



# **Place-based working and school effectiveness**

## **Plymouth School-Level Alternative Provision 2025-2026**

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## Vision

Our vision is that children and young people in Plymouth grow up healthy and happy, safe and able to aspire and achieve; living in resilient families and communities, able to take advantage of a broad range of opportunities. Our aim is that no Plymouth child should find that their life chances are defined or limited by the circumstances of their birth or early childhood experiences.

Plymouth Children's and Young Peoples Plan – A Bright Future 2021- 2026

[Children and young people's plan and partnership for Plymouth | PLYMOUTH.GOV.UK](#)

## Introduction

As outlined in Plymouth School Effectiveness Framework, schools, academies, multi-academy trusts, Plymouth City Council and other partners are fully committed to working in partnership with each other to achieve this vision. All partners are responsible for all children and young people in the city and hold a joint responsibility for the leadership of school improvement. We will ensure all our settings provide children and young people in the city with a first-class education so that every child and young person in Plymouth

- Has a strong sense of belonging
- Achieves the best possible outcomes
- Goes on to lead a healthy, happy and successful life

All children and young people in Plymouth, irrespective of background, culture or special educational needs, will be able to complete their education with the academic, social and life skills that they need to successfully enter adult life and ambitious employment, training or further and higher education. Plymouth City Council will act as the champion of all children and young people in the city to ensure that this is their lived experience. There will be a focus on equity and improving outcomes for children and young people with vulnerabilities, such as those from under-resourced backgrounds.

This focus is at the heart of our place-based approach to ensuring children and young people in our city receive the best possible education. Our place-based approach is about understanding the issues, interconnections and relationships in Plymouth and co-ordinating action to improve the inclusive educational experience of the young people we serve.

## Place-based working and school effectiveness

Our place-based approach is understanding the issues, interconnections and relationships in Plymouth and co-ordinating action to improve the inclusive educational experience of the young people we serve. This is important because, if children feel included, they will attend more frequently, be suspended or excluded less, feel better connected and have a greater sense of belonging, feel safer, be more engaged, and achieve better outcomes.

Our Place-Based Working Principles:

- Inclusion, with an implicit focus on our