student each day or £450 per week.

PPE can be provided at a cost per student.

Functional Skills (City and Guilds) **cost built into 5 day programme.**

NOCN Entry Level 2/3 Award in Skills for Employment **cost built into 3 and 5 day programme.**

**Method of Feedback to home and school**

Regular contact with home on a 1-2-1 basis as often as each student needs this.

**Transport**

Students will benefit from free bus travel

# NUDGE EDUCATION

**Head Office Address** Nudge Education Limited

24 Leazes Crescent

Newcastle-upon-Tyne

Tyne and Wear

NE1 4LW

**Delivery Location** Various: interventions are organised at a venue that is most suited to individual student

**Contact Name** Elizabeth Walker (Head of Interventions)

Fiona Wilkins (Regional Lead for North East)

**Telephone Number** 07752343866

**Email Address** [elizabeth.walker@nudgeeducation.co.uk](mailto:elizabeth.walker@nudgeeducation.co.uk)

[Fiona.wilkins@nudgeeducation.co.uk](mailto:Fiona.wilkins@nudgeeducation.co.uk)

**Description of Service**

Nudge Education is an intervention service for any child that has become chronically disengaged from education. We design and deliver personalised interventions that aim to transition young people from a place of hopelessness to somewhere they can envisage a life worth living.

Each intervention is anchored around the student’s academic and therapeutic needs as well as focussing on their aspirations to help raise confidence and increase the likelihood of a successful transition to a permanent setting.

Interventions can range in length from 3 hours per week up to something approaching a full-time schedule on route to transition. Our average intervention is around 15 weeks and they can be as short as one week. As we operate nationally, we can support LAC students that may move across Local Authority boundaries to help the young person transition both socially and academically.

Our interventions are most powerful when we work with the most chronically disengaged. Typically, one of our students will have been out of formal, full-time education for at least 12 months prior to a referral and in some cases we work with students that have been out of school for several years.

**Course Duration**

7am-9pm 7 days per week. We can offer ‘respite-style’ interventions over evenings, weekends and academic holidays to keep student engaged and interrupt patterns of undesirable behaviour.

Generally most sessions with our students are between 3-5 hours long. We can arrange shorter sessions where there is a genuine need

**Qualification Offered**

We are accredited through ASDAN and have centre approval for NCFE to deliver functional skills and short courses. As the student will remain on the roll of their current or future permanent setting, we can provide appropriately trained professionals to deliver a full range of academic coaching from Key Stage 1 right up to Further Education qualifications.

We can arrange registration at a third-party examination centre however most commissioners prefer to register the student through their own processes to reduce costs and administration.

In addition we can also design & deliver enterprise projects and supported work experience placements for those students who are aspiring to a more vocational pathway.

**Cost**

£47.50 per hour (subject to 20% VAT) for 1:1 interventions with a discounted rate should two staff members be required.

This cost includes staffing, venue hire, resources, reporting, administration, student transport and attendance at an interim and transitional progress meeting.

Additional charges may apply for EHCP input, PEP/LAC or other official meetings but this is discretionary.

Initial assessments are a one-off charge of £125 (subject to 20% VAT)

**Method of Feedback to home and school**

There is a weekly evaluation compiled and sent to an approved list of stakeholders digitally.

Where there is a requirement, we can provide daily attendance reports as well.

We tend to work quite closely with student’s families/carers so we can pass on information at pick-up and drop off points. We also regularly attend multi-agency meetings with or on behalf of our commissioners to update progress made by the student.

**Transport**

We are very flexible. All of our professionals are insured and vetted to be able to transport a student if required. We can also facilitate transport planning using public transport to help build independence skills.

Where a student may have specific transport requirements (wheelchairs or specialist harnesses) we can bring in staff who are experienced in moving and handling of this nature.

# OUTWOOD ALTERNATIVE PROVISION ESTON

**Head Office Address** Outwood Alternative Provision Eston

Burns Road, Eston. TS69AW

**Delivery Location** Burns Road, Eston. TS69AW

**Contact Name** Rachel Conway

**Telephone Number** 01642374792

**Email Address** r.conway@eston.outwood.com

**Description of Service**

Full Time, KS3 and KS4 provision for students who need additional behavioural, social, emotional or mental health support. This is an alternative provision for vulnerable students who display challenging behaviours and are often at risk of high levels of fixed-period exclusions or permanent exclusion. We operate much smaller classes than mainstream provisions, focus on personal development and the health and wellbeing of students, whilst not losing academic rigour. We ensure all students can achieve well and are able to move to their next stage with confidence, be it education, employment or training. We offer our vulnerable students time, effort, commitment and expertise of dedicated professionals working in a well organised, well-resourced responsive system. Through targeted support we work with students to reduce patterns of negative, self-destructive behaviour, address mental health issues and mitigate chaotic home circumstances. We believe in equity of opportunity for every student and ensure we meet the needs of students including those with Special Educational Needs, Disabilities and those from diverse backgrounds.

**Age Group** KS3 and KS4

**Course Duration** 8:30am – 2:30pm

Alternative Timetables:

8:30am – 12:30pm / 11:00am – 2:30pm

**Qualification Offered**

WJEC Eduqas Level 1/2 GCSE (9-1) English Language WJEC Eduqas Level 1/2 GCSE (9-1) English Literature Pearson Edexcel Level 1/2 GCSE (9-1) Mathematics AQA Level 1/2 GCSE (9-1) Combined Science Trilogy OCR Level 1/2 Cambridge National Certificate in Creative iMedia OCR Level 1/2 Cambridge National Certificate in Sports Studies Level 1 introduction to Make Up is a 12 week course externally delivered, monitored and assessed.

**Method of feedback to home and school**

Frequent phone calls and monitoring reports ensure students and parents / carers are regularly informed of students day to day performance in school and attendance Half termly reports to parents / carers, academies and key stakeholders provide information of attendance, academic progress and personal development / readiness to return to mainstream. Half termly reports and regular meetings will inform referrals to a range of external services, wherever we do not have the expertise within the provision (e.g. Educational Psychologist Service, specialist counselling, Early Help / Social care, sexual abuse services, drug and alcohol abuse services, police, fire service, youth offending service etc.) Mainstream Academies have access to a ‘live’ online attendance tracker providing a platform for daily information sharing. Weekly Emails to local authority inclusion teams ensure they are aware which students are accessing Outwood Alternative Provision Eston.

**Cost** £105.00 per pupil per day for a full time place. Transport costs are not included this would be a recharge of the actual taxi costs.

**Transport** Taxis to be organised for those students unable to make their own way to the provision.

# PROGRESS SCHOOLS

**Head Office Address** Switch House

Suite B2 First Floor

North Perimeter Road

Bootle

L30 7PT

**Delivery Location** Progress School

114 Fabian Road

Middlesbrough

TS6 9RQ

**Contact Name** Tom Whitlock

**Telephone Number** 07860946842

**Email Address** Tom.whitlock@progress-schools.co.uk

**Description of Service**

At Progress Schools we offer quality provision for any students who are at risk of or have been permanently excluded from mainstream education. Our settings cater for students who are less suited to the mainstream environment and would benefit from a fresh start. Progress Schools Limited uses a range of innovative teaching methods in GCSE and Functional Skills English, Mathematics and vocational subjects through industry expert teachers who offer a different approach to mainstream education. Our highly motivated and skilled staff support and develop young people who require particular encouragement and challenge to meet their academic, emotional, behavioural and or social needs. Packages are usually full time but part time is also available.

**Course Duration**

Monday to Friday 9am – 2.30pm (30 mins lunch)

Offering 25 hours per week

2.30pm – 4.30pm Twilight Tuition available for any students who need additional support

**Qualification Offered**

Packages are tailored to suit the needs of the individual. Please see full list of qualifications available in 2020/21:-

* Entry Level 1 NCFE Functional Skills in English at Entry Level 1 (paper based)
* Entry Level 2 NCFE Functional Skills in English at Entry Level 2 (paper based)
* Entry Level 3 NCFE Functional Skills Qualification in English at Entry Level 3
* Level 1 NCFE Functional Skills in English at Level 1 (online)
* Level 2 NCFE Functional Skills in English at Level 2 (online)
* Entry Level 1 NCFE Functional Skills in Maths at Entry Level 1 (paper based)
* Entry Level 2 NCFE Functional Skills in Maths at Entry Level 2 (paper based)
* Entry Level 3 NCFE Functional Skills in Maths at Entry Level 3 (paper based)
* Level 1 NCFE Functional Skills in Maths at Level 1 (online)
* Level 2 NCFE Functional Skills in Maths at Level 2 (online)
* Entry Level 1 NCFE Functional Skills in ICT at Entry Level 1 (paper based)
* Entry Level 2 NCFE Functional Skills in ICT at Entry Level 2 (paper based)
* Entry Level 3 NCFE Functional Skills in ICT at Entry Level 3 (paper based)
* Level 1 NCFE Functional Skills in ICT at Level 1 (online)
* Level 2 NCFE Functional Skills in ICT at Level 2 (online)
* GCSE Pearson GCSE English (GCSE)
* GCSE Pearson GCSE Maths (GCSE)
* Level 1 BTEC Level 1 Award/Certificate/Diploma in Applied Science
* Level 1 TQUK Level 1 Award in Internet Safety for IT Users
* Level 1 TQUK Level 1 Award in IT User Skills
* Level 1 TQUK Level 1 Certificate in Digital Skills for Employment
* Level 1 NCFE Level 1 Award/Certificate in Art and Design
* Level 2 NCFE Level 2 Award/Certificate in Art and Design
* Level 1 TQUK Level 1 Award in Job Search and Employment Potential
* Level 1 TQUK Level 1 Award in Managing Personal Finances
* Level 1 TQUK Level 1 Award in Skills for Employment
* Level 1 TQUK Level 1 Award in an Introduction to Customer Service
* Level 1 TQUK Level 1 Award in Business Administration Vocational
* Level 1 TQUK Level 1 Award in Introduction to H,SC & Children’s and YPs Setting
* Level 2 TQUK Level 2 Award in Safeguarding in a Learning Environment
* Level 1 Pearson BTEC Sport & Active Leisure
* Level 1 Pearson BTEC Diploma in Sport & Active Leisure
* GCSE Pearson GCSE PE
* Level 1 TQUK Level 1 Award in Healthy Living
* Level 1 TQUK Level 1 Award in Personal Safety
* Level 1 TQUK Level 1 Award in Alcohol Awareness
* Level 1 TQUK Level 1 Award in Mental Health Awareness
* Level 1 TQUK Level 1 Award in Sexual Health Awareness
* Level 2 TQUK Level 2 Award in Citizenship and British Values
* Level 2 TQUK Level 2 Award in Equality and Diversity

\* Level 2 Qualification is equivalent to GCSE 4-9

\* Level 1 Qualification is equivalent to GCSE 1-3

**Cost**

£79 per day (£15,000 per annum for 190 Days)

Fees include PPE, exam entry, breakfast and lunch

**Method of Feedback to home and school**

Feedback to home is provided on a daily basis in form of telephone call to provide an overview of engagement and behaviour. Parent’s evenings are held termly which includes a written report for further discussion.

Feedback for school is provided weekly via email/ telephone call providing a general overview of attendance, engagement, attainment, progress and behaviour. Termly reports also shared with referring school for in depth overview.

\* Non-attendance is reported daily to both school and parent to ensure safety and welfare.

**Transport**

Transport is not usually provided for individual referrals. For groups travelling together, transport fees are open for negotiation.

# REINTEGREAT EDUCATION SOLUTIONS

**Head Office Address** 22 Weaverham Road

The Glebe

Norton

Stockton on Tees

TS20 1QJ

**Delivery Location** Reintegread Education Solutions

Brambles Farm Community Centre

Marshall Avenue

Brambles Farm

Middlesbrough

TS3 9AY

**Contact Name** Nick Reed

**Telephone Number** 07741269016

**Email Address** nick.reintegreat@gmail.com

**Description of Service**

Reintegreat specialises in individual education interventions to young people either excluded, not attending or struggling to make progress within their educational environment. Young people that we often work with are:

Excluded, NEET or disengaged.

Challenging behavior.

Looked after Children.

Specialist Educational Needs.

Have an Educational Health Care plan in place.

Have Social Emotional and Mental Health Needs (SEMH)

We work with a range of schools and educational settings to create and deliver individualised programs of learning for young people. In addition to the educational and pastoral support, we also provide additional services where needed such as:

Transitioning young people into previous or new settings.

Outreach, to support Schools to avoid permanent exclusions

Support young people and their family to engage with the educational provider.

We at Reintegreat understand that not all children and young people learn in the same way, which is why our services are bespoke to each individual. Our range of services provide flexibility, to ensure that every child and young person has access to an education and no child is left behind.

Reintegreat offers the following services;

On-site placements – Our centre is based in Middlesbrough in the heart of the community. We offer half day, full day or twilight placements onsite at our secure venue. On this site we have an experienced team that specialise in supporting children and young people in education.

Home Tuition – Our home tuition team deliver education within the family home or local community. This may be required when; students are recovering from illness, students have medical problems, mental health issues or are chronically disengaged from education.

Mobile Learning – Our mobile classroom brings education to the student, making it much more accessible to children and young people. The mobile classroom comes fully equipped and has CCTV and internet access.

Online Learning – Education at your fingertips. Our online learning platform makes learning possible from any location. Every learner has their own unique username and password and can gain access to our interactive learning platform.

Needs Assessments - Improving young people's outcomes through better assessment. All young people will have access to the following educational assessments; baselining, attainment, literacy, and language, SEND and wellbeing. These assessments can help us identify potential barriers to learning, early detection of these can be pivotal in ensuring successful future outcomes.

Beyond the classroom – Our outreach programme works with children and young people who identify as needing extra support beyond the classroom. This service can include community activities, respite, mentoring, social and emotional support.

All staff are qualified, and DBS checked. Each service provides a tailor-made work programme that is frequently reviewed. Reports are provided to all key stakeholders throughout their time with us.

**Course Duration**

Monday – Friday

9.30am – 2.00pm – School day

2.30 – 4.30pm – Twilight Sessions

Two-hour home tuition slots available throughout school day.

Beyond the classroom (outreach work) – Weekends are available.

**Qualification Offered**

GCSE – English

GCSE – Maths

Functional – English

Functional – Maths

PHSEE

Physical Education

**Cost** £95 a day based on the student fitting into a group.

One to one support or further enhanced staffing levels start at £180 a day.

Where applicable a charge of £3.00 for free school meals will be invoiced.

**Method of Feedback to home and school**

At Reintegreat we provide the following information for each referred student at the relevant times during the commission. The following information is provided to the identified key worker whether that be in a school setting, Local Authority or Specialist Provision.

**Daily**

Attendance.

Student update.

**Weekly**

Session overviews

Communication logs

**Termly/Half Termly**

Termly Report/Recommendations

Reintegreat Readiness Scale Report.

Rewards

Up to date Student Care Plan

Up to date Student Off-Site Risk Assessment

Individual Learning Plan.

Reintegreat maintains regular contact with parents/carers to inform them of their child’s progress. This strengthens the support network uses positive reinforcement practices.

**Transport**

The Commissioner will be responsible for the organisation and payment of transport to enable the young person to attend the Reintegreat’s premises

# RELIEF PROFESSIONALS GROUP

**Head Office Address** Relief Professionals Group

8 West Row

Stockton on Tees

TS18 1BT

**Delivery Location** Relief Professionals Group,

8 West Row

Stockton on Tees

TS18 1BT

**Contact Name** Chris Dube

**Telephone Number 01642 675314**

**Email Address** reliefprogroup@gmail.com

**Description of Service**

Our Alternative Education Curriculum is based on providing students with access to an educational programme which meets their needs in the best way possible.

Our Approach;

To provide a tailored educational programme for each young person (this should have core subject teaching as a minimum, e.g. Functional Skills Maths, Functional Kills English, GCSE Maths, GCSE English, ICT and Science, Life Skills, Football, Health and Social Care and personal guidance and support with other subjects

Use delivery methods that successfully engage young people in activity that develops their knowledge, skills and attributes

To offer students the opportunity for formal accreditation.

Help young people deal with the personal difficulties and/or challenges that are preventing them successfully engaging in mainstream learning.

Help address the attitudes and behaviours that have led to their disengagement from mainstream learning.

Offer a clear route back into mainstream learning if appropriate

To prepare young people for reintegration to a School or transition into education, employment or training.

To support young people with access to career meetings.

To offer access in the wider curriculum to a range of enrichment activities e.g. arts, sports, PSHE work related learning.

Ensure learning takes place in safe, healthy and supportive environments

We will adhere to set standards and outcomes for young people as identified through **Every Child Matters (ECM) Green Paper** whichidentified the five outcomes that are most important to children and young people**:**

Achieve Economic Wellbeing

Enjoying and Achieving

Stay Healthy

Stay Safe

Making a Positive Contribution

We have an absolute respect for the dignity of young people, whatever their circumstance and we have passionate belief that personal development can change and improve lives permanently.

Our education programmes focus on developing a person’s personal and social skills by developing their emotional literacy, numeracy and thus providing them with the functional skills and strategies to re-engage in learning or move into further education, training and employment.

**Our Education Programme**

The programme involves working with young people from local secondary schools, academies and colleges to enhance their numeracy, literacy, Science, IT, Life skills and employability skills, at the same time boosting their personal, social and emotional development. The aim is to enable them to make positive changes in their behaviour and attitude, which will allow them to reintegrate successfully into school.

Young people are helped to develop an emotional literacy and numeracy and use this to inform their thinking and behaviour. They develop listening and communication skills, as well as expanding their ability to form social networks and enhance their skills and strategies to manage their emotions. Ultimately, they learn to control their behaviour and cope confidently in a range of situations. That is our approach.

We understand that some young people may have been experiencing problems at school for a number of years and we do not expect miracles overnight, neither do we expect pupils to slot into a pre-pared timetable.  Each young person attending Relief Centre will work to a timetable that has been designed around them, has also been designed with their input and is 100% personal to that young person.  Our aim is to change their perception of education from perhaps a negative experience to a positive one and to then build on this by providing a well-structured tailor-made individual timetable.

The timetable will vary greatly for each young person and will include a percentage of one-to-one work with additional team projects and activities to help build confidence, self-esteem, the chance to gain meaningful qualifications at either GCSE level or equivalent to GCSE.

We have recognised that building the capacity of our teachers to teach pupils with a diverse range of Special Educational Needs and Disability (SEND) is key to raising the achievement of these pupils. Staff attend training in SEND Level 1 courses in Personal Progression Pathway and Employment Preparation Pathway.

In our service young people will access ICT equipment in a study room or remotely, which will develop their numeracy and literacy functional skills, independence living skills through CV writing, writing applications and seeking opportunities. Staff will support them face-to-face as well virtually and also provide them with information on educational, vocational, training and employment opportunities. Our staff provide training sessions which helps them to gain access to education. These sessions include:

Personal Progression Pathways created to support the young persons’ needs and aspirations as they prepare for adult life. Their individual pathways are made up of their chosen preferences that will develop skills.

The Employment Preparation programme is designed for young people who need to develop their skills for future employment. Vocational subjects have been selected for their practical application and the emphasis on teamwork, which is a crucial element of any job.

Young people will be encouraged to enrol on the Post-16 transition ASDAN which courses provide academic support and skills development for learners undertaking a post-16 transition year. ASDAN's [Accelerating Progress](https://www.asdan.org.uk/courses/programmes/accelerating-progress) programmes in English and mathematics will be used to support learners in GCSE resits.

**Course Duration**  9am – 3pm

**Qualification Offered**

Functional Skills – Numeracy Levels 1, 2

Functional Skills – Literacy Levels 1,2

GCSE Maths (Edexcel)

GCSE English (Edexcel)

GCSE Science

GCSE ICT

Health and Social Care

GCSE Exam Centre

General Skills – CV Writing, Employability, Football Skills, Work attachment (Health and Social Care)

**Cost** £60.00 per day

£20.00 per hr 1:1 support

**Method of Feedback to home and school**

Weekly feedback to Local Authority

Monthly feedback and reports to parents and school

Appraisals to learners, home and school

Monthly progress reports to LA

Weekly progress reports to home and school

**Transport**  - To be arranged

# RIGHT TRAX LTD

**Head Office Address** Right Trax Ltd

Seamer Grange Farm

Seamer

North Yorkshire

TS9 5LY

**Delivery Location** Right Trax Ltd

Seamer Grange Farm

Seamer

North Yorkshire

TS9 5LY

**Contact Name**  Gary Elliston BEM

9 Henshaw Drive

Ingleby Barwick,

Stockton on Tees,

TS17 0PN

**Telephone Number** 01642 765399/ 07778706036

**Email Address** christine@right-trax.com

**Description of Service**

Right Trax delivers courses to students aged 12 – 18 instructing and assisting them in basic motorcycle maintenance and riding skills, offering an exciting and positive learning experience. Right Trax has an outdoor area, which includes 3 containers that are used as classrooms/workshops and an outdoor track used for riding.

Our learning groups include students with behavioural difficulties, history of youth offending, looked after children, disengaged children from mainstream education or who are at risk from disengaging from mainstream education.

Each course is run by a team leader and 2 instructors.

A maximum of 8 students per group. – All PPE is provided.

**Course Duration** 5hrs per day – timings are negotiable

**Qualification Offered**

NOCN Level 1 Qualification in Skills for Employment, Training & Personal Development (QCF) – Award, Certificate & Diploma

NOCN Level 1 Certificate in Vocational Studies (QCF)

BTEC Certificate in Sports & Active Leisure – Level 1 – Equivalent to GCSE Grade C

NOCN Entry Level Award in Mathematics Skills – Entry 3

NOCN Entry Level Award in English Skills – Entry 3

**Cost**

Daily cost per pupil: £57 exclusive of VAT for all courses except the English and Maths course which is £70 exclusive of VAT

A further additional charge for registration is required

£15 1:1 tuition

**Method of Feedback to home and school**

Daily attendance sheets are completed. End of term reports are completed for each student and sent to the schools.

**Transport**

Transport is not provided.

# RIVER TEES MULTI ACADEMY TRUST

**Head Office Address** River Tees Multi Academy Trust

Sulby Avenue

Middlesbrough

TS3 8RD

**Delivery Location** River Tees Multi Academy Trust

Sulby Avenue

Middlesbrough

TS3 8RD

**Contact Name** Leanne Chilton (Regional Head Teacher)

**Telephone Number**  01642 213799

**Email Address -** [Leanne.chilton@rtmat.org.uk](mailto:Leanne.chilton@rtmat.org.uk)

**LOT 1 – PRIMARY ALTERNATIVE EDUCATION (KS1 – KS2)**

**Description of Service**

River Tees Multi-Academy Trust (RTMAT) delivers alternative provision for Primary age pupils through River Tees Primary Academy. It has a focus on achieving end of key Stage outcomes to ensure that pupils are ready to make a successful transition back to their mainstream Primary or in to Secondary education. Our delivery methods successfully engage pupils in activity to develop their knowledge, skills and attributes. We use our knowledge of legislation, guidance and work with challenging learners to ensure a safe, healthy and supportive environment. All current policies and procedures will apply to any commissioned work.

Our curriculum model is based on:

* Currency – skills and learning for the future.
* Character – who I am and who I want to be.
* Community – the wider world and my place in it.

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age related expectations. We deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, IT, SMSC, language learning, careers education, and PE as well as tutor sessions. Although our group sizes are small (8 learners with two members of staff) and the learning programme for each learner is personalised, we also offer an intervention programme that scaffolds learning and supports missed knowledge.

Our Personal Development Pathway uses formulation meetings to ascertain the development needs, engagement strategies, intervention plans and wider support needs of each learner. We use continuous assessment to establish the underlying causes of challenging behaviour. We have trained ELSA and THRIVE practitioners to deliver personal development support as part of the wider teaching and learning team. Our Emotional Wellbeing Lead (a learning Disabilities Nurse with CAMHS experience, specifically in Positive Behaviour Support) supports the team with specialist knowledge and skills, working with the child, parents and the referring or receiving school to ensure a bright educational future. We have strong networks with other professionals across the Tees Valley. This helps us to work collaboratively to implement a programme that builds independence, confidence, engagement and enjoyment. All our team are specialist in Positive Behavioural Support through combining TeamTeach training with our relational approach and access to specialist advice and support.

River Tees Primary Academy is based at our Sulby Avenue site in Middlesbrough. However, we are experienced in offering outreach provision to support pupils to remain in or re-engage with their mainstream school, 1:1 tuition at home or in the community and activities within their local community to support engagement and enrichment. Our main site has a Forest School, sporting facilities and good transport links. We offer full safeguarding support through our experienced team alongside a bespoke curriculum designed to meet the needs of each learner. We are able to take pupils on roll at our fully registered alternative provision academy. Our specialist team are able to cover the full KS1 and KS2 curriculum.

Our personalised offer would be tailored for each learner in terms of days, times and the focus for delivery. This allows us to offer academic learning, interpersonal development and support and transition activities that are right for each learner at different points in the programme.

Staff at RTMAT already have a thorough knowledge of the support needs of pupils with SEND and have regular training and updates. This will enable the best support and strategies to be put in place, removing barriers and promoting inclusion in mainstream activities. Our SENDCO will be available to support staff who need it and liaise with other agancies.

We provide healthy and nutritious school lunches for learners on full time or part-time provision. We see arrival at school for breakfast club, breaktimes and lunchtimes as opportunities to support pupils with social engagement. Our staff eat with learners to model positive behaviour and engage them in a range of activities at break and lunchtimes. These include sports, board and card games, gaming, social discussions and relationship building. We offer after school clubs focussed on learner interests and our extended hours services can support pupils to access clubs and activities in their home area.

Our model will offer a range of options depending on the needs of the pupil and commissioner:

* Full time provision at our Sulby Avenue site with an experienced team of qualified Primary teachers. This will provide a broad and balanced curriculum across KS1 and KS2 in line with age related expectations, to help overcome barriers and support mainstream transition.
* Blended programmes that could involve some time at River Tees Primary Academy along with community based engagement activities, 1:1 tuition, supported placement in mainstream settings or within the current mainstream school.
* Community based 1:1 tuition at home or in a neutral venue.
* Transition and Inclusion Coaches working with the wider teaching team from RTMAT to support mainstream and specialist settings improve their confidence and skills in working with challenging learners and support successful transition.
* Expert assistance for pupils, families, school staff and the wider partnership to help pupils deal with the learning difficulties and/or disabilities that may be preventing them engaging in mainstream activity.
* Remote learning packages using our safe, monitored and quality assured approaches. Programmes will cover academic study, social and emotional wellbeing and preparation for transition and adulthood.
* Bespoke support to access out of school hours provision or activities as part of our enrichment and engagement offer.

**Course Duration**

Our usual school hours are 8.50 – 2.15 Monday to Friday with breakfast club and enrichment extending the day. We can offer am or pm slots to include lunch where required. We offer twilight learning sessions between 2.30 and 4.30 and a flexible approach to home tuition that extends to 6.00pm. By agreement we can offer out of hours support including holiday activities.

**Qualification Offered**

Pupils are offered a broad and balanced curriculum in line with the national curriculum. Arrangements can be made to support Y6 pupils during the SATs period.

**Cost**

£95.00 per day

**Method of Feedback to Home and School**

Parents and carers will receive regular communication (at least once a week) and be given opportunities to discuss their child’s progress at parent days or when required. We build positive relationships with parents and carers, reporting successes and good news as well as any causes for concern. Termly reporting helps parents understand the progress being made along with areas for further development. Communication to parents takes place by text, email and we use QR codes to allow then to access an audio version of documents that are relevant to them.

Communication to key stakeholders will focus on the key outcomes for each individual learners including:

* Attendance rates overall
* Improvement in attendance for individual pupils
* Attainment scores
* Progress
* Successful re-integration into mainstream settings following exclusion/s

**Transport**

Most pupils living beyond the 3-mile radius travel to school by taxis. Transport can be arranged for pupils. This will be charged at £1.80 per mile.

**LOT 2 (PRIMARY) DAY 6 EXCLUSION (KS1 – KS2)**

**Description of Service**

River Tees Multi-Academy Trust (RTMAT) delivers alternative provision for Primary age pupils through River Tees Primary Academy. The academy was judged good in its last Ofsted inspection and has a focus on achieving end of key Stage outcomes to ensure that pupils are ready to make a successful transition back to a mainstream Primary or in to Secondary education. Our learners are referred to us because they are:

* Permanently excluded; or
* At risk of exclusion from School; or
* Excluded from School on a fixed term basis; or
* At risk of disengaging from mainstream education and/; or
* Require additional support during a negotiated transfer between mainstream Schools; or
* Otherwise require alternative education provision to meet their educational entitlement, for instance in line with a Education, Health and Care Plan or is a Looked After Child with no School place.

Our delivery methods successfully engage pupils in activities to develop their knowledge, skills and attributes. We use our knowledge of legislation, guidance and work with challenging learners to ensure a safe, healthy and supportive environment. All current policies and procedures will apply to any commissioned work.

Our curriculum model is based on:

* Currency – skills and learning for the future.
* Character – who I am and who I want to be.
* Community – the wider world and my place in it.

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age related expectations. We deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, IT, SMSC, language learning, careers education, and PE as well as tutor sessions. Although our group sizes are small (8 learners with two members of staff) and the learning programme for each learner is personalised, we also offer an intervention programme that scaffolds learning and supports missed knowledge. Alongside this our Personal Development Pathway uses formulation meetings to ascertain the development needs, engagement strategies, intervention plans and wider support needs of each learner. We use continuous assessment to establish the underlying causes of challenging behaviour. We have trained ELSA and THRIVE practitioners to deliver personal development support as part of the wider teaching and learning team. Our Emotional Wellbeing Lead (a learning Disabilities Nurse with CAMHS experience, specifically in Positive Behaviour Support) supports the team with specialist knowledge and skills, working with the child, parents and the referring or receiving school to ensure a bright educational future. We have strong networks with other professionals across the Tees Valley. This helps us to work collaboratively to implement a programme that builds independence, confidence, engagement and enjoyment. All our team are specialist in Positive Behavioural Support through combining Team Teach training with our relational approach and access to specialist advice and support.

River Tees Primary Academy is based at our Sulby Avenue site in Middlesbrough. However, we are experienced in offering outreach provision to support pupils to remain in or re-engage with their mainstream school, 1:1 tuition at home or in the community and activities within their local community to support engagement and enrichment. Our main site has a Forest School, sporting facilities and good transport links. We offer full safeguarding support through our experienced team alongside a bespoke curriculum designed to meet the needs of each learner. We are able to take pupils on roll at our fully registered alternative provision academy.

We welcome the opportunity to further develop our support for pupils who are in need of specialist provision to help them continue learning in mainstream or special schools. We are passionate about working with pupils who are vulnerable or in challenging circumstances. We already work closely with commissioners across the Tees Valley to ensure a robust programme of support with clear outcomes for individual learners, including those with SEND and EHCPs, while also providing value for money. Our curriculum offer is aimed at effecting long term behavioural change to enable pupils to build a successful educational experience and take steps towards long term preparation for adulthood.

We are relentless in our pursuit of the best programme and strategies for each pupil and use a relational approach to understand how best to engage them. We understand that it may be helpful to start engagement using something the pupil is interested in or good at. This could be an interest outside school, sports skills, a talent for art, outdoor learning, or an academic subject. We believe that building positive relationships is the foundation of re-engagement with education. These relationships can then be used to support behaviour development, understanding of expectations at school, educational progress and attainment and supported transition.

Our personalised offer would be tailored for each learner in terms of days, times and the focus for delivery. This allows us to offer academic learning, interpersonal development and support and transition activities that are right for each learner at different points in the programme.

Staff at RTMAT already have a thorough knowledge of the support needs of pupils with SEND and have regular training and updates. This will enable the best support and strategies to be put in place, removing barriers and promoting inclusion in mainstream activities. Our SENDCO will be available to support staff who need it and liaise with stakeholders as required.

We provide healthy and nutritious school lunches for learners on full time or part-time provision. We see arrival at school for breakfast club, break times and lunchtimes as opportunities to support pupils with social engagement. Our staff eat with learners to model positive behaviour and engage them in a range of activities at break and lunchtimes. We offer after school clubs focussed on learner interests and our extended hours services can support pupils to access clubs and activities in their home area.

Our model would offer a range of options depending on the needs of the pupil and commissioner:

* Assessment package to help determine the next steps for each child.
* Full time provision at our Sulby Avenue site with an experienced team of qualified Primary teachers. This would provide a broad and balanced curriculum in line with age related expectations, to help overcome barriers and support mainstream transition.
* Blended programmes that could involve some time at River Tees Primary Academy along with community based engagement activities, 1:1 tuition, supported placement in mainstream settings or within the current mainstream school. This would address barriers to academic achievement and help to deal with personal difficulties or challenges.
* Community based 1:1 tuition at home or in a neutral venue.
* Transition and Inclusion Coaches working with the wider teaching team from RTMAT to support mainstream and specialist settings improve their confidence and skills in working with challenging learners and support successful transition.
* Expert assistance for pupils, families, school staff and the wider partnership to help pupils deal with the learning difficulties and/or disabilities that may be preventing them engaging in mainstream activity.
* Remote learning packages using our safe, monitored and quality assured approaches. Programmes will cover academic study, social and emotional wellbeing and preparation for transition and adulthood.
* Bespoke support to access out of school hours provision or activities as part of our enrichment and engagement offer.

**Course Duration**

Our usual school hours are 8.50 – 2.15 Monday to Friday with breakfast club and enrichment extending the day. We can offer am or pm slots to include lunch where required. We offer twilight learning sessions between 2.30 and 4.30 and a flexible approach to home tuition that extends to 6.00pm. By agreement we can offer out of hours support including holiday activities.

**Qualification Offered**

Pupils are offered a broad and balanced curriculum in line with the national curriculum. Arrangements can be made to support Y6 pupils during the SATs period.

**Cost**

£95.00 per day

**Method of Feedback to Home and School**

Parents and carers will receive regular communication (at least once a week) and be given opportunities to discuss their child’s progress at parent days or when required. We build positive relationships with parents and carers, reporting successes and good news as well as any causes for concern. Termly reporting helps parents understand the progress being made along with areas for further development. Communication to parents takes place by text, email and we use QR codes to allow then to access an audio version of documents that are relevant to them.

Communication to key stakeholders will focus on the key outcomes for each individual learners including:

* Attendance rates overall
* Improvement in attendance for individual pupils
* Attainment scores
* Progress
* Successful re-integration into mainstream settings following exclusion/s

**Transport**

Most pupils living beyond the 3-mile radius travel to school by taxis. Transport can be arranged for pupils. This will be charged at £1.80 per mile.

**LOT 3 – SECONDARY ALTERNATIVE EDUCATION (KS3 – KS4)**

**Description of Service**

River Tees Multi-Academy Trust (RTMAT) delivers alternative provision for Secondary age pupils through River Tees Middle Academy (KS3) and River Tees High Academy (KS4). Both academies were judged good in their last Ofsted inspections and have a focus on achieving end of Key Stage outcomes to ensure that pupils are ready to make a successful transition to mainstream schools, specialist settings or in to post-16 education, employment and training. At the end of KS4 pupils leave with a range of high quality valid and valued qualifications including GCSEs in English, maths and science, vocational qualifications that are equivalent to GCSEs and other accredited qualifications. Our learners are referred to us because they are:

* Permanently excluded; or
* At risk of exclusion from School; or
* Excluded from School on a fixed term basis; or
* At risk of disengaging from mainstream education and/;or
* Require additional support during a negotiated transfer between mainstream Schools; or
* Otherwise require alternative education provision to meet their educational entitlement, for instance in line with a Education, Health and Care Plan or is a Looked After Child with no School place.

Our delivery methods successfully engage pupils in activities to develop their knowledge, skills and attributes. We use our knowledge of legislation, guidance and work with challenging learners to ensure a safe, healthy and supportive environment. All current policies and procedures will apply to any commissioned work.

Our curriculum model is based on:

* Currency – skills and learning for the future.
* Character – who I am and who I want to be.
* Community – the wider world and my place in it.

We are used to learners joining us throughout the academic year and are also able to offer other options subjects they wish to continue studying as options choices. Our work related learning offer encourages pupils to take up work experience, work sampling/shadowing, employer visits, college and apprenticeship tasters and voluntary work. We have a full Careers Education and Guidance offer in house to support with career choices. Visiting speakers help to widen pupil ideas about progression and career choice. Our SRE and PSHE offer focuses on a wide range of topics relevant to our cohort with additional support from specialist organisations.

Where a pupil has a strong interest in a specific vocational area we will match them with provision or opportunities for work experience related to this. Placements could be on site or with other quality assured provision

Although our group sizes are small (10 learners with two members of staff) and the learning programme for each learner is personalised, we also offer an intervention programme that scaffolds learning and supports missed knowledge. Alongside this our Personal Development Pathway uses formulation meetings to ascertain the development needs, engagement strategies, intervention plans and wider support needs of each learner. We use continuous assessment to establish the underlying causes of challenging behaviour. We have trained ELSA and THRIVE practitioners to deliver personal development support as part of the wider teaching and learning team. Our Emotional Wellbeing Lead (a learning Disabilities Nurse with CAMHS experience, specifically in Positive Behaviour Support) supports the team with specialist knowledge and skills, working with the child, parents and the referring or receiving school to ensure a bright educational future. We have strong networks with other professionals across the Tees Valley. This helps us to work collaboratively to implement a programme that builds independence, confidence, engagement and enjoyment. All our team are specialist in Positive Behavioural Support through combining Team Teach training with our relational approach and access to specialist advice and support.

Our work related learning offer includes vocational preparation with experiences of work (real and virtual), advice and guidance, careers education, encounters with employers, tasters at colleges and training providers and skill building for future training and employment. We are able to offer a range of vocational experience programmes including enterprise and volunteering. Where possible we will build a bespoke programme including areas that are of interest to the pupil and agreed with the commissioner.

We have a comprehensive e-learning offer that provides safe access through our FROG virtual learning platform, monitored internet access, safe discussion forums, the ability to upload and feedback on work, accessibility for learners who have additional or medical needs, use of a range of apps and approved sites that are age-appropriate, virtual reality work related learning and social experiences, and avatars that allow remote access to classroom settings so learners can remain engaged when working from remote locations.

River Tees Middle and High Academies are based at our Sulby Avenue and Charlbury Road sites in Middlesbrough. However, we are experienced in offering outreach provision to support pupils to remain in or re-engage with their mainstream school, 1:1 tuition at home or in the community and activities within their local community to support engagement and enrichment. Our main site has a Forest School, sporting facilities and good transport links. We offer full safeguarding support through our experienced team alongside a bespoke curriculum designed to meet the needs of each learner. We are able to take pupils on roll at our fully registered alternative provision academy.

We welcome the opportunity to further develop our support for pupils who are in need of specialist provision to help them continue learning in mainstream or special schools. We are passionate about working with pupils who are vulnerable of in challenging circumstances. We already work closely with commissioners across the Tees Valley to ensure a robust programme of support with clear outcomes for individual learners, including those with SEND and EHCPs, while also providing value for money. Our curriculum offer is aimed at effecting long term behavioural change to enable pupils to build a successful educational experience and take steps towards long term preparation for adulthood.

We are relentless in our pursuit of the best programme and strategies for each pupil and use a relational approach to understand how best to engage them. We understand that it may be helpful to start engagement using something the pupil is interested in or good at. This could be an interest outside school, sports skills, a talent for art, outdoor learning, or an academic subject. We believe that building positive relationships is the foundation of re-engagement with education.

If a learner is reluctant to engage then we take the learning to them through e-learning resources, family contact, tuition in the home (where the risk assessment allows), identifying small successes to build upon, using a fresh face from the team or starting with therapeutic approaches such as THRIVE. We have also had success through linking in with other organisations or professionals who might already be involved with the family e.g. social worker or favourite teacher. Our attendance team are fully aware of the legal requirements and have significant experience in working with hard to engage pupils and families. Formal proceedings are a last resort but are used where necessary.

Staff at RTMAT already have a thorough knowledge of the support needs of pupils with SEND and have regular training and updates. This will enable the best support and strategies to be put in place, removing barriers and promoting inclusion in mainstream activities. Our SENDCO will be available to support staff who need it.

We provide healthy and nutritious school lunches for learners on full time or part-time provision in our centres. We see arrival at school for breakfast club, break times and lunchtimes as opportunities to support pupils with social engagement. We offer after school clubs focussed on learner interests and our extended hours services can support pupils to access clubs and activities in their home area.

Our model will offer a range of options depending on the needs of the pupil and commissioner:

* Full time provision at our Sulby Avenue or alternative sites with an experienced team of qualified teachers. This will provide a broad and balanced curriculum in line with age related expectations, to help overcome barriers and support mainstream transition.
* Blended programmes that could involve some time at River Tees Academies along with community based engagement activities, 1:1 tuition, supported placement in mainstream settings or within the current mainstream school.
* Community based 1:1 tuition at home or in a neutral venue.
* Transition and Inclusion Coaches working with the wider teaching team from RTMAT to support mainstream and specialist settings improve their confidence and skills in working with challenging learners and support successful transition.
* Expert assistance for pupils, families, school staff and the wider partnership to help pupils deal with the learning difficulties and/or disabilities that may be preventing them engaging in mainstream activity.
* Remote learning packages using our safe, monitored and quality assured approaches. Programmes will cover academic study, social and emotional wellbeing and preparation for transition and adulthood.
* Bespoke support to access out of school hours provision or activities as part of our enrichment and engagement offer.

**Course Duration**

Our usual school hours are 8.50 – 2.15 Monday to Friday with breakfast club and enrichment extending the day. We can offer am or pm slots to include lunch where required. We offer twilight learning sessions between 2.30 and 4.30 and a flexible approach to home tuition that extends to 6.00pm. By agreement we can offer out of hours support including holiday activities.

**Qualification Offered**

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age related expectations. In KS3 we deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, IT, SMSC, language learning, careers education, and PE as well as tutor sessions. In KS4 we offer GCSEs and other high quality qualifications:

GCSE English Language

GCSE English Literature

GCSE Maths

GCSE Combined Science (Separate Sciences also available)

GCSE Photography

NCFE L1/L2 Sport and Fitness

WJEC L1/L2 Food and Nutrition

**Cost**

£95.00 per day

**Method of Feedback to Home and School**

Parents and carers will receive regular communication (at least once a week) and be given opportunities to discuss their child’s progress at parent days or when required. We build positive relationships with parents and carers, reporting successes and good news as well as any causes for concern. Termly reporting helps parents understand the progress being made along with areas for further development. Communication to parents takes place by text, email and we use QR codes to allow then to access an audio version of documents that are relevant to them.

Communication to key stakeholders will focus on the key outcomes for each individual learners including:

* Attendance rates overall
* Improvement in attendance for individual pupils
* Attainment scores
* Progress
* Successful re-integration into mainstream settings following exclusion/s

**Transport**

Most pupils living beyond the 3-mile radius travel to school by taxis. Transport can be arranged for pupils. This will be charged at £1.80 per mile.

**LOT 4 – SECONDARY DAY 6 EXCLUSION (KS3 – KS4)**

**Description of Service**

River Tees Multi-Academy Trust (RTMAT) delivers alternative provision for Secondary age pupils through River Tees Middle Academy (KS3) and River Tees High Academy (KS4). Both academies were judged good in their last Ofsted inspections and have a focus on achieving end of Key Stage outcomes to ensure that pupils are ready to make a successful transition to mainstream or specialist settings. At the end of KS4 pupils leave with a range of high quality valid and valued qualifications including GCSEs in English, maths and science, vocational qualifications that are equivalent to GCSEs and other accredited qualifications. Our learners are referred to us because they are:

* Permanently excluded; or
* At risk of exclusion from School; or
* Excluded from School on a fixed term basis; or
* At risk of disengaging from mainstream education and/;or
* Require additional support during a negotiated transfer between mainstream Schools; or
* Otherwise require alternative education provision to meet their educational entitlement, for instance in line with a Education, Health and Care Plan or is a Looked After Child with no School place.

Our delivery methods successfully engage pupils in activities to develop their knowledge, skills and attributes. We use our knowledge of legislation, guidance and work with challenging learners to ensure a safe, healthy and supportive environment.

Our curriculum model is based on:

* Currency – skills and learning for the future.
* Character – who I am and who I want to be.
* Community – the wider world and my place in it.

We recognise the importance of maintaining a high level of challenge within options and core subjects while agreeing transition to another mainstream setting for those who are ready for this after a short period of assessment and will be able to facilitate this through our onsite team and remote/e-learning offer.

Our work related learning offer encourages pupils to take up work experience, work sampling/shadowing, employer visits, college and apprenticeship tasters and voluntary work. We have a full Careers Education and Guidance offer in house to support with career choices.

Where a pupil has a strong interest in a specific vocational area we will match them with provision or opportunities for work experience related to this. Placements could be on site or with other quality assured provision

Although our group sizes are small (10 learners with two members of staff) and the learning programme for each learner is personalised we also offer an intervention programme that scaffolds learning and supports missed knowledge. Alongside this our Personal Development Pathway uses formulation meetings to ascertain the development needs, engagement strategies, intervention plans and wider support needs of each learner. We use continuous assessment to establish the underlying causes of challenging behaviour. We have trained ELSA and THRIVE practitioners to deliver personal development support as part of the wider teaching and learning team. Our Emotional Wellbeing Lead (a learning Disabilities Nurse with CAMHS experience, specifically in Positive Behaviour Support) supports the team with specialist knowledge and skills, working with the child, parents and the referring or receiving school to ensure a bright educational future. We have strong networks with other professionals across the Tees Valley. All our team are specialist in Positive Behavioural Support through combining Team Teach training with our relational approach and access to specialist advice and support.

Our work related learning offer includes vocational preparation with experiences of work (real and virtual), advice and guidance, careers education, encounters with employers, tasters at colleges and training providers and skill building for future training and employment. Where possible we will build a bespoke programme including areas that are of interest to the pupil and agreed with the commissioner.

We have a comprehensive e-learning offer that provides safe access through our FROG virtual learning platform, monitored internet access, safe discussion forums, the ability to upload and feedback on work, accessibility for learners who have additional or medical needs, use of a range of apps and approved sites that are age-appropriate, virtual reality work related learning and social experiences, and avatars that allow remote access to classroom settings so learners can remain engaged when working from remote locations.

We welcome the opportunity to further develop our support for pupils who are in need of specialist provision to help them continue learning in mainstream or special schools. We are passionate about working with pupils who are vulnerable of in challenging circumstances. We already work closely with commissioners across the Tees Valley to ensure a robust programme of support with clear outcomes for individual learners, including those with SEND and EHCPs, while also providing value for money. Our curriculum offer is aimed at effecting long term behavioural change to enable pupils to build a successful educational experience and take steps towards long term preparation for adulthood.

We are relentless in our pursuit of the best programme and strategies for each pupil and use a relational approach to understand how best to engage them. We understand that it may be helpful to start engagement using something the pupil is interested in or good at. This could be an interest outside school, sports skills, a talent for art, outdoor learning, or an academic subject. We believe that building positive relationships is the foundation of re-engagement with education. These relationships can then be used to support behaviour development, understanding of expectations at school, educational progress and attainment and supported transition.

Our personalised offer will be tailored for each learner in terms of days, times and the focus for delivery. This allows us to offer academic learning, interpersonal development and support and transition activities that are right for each learner at different points in the programme. This could involve working with other high quality providers or integrating therapeutic activities in to the overall offer.

Staff at RTMAT already have a thorough knowledge of the support needs of pupils with SEND and have regular training and updates. This will enable the best support and strategies to be put in place, removing barriers and promoting inclusion in mainstream activities. Our SENDCO will be available to support staff who need it.

All our team are specialist in Positive Behavioural Support and using a relational approach but also understand they may need to access specialist advice and support through referrals, access to Educational Psychology, Speech and Language Therapy, Occupational Health or other services. We have experience with complex cases and regularly contribute to social care case conferences, PIP reviews and EHCP processes, leading where necessary. Where pupils are already engaged with other services e.g. CAMHS we work as a multi-disciplinary team to ensure support is coherent.

We provide healthy and nutritious school lunches for learners on full time or part-time provision. We see arrival at school for breakfast club, break times and lunchtimes as opportunities to support pupils with social engagement. We offer after school clubs focussed on learner interests and our extended hours services can support pupils to access clubs and activities in their home area.

Our model would offer a range of options depending on the needs of the pupil and commissioner:

* Full time provision at our Sulby Avenue site with an experienced team of qualified teachers. This would provide a broad and balanced curriculum in line with age related expectations, to help overcome barriers and support mainstream transition.
* Blended programmes that could involve some time at River Tees Academies along with community based engagement activities, 1:1 tuition, supported placement in mainstream settings or within the current mainstream school.
* Blended programmes involving other quality assured provision.
* Community based 1:1 tuition at home or in a neutral venue.
* Transition and Inclusion Coaches working with the wider teaching team from RTMAT to support mainstream and specialist settings improve their confidence and skills in working with challenging learners and support successful transition.
* Expert assistance for pupils, families, school staff and the wider partnership to help pupils deal with the learning difficulties and/or disabilities that may be preventing them engaging in mainstream activity.
* Rapid response to requests for provision and support to meet Day 6.
* Remote learning packages using our safe, monitored and quality assured approaches. Programmes will cover academic study, social and emotional wellbeing and preparation for transition and adulthood.
* Bespoke support to access out of school hours provision or activities as part of our enrichment and engagement offer.

**Course Duration**

Our usual school hours are 8.50 – 2.15 Monday to Friday with breakfast club and enrichment extending the day. We can offer am or pm slots to include lunch where required. We offer twilight learning sessions between 2.30 and 4.30 and a flexible approach to home tuition that extends to 6.00pm. By agreement we can offer out of hours support including holiday activities.

**Qualification Offered**

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age-related expectations. In KS3 we deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, IT, SMSC, language learning, careers education, and PE as well as tutor sessions. In KS4 we offer GCSEs and other high quality qualifications:

GCSE English Language

GCSE English Literature

GCSE Maths

GCSE Combined Science (Separate Sciences also available)

GCSE Photography

NCFE L1/L2 Sport and Fitness

WJEC L1/L2 Food and Nutrition

**Cost**

£95.00 per day

**Method of Feedback to Home and School**

Parents and carers will receive regular communication (at least once a week) and be given opportunities to discuss their child’s progress at parent days or when required. We build positive relationships with parents and carers, reporting successes and good news as well as any causes for concern. Termly reporting helps parents understand the progress being made along with areas for further development. Communication to parents takes place by text, email and we use QR codes to allow then to access an audio version of documents that are relevant to them.

Communication to key stakeholders will focus on the key outcomes for each individual learners including:

* Attendance rates overall
* Improvement in attendance for individual pupils
* Attainment scores
* Progress
* Successful re-integration into mainstream settings following exclusion/s

**Transport**

Most pupils living beyond the 3-mile radius travel to school by taxis. Transport can be arranged for pupils. This will be charged at £1.80 per mile.

**LOT 5 – PRIMARY AND SECONDARY MEDICAL AND THERAPEUTIC (KS1 – KS4)**

**Description of Service**

River Tees Multi-Academy Trust (RTMAT) delivers alternative provision for Primary and Secondary aged pupils through our three academies: River Tees Primary, River Tees Middle and River Tees High. We also provide Home and Hospital Teaching (HHT) in Middlesbrough for learners aged 5 – 18 who have a medical need or who are in hospitals for general medical or mental health treatment. The academies were judged good in their last Ofsted inspections and HHT was inspected alongside our River Tees High Academy. All provision has a focus on engagement, educational progress, enjoyment and achieving end of Key Stage outcomes to ensure that pupils are ready to make a successful transition back to their mainstream Primary, Secondary or Post-16 education. Learners can be referred to us because they are unable to attend their usual school because of a medical need. However, we will also be able to offer commissioned places for pupils aged 5 – 18 who are:

* At risk of disengaging from mainstream education and/;or
* Have indications of emotionally based school avoidance ; or
* Have withdrawn from mainstream school and activities due to anxiety or mental health issues; or
* Require additional support during a negotiated transfer between mainstream Schools; or
* Otherwise require alternative education provision to meet their educational entitlement, for instance in line with a Education, Health and Care Plan or is a Looked After Child with no School place.

Our delivery methods successfully engage pupils in activity to develop their knowledge, skills and attributes. We use our knowledge of legislation, guidance and work with challenging learners to ensure a safe, healthy and supportive environment.

Our curriculum model is based on:

* Currency – skills and learning for the future.
* Character – who I am and who I want to be.
* Community – the wider world and my place in it.

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age related expectations. We deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, ICT, SMSC, language learning, careers education and PE as well as tutor sessions. For learners in KS4 and Post 16 a range of GCSE and equivalent qualifications are available, including opportunities for accreditation for arts, personal development and community work.

Our core offer will be available to all learners although we recognise that individual schools or colleges may want to set work for us to facilitate so that learners can make a seamless transition back in to their usual setting.

Our work related learning offer includes vocational preparation with experiences of work (real and virtual), advice and guidance, careers education, encounters with employers, tasters at colleges and training providers and skill building for future training and employment. Where possible we will build a bespoke programme including areas that are of interest to the pupil and agreed with the commissioner.

We have a comprehensive e-learning offer that provides safe access through our FROG virtual learning platform, monitored internet access, safe discussion forums, the ability to upload and feedback on work, accessibility for learners who have additional or medical needs, use of a range of apps and approved sites that are age-appropriate, virtual reality work related learning and social experiences, and avatars that allow remote access to classroom settings so learners can remain engaged when working from remote locations. The content and delivery is monitored by our experienced, qualified teaching and learning team. We are able to loan ICT equipment where needed and support with access to the internet, including advice for parents and pupils on e-safety. This allows for flexible delivery across the week and during the day so pupils can access their learning when their medical needs allow.

Although our group sizes are small (up to 10 learners with two members of staff) and the learning programme for each learner is personalised, we also offer an intervention programme that scaffolds learning and supports missed knowledge. Alongside this our Personal Development Pathway uses formulation meetings to ascertain the development needs, engagement strategies, intervention plans and wider support needs of each learner. We have trained ELSA and THRIVE practitioners to deliver personal development support as part of the wider teaching and learning team. Our Emotional Wellbeing Lead (a learning Disabilities Nurse with CAMHS experience, specifically in Positive Behaviour Support) supports the team with specialist knowledge and skills, working with the child, parents and the referring or receiving school to ensure a bright educational future. We have strong networks with other professionals across the Tees Valley. This helps us to work collaboratively to implement a programme that builds independence, confidence, engagement and enjoyment. All our team are specialist in Positive Behavioural Support and using a relational approach but also understand they may need to access specialist advice and support through referrals, access to Educational Psychology, Speech and Language Therapy, Occupational Health or other services. We have experience with complex cases and regularly contribute to social care case conferences, PIP reviews and EHCP processes, leading where necessary. Where pupils are already engaged with other services e.g. CAMHS we work as a multi-disciplinary team to ensure support is coherent.

We provide healthy and nutritious school lunches for learners on full time or part-time provision. We see arrival at school for breakfast club, break times and lunchtimes as opportunities to support pupils with social engagement. Our staff eat with learners to model positive behaviour and engage them in a range of activities at break and lunchtimes. We offer after school clubs focussed on learner interests and our extended hours services can support pupils to access clubs and activities in their home area.

Home and Hospital Teaching is based at our Learning Centre site at Park Lane in Middlesbrough. However, we are experienced in offering outreach provision to support pupils to remain in or re-engage with their mainstream school, 1:1 tuition at home or in the community and activities within their local community to support engagement and enrichment. We offer full safeguarding support through our experienced team alongside a bespoke curriculum designed to meet the needs of each learner. We are able to take pupils on roll at our fully registered alternative provision academy.

We welcome the opportunity to further develop our support for pupils who are in need of specialist provision to help them continue learning in mainstream or special schools. We already work closely with commissioners across the Tees Valley to ensure a robust programme of support with clear outcomes for individual learners, including those with SEND and EHCPs, while also providing value for money. Our SENDCO will be available to support staff who need it.

We are relentless in our pursuit of the best programme and strategies for each pupil and use a relational approach to understand how best to engage them. We believe that building positive relationships is the foundation of re-engagement with education. These relationships can then be used to support behaviour development, understanding of expectations at school, educational progress and attainment and supported transition.

Our personalised offer would be tailored for each learner in terms of days, times and the focus for delivery. This allows us to offer academic learning, interpersonal development and support and transition activities that are right for each learner at different points in the programme. This could involve working with other high quality providers or integrating therapeutic activities in to the overall offer.

If a learner is reluctant to engage then we take the learning to them through e-learning resources, family contact, tuition in the home (where the risk assessment allows), identifying small successes to build upon, using a fresh face from the team or starting with therapeutic approaches such as THRIVE. We have also had success through linking in with other organisations or professionals who might already be involved with the family e.g. social worker or favourite teacher.

Our model would offer a range of options depending on the needs of the pupil and commissioner:

* Full time provision at one of our Middlesbrough sites with an experienced team of qualified teachers.
* Blended programmes that could involve some time at our Middlesbrough sites along with community based engagement activities, 1:1 tuition, supported placement in mainstream settings or within the current mainstream school.
* Community based 1:1 tuition at home or in a neutral venue.
* Transition and Inclusion Coaches working with the wider teaching team from RTMAT to support mainstream and specialist
* Expert assistance for pupils, families, school staff and the wider partnership to help pupils deal with the learning difficulties and/or disabilities that may be preventing them engaging in mainstream activity.
* A therapeutic offer that uses formulation to identify the referrals for specialist support needed and formulate an approach that meets the needs of the individual.
* Remote learning packages using our safe, monitored and quality assured approaches. Programmes will cover academic study, social and emotional wellbeing and preparation for transition and adulthood.
* Bespoke support to access out of school hours provision or activities as part of our enrichment and engagement offer.

**Course Duration**

Our usual school hours are 8.50 – 2.15 Monday to Friday with breakfast club and enrichment extending the day. We can offer am or pm slots to include lunch where required. We offer twilight learning sessions between 2.30 and 4.30 and a flexible approach to home tuition that extends to 6.00pm. By agreement we can offer out of hours support including holiday activities.

**Qualification Offered**

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age related expectations. In KS2/3 we deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, IT, SMSC, language learning, careers education, and PE as well as tutor sessions.

In KS4 we offer GCSEs and other high quality qualifications:

GCSE English Language

GCSE English Literature

GCSE Maths

GCSE Combined Science (Separate Sciences also available)

GCSE Photography

NCFE L1/L2 Sport and Fitness

WJEC L1/L2 Food and Nutrition

**Costs**

£95.00 per day

**Method of Feedback to Home and School**

Parents and carers will receive regular communication (at least once a week) and be given opportunities to discuss their child’s progress at parent days or when required. We build positive relationships with parents and carers, reporting successes and good news as well as any causes for concern. Termly reporting helps parents understand the progress being made along with areas for further development. Communication to parents takes place by text, email and we use QR codes to allow then to access an audio version of documents that are relevant to them.

Communication to key stakeholders will focus on the key outcomes for each individual learners including:

* Attendance rates overall
* Improvement in attendance for individual pupils
* Attainment scores
* Progress
* Successful re-integration into mainstream settings following exclusion/s

**Transport**

Most pupils living beyond the 3-mile radius travel to school by taxis. Transport can be arranged for pupils. This will be charged at £1.80 per mile.

**LOT 6 – PRIMARY AND SECONDARY ALTERNATIVE CURRICULUM AND ENRICHMENT (KS1 – KS4)**

**Description of Service**

River Tees Multi-Academy Trust (RTMAT) delivers alternative provision for Primary and Secondary aged pupils through our three academies: River Tees Primary, River Tees Middle and River Tees High. We also provide Home and Hospital Teaching (HHT) in Middlesbrough for learners aged 5 – 18 who have a medical need or who are in hospitals for general medical or mental health treatment. The academies were judged good in their last Ofsted inspections and HHT was inspected alongside our High Academy. All provision has a focus on engagement, educational progress, enjoyment and achieving end of Key Stage outcomes to ensure that pupils are ready to make a successful transition back to their mainstream Primary, Secondary or Post-16 education. We specialise in learners aged 5 – 18 who are:

* In need of a school place because they have been excluded from school; or
* At risk of exclusion; or
* At risk of disengaging from mainstream education and/;or
* Have indications of emotionally based school avoidance ; or
* Have withdrawn from mainstream school and activities due to anxiety or mental health issues; or
* Require additional support during a negotiated transfer between mainstream Schools; or
* Otherwise require alternative education provision to meet their educational entitlement, for instance in line with a Education, Health and Care Plan or is a Looked After Child with no School place.

Our delivery methods successfully engage pupils in activity to develop their knowledge, skills and attributes. We use our knowledge of legislation, guidance and work with challenging learners to ensure a safe, healthy and supportive environment. All current policies and procedures will apply to any commissioned work.

Our curriculum model is based on:

* Currency – skills and learning for the future.
* Character – who I am and who I want to be.
* Community – the wider world and my place in it.

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age related expectations. We deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, IT, SMSC, language learning, careers education, and PE as well as tutor sessions. For learners in KS4 and Post 16 a range of GCSE and equivalent qualifications are available, including opportunities for accreditation for arts, personal development and community work.

Our core offer will be available to all learners although we recognise that individual schools may want to set work for us to facilitate so that learners can make a seamless transition back in to their usual setting following a placement.

All programmes will include opportunities for educational visits to develop LORIC skills (Leadership, Organisation, Resilience, Initiative and Communication).

Work related learning including work experience, work shadowing, visits and tasters will be used as part of our assessment process to help establish whether vocational pathways are appropriate. We will further develop our vocational provision in line with need and linked to progression to the labour market.

Although our group sizes are small: 8 - 10 learners with two members of staff and the learning programme for each learner is personalised we also offer an intervention programme that scaffolds learning and supports missed knowledge. Alongside this our Personal Development Pathway uses formulation meetings to ascertain the development needs, engagement strategies, intervention plans and wider support needs of each learner. We have trained ELSA and THRIVE practitioners to deliver personal development support as part of the wider teaching and learning team. Our Emotional Wellbeing Lead (a learning Disabilities Nurse with CAMHS experience, specifically in Positive Behaviour Support) supports the team with specialist knowledge and skills, working with the child, parents and the referring or receiving school to ensure a bright educational future. We have strong networks with other professionals across the Tees Valley. This helps us to work collaboratively to implement a programme that builds independence, confidence, engagement and enjoyment. All our team are specialist in Positive Behavioural Support and using a relational approach but also understand they may need to access specialist advice and support through referrals. Where pupils are already engaged with other services e.g. CAMHS we work as a multi-disciplinary team to ensure support is coherent

Our work related learning offer includes vocational preparation with experiences of work (real and virtual), advice and guidance, careers education, encounters with employers, tasters at colleges and training providers and skill building for future training and employment.

We have a comprehensive e-learning offer that provides safe access through our FROG virtual learning platform, monitored internet access, safe discussion forums, the ability to upload and feedback on work, accessibility for learners who have additional or medical needs, use of a range of apps and approved sites that are age-appropriate, virtual reality work related learning and social experiences, and avatars that allow remote access to classroom settings so learners can remain engaged when working from remote locations.

Our provision is in Middlesbrough but this allows us easy access to Darlington and Redcar and Cleveland. We are experienced in offering outreach provision to support pupils to remain in or re-engage with their mainstream school, enact behaviour changes for transition, 1:1 tuition at home or in the community and activities within their local community to support engagement and enrichment.

We welcome the opportunity to further develop our support for pupils who are in need of specialist provision to help them continue learning in mainstream or special schools. We are passionate about working with pupils who are vulnerable or in challenging circumstances. We already work closely with commissioners across the Tees Valley to ensure a robust programme of support with clear outcomes for individual learners, including those with SEND and EHCPs, while also providing value for money. Our curriculum offer is aimed at effecting long term behavioural change to enable pupils to build a successful educational experience and take steps towards long term preparation for adulthood.

We are relentless in our pursuit of the best programme and strategies for each pupil and use a relational approach to understand how best to engage them. We understand that it may be helpful to start engagement using something the pupil is interested in or good at. We believe that building positive relationships is the foundation of re-engagement with education. These relationships can then be used to support behaviour development, understanding of expectations at school, educational progress and attainment and supported transition.

Our personalised offer will be tailored for each learner in terms of days, times and the focus for delivery. This allows us to offer academic learning, interpersonal development and support and transition activities that are right for each learner at different points in the programme. This could involve working with other high quality providers or integrating therapeutic activities in to the overall offer.

Staff at RTMAT already have a thorough knowledge of the support needs of pupils with SEND and have regular training and updates. This will enable the best support and strategies to be put in place, removing barriers and promoting inclusion in mainstream activities. Our SENDCO will be available to support staff who need it.

We provide healthy and nutritious school lunches for learners on full time or part-time provision. We see arrival at school for breakfast club, break times and lunchtimes as opportunities to support pupils with social engagement. Our staff eat with learners to model positive behaviour and engage them in a range of activities at break and lunchtimes. We offer after school clubs focussed on learner interests and our extended hours services can support pupils to access clubs and activities in their home area.

Our model will offer a range of options depending on the needs of the pupil and commissioner:

* Full time provision at one of our Middlesbrough sites with an experienced team of qualified teachers. This would provide a broad and balanced curriculum in line with age related expectations, to help overcome barriers and support mainstream transition.
* Blended programmes that could involve some time at our Middlesbrough sites along with community based engagement activities, 1:1 tuition, supported placement in mainstream settings or within the current mainstream school.
* Community based 1:1 tuition at home or in a neutral venue.
* Transition and Inclusion Coaches working with the wider teaching team from RTMAT to support mainstream and specialist settings improve their confidence and skills in working with challenging learners and support successful transition.
* Expert assistance for pupils, families, school staff and the wider partnership to help pupils deal with the learning difficulties and/or disabilities that may be preventing them engaging in mainstream activity.
* Remote learning packages using our safe, monitored and quality assured approaches. Programmes will cover academic study, social and emotional wellbeing and preparation for transition and adulthood.
* Bespoke support to access out of school hours provision or activities as part of our enrichment and engagement offer.

**Course Duration**

Our usual school hours are 8.50 – 2.15 Monday to Friday with breakfast club and enrichment extending the day. We can offer am or pm slots to include lunch where required. We offer twilight learning sessions between 2.30 and 4.30 and a flexible approach to home tuition that extends to 6.00pm. By agreement we can offer out of hours support including holiday activities.

**Qualification Offered**

This model ensures that learners have a personalised programme of education to meet their academic needs, scaffolding support to help them work at or above age-related expectations. In KS3 we deliver timetabled lessons in maths, English, science, foundation subjects, RE, PSHE/RSE, IT, SMSC, language learning, careers education, and PE as well as tutor sessions. In KS4 we offer GCSEs and other high quality qualifications:

GCSE English Language

GCSE English Literature

GCSE Maths

GCSE Combined Science (Separate Sciences also available)

GCSE Photography

NCFE L1/L2 Sport and Fitness

WJEC L1/L2 Food and Nutrition

**Costs**

£95.00 per day

**Method of Feedback to Home and School**

Parents and carers will receive regular communication (at least once a week) and be given opportunities to discuss their child’s progress at parent days or when required. We build positive relationships with parents and carers, reporting successes and good news as well as any causes for concern. Termly reporting helps parents understand the progress being made along with areas for further development. Communication to parents takes place by text, email and we use QR codes to allow then to access an audio version of documents that are relevant to them.

Communication to key stakeholders will focus on the key outcomes for each individual learners including:

* Attendance rates overall
* Improvement in attendance for individual pupils
* Attainment scores
* Progress
* Successful re-integration into mainstream settings following exclusion/s

**Transport**

Most pupils living beyond the 3-mile radius travel to school by taxis. Transport can be arranged for pupils. This will be charged at £1.80 per mile.

# TEACHING PERSONNEL

**Head Office Address** Teaching Personnel

Newcastle

NE1 6EF

**Delivery Location**

Teaching Personnel, Offices based in Newcastle, however, tutors are well placed across Middlesbrough, Redcar & Cleveland and Darlington.

**Contact Name** Danielle McKeown

**Telephone Number** 0191 223 5073

**Email Address** Danielle.mckeown@teachingpersonnel.com

**Description of Service**

Tuition is provided on request for part and full time, across all subjects and key stages. Provision is suitable to mainstream schools, SEND pupils and settings, PRUs and all other education establishments.

**Course Duration**

Tuition is available during school hours, afterschool and weekends and school holiday times.

**Qualification Offered**

Tuition is delivered to each pupil at the requested and most relevant award level. Tutor will work with the pupils on the subject(s) and have agreed learning plans ahead of tuition beginning with regular updates. Tuition is available for all ages and each referral is discussed and agreed as to what learning outcomes/levels are the objective.

**Costs**

£44 per hour

**Method of Feedback to Home and school**

Attendance and sessional reporting is available for all sessions. This can be viewed by the local authority and the tutor on Teaching Personnel’s VLE called LEAP (Learning, Engaging and Accelerating Progress). Online assessments are included in the provision and progress reporting completed by the tutor on each child at agreed intervals.

**Transport**

Tutors will be provided by request for face to face or online tuition at school or in the home/public place (eg Library -assuming suitably risk assessed)

# Appendix A. Tees Alternative Education Framework Referral Form

|  |  |  |
| --- | --- | --- |
| **Service Provider:** | | *[Name of Provider]* |
|  | |  |
| **Referral Source:** | | *[School/ Local Authority]* |
| **Referrers Invoicing Address:**  All invoices for this service to directed for payment to the referring school / LA Team. | |  |
|  | | |
| By signing and returning this Referral form the Service Provider confirms its acceptance of the Specification and are able to provide a placement to meet the needs of the student detailed below.  The content of this form is confidential. If there is a need to share information the Service Provider will do so in accordance with the Data Protection Act 2018 and General Data Regulations. | | |
| **For and on behalf of the Service Provider** | | |
| Name: | ……………………………………………………………….. | |
| Title: | ……………………………………………………………….. | |
| Date agreed: | ……………………………………………………………….. | |
| **For and on behalf of the Purchaser** | | |  |
| Name of Purchasing Body | ……………………………………………………………… | |
| Name: | ………………………………………………………………. | |
| Title: | ………………………………………………………………. | |
| Date agreed: | ……………………………………………………………….. | |
| Start date: | ……………………………………………………………….. | |
| Review Date: | ……………………………………………………………….. | |
|  |  | |

**Placement Review**

This agreement is subject to a termly review.

**Placement Termination**

In the event of placement termination the provider will be given notice in line with the service specification

At risk PEx

Start date

School

**Confidential**

**This document should only be completed by the referring school.**

**Details of Referral**

|  |  |
| --- | --- |
| Reason for referral  **i.e. PEx (give reason), medical intervention, assessment** | How would the change of educational provision benefit the pupil? |
|  |  |

**Details of Pupil**

|  |  |
| --- | --- |
| Name: | Date of Birth: |
| UPN: | Year Group: |
| ULN: | Religion: |
| |  |  | | --- | --- | | Male | Female |   Gender: | Ethnicity: |

|  |  |
| --- | --- |
| School Address:  Post Code: | Telephone No: |
| Mobile No: |
|  |

**Attendance**

|  |  |
| --- | --- |
| Current %  Previous years %  Offsite % | EWO involvement: Yes / No |
| Part time Yes / No |
| Comments: | |

**Attainment Record**

Include the latest school report for Key Stage 3 and 4 students (refer to Documentation\*).

|  |  |
| --- | --- |
| Key Stage 1 SAT Results (if applicable) | |
| English |  |
| Mathematics |  |
| Science |  |

|  |  |
| --- | --- |
| Key Stage 2 SAT Results (if applicable) |  |
| English |  |
| Mathematics |  |
| Science |  |

|  |  |
| --- | --- |
| Key Stage 3 SAT Results (if applicable) |  |
| English |  |
| Mathematics |  |
| Science |  |

|  |  |  |
| --- | --- | --- |
| Other assessment data | | |
| Reading age | Comprehension age | Spelling age |

|  |  |  |  |
| --- | --- | --- | --- |
| Key Stage 4 |  |  |  |
| Subject | Awarding Body | Qualification | Predicted grade |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Exclusions**

|  |
| --- |
| Please detail dates and reasons |

**Details of Siblings (Currently Attending your School)**

|  |  |  |
| --- | --- | --- |
| Name: | Year: | Comments: |
|  |  |  |
|  |  |  |

**Details of Parent/Carers with Parental Responsibility**

|  |  |
| --- | --- |
| Name: | Name: |
| Address:  Post Code: | Address:  Post Code: |
| Contact Tel No: | Contact Tel No: |
| Relationship to Pupil: | Relationship to Pupil: |
| Do they have parental responsibility? Yes / No | Do they have parental responsibility? Yes / No |

|  |  |  |  |
| --- | --- | --- | --- |
| |  |  | | --- | --- | | Yes | No |   Parent/Carer permission given? | |
| Ethnicity | |
| Religion | |
| FSM Yes No | |
| LAC Status Yes No | |
| SEN Plan (**must be attached)** | Yes No |
| EHCP (**must be attached)** | Yes No |
| Child Protection Plan/Child in Need Yes No | |
| Safeguarding concerns Yes No | |
| Specific medical information Yes No | |
| Young Carer Yes No | |
| Young Parent Yes No | |

**Previous Schools/Alternative Provision**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Primary** | **From** | **To** | | **Secondary** | **From** | | **To** |
|  |  |  | |  |  | |  |
| **Graduated Response** | | | **Desired outcome** | | | **Outcome** | |
|  | | |  | | |  | |

|  |  |  |
| --- | --- | --- |
| **Managed Transfers** | **Dates to/from** | **Reason** |
|  |  |  |

**Additional Support/Strategies Provided with Outcomes**

(LSU Support, TA, LM, Support Workers)

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Desired outcome** | **Outcome** |
|  |  |  |

**External Agency Involvement and Key Worker**

(Including Educational Psychologist, Home & Hospital Teaching, Social Services, Stronger Families, CAMHS etc.)

|  |  |  |
| --- | --- | --- |
| **Agency** | **Key Worker (including contact details)** | **Dates: To From** |
|  |  |  |
|  |  |  |
|  |  |  |

**Family, Social and Environmental Factors**

Family history, functioning and wellbeing, wider-family, housing, employment and financial considerations, **social** and community elements and resources, including education.

|  |  |
| --- | --- |
| **Strengths** | **Needs** |
|  |  |

**Pupil’s View of the Referral**

**(To be completed by the school/academy following consultation)**

Does this capture the school’s views and give a way forward?

|  |
| --- |
|  |

**Parent and Carer’s Views of the Referral**

**(To be completed by the school/academy following consultation)**

|  |
| --- |
|  |

Does this capture the school’s views and give a way forward?

**Parent/Carer Choice of School**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

**\*Documentation**

|  |  |  |
| --- | --- | --- |
| **Pupil Support Plan**  **(PSP) /Behaviour Support Plan (BSP)** | **Attainment/Assessment Record (including copy of school report)** | **Attendance Record** |
| **Exclusion Record** | **Individual Education Plan (IEP)** | **My Family Plan** |
| **SEN Plan/Draft or Final EHCP** | **Educational Psychologist Report** | **Pen Portrait** |

**Number of days in provision**

**Is the child able to travel in a taxi/minibus safely?** Yes No

If no, please detail risks

**Person Making Referral**

|  |  |
| --- | --- |
| Name: | Designation: |
| Address:  Post Code: | Organisation: |
| Telephone No: |
|  |
| Email address: | |

**Authorised by (Headteacher): Date:**

# RISK ASSESSMENT

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BEHAVIOUR** | | | | | | | | |
| Is there a risk of: | None | Low | | Medium | | High | | If you have ticked any boxes (1-6) please provide detailed examples of the pupil’s behaviour including frequency. |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Harm or physical aggression towards other students |  |  |  |  |  |  |  |  |
| Threats towards other students (including cyber bullying) |  |  |  |  |  |  |  |  |
| Threats towards members of staff |  |  |  |  |  |  |  |  |
| Harm or physical aggression towards staff |  |  |  |  |  |  |  |  |
| Harm or physical aggressions towards members of the public |  |  |  |  |  |  |  |  |
| Name calling or verbal abuse |  |  |  |  |  |  |  |  |
| Racist abuse |  |  |  |  |  |  |  |  |
| Refusal to follow instructions |  |  |  |  |  |  |  |  |
| Vandalism |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VULNERABILITIES** | | | | | | | | | |
| Is there a risk of: | None | Low | | Medium | | High | | If you have ticked any boxes (1-6) please provide a detailed explanation of the pupil’s vulnerabilities. | |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Absconding |  |  |  |  |  |  |  | |  | |
| Being bullied including cyber bullying |  |  |  |  |  |  |  | |  | |
| Domestic Violence |  |  |  |  |  |  |  | |  | |
| Radicalisation |  |  |  |  |  |  |  | |  | |
| Risk taking behaviour |  |  |  |  |  |  |  | |  | |
| Self-harm |  |  |  |  |  |  |  | |  | |
| Sexual exploitation |  |  |  |  |  |  |  | |  | |
| Substance misuse |  |  |  |  |  |  |  | |  | |
| Other |  |  |  |  |  |  |  | |  | |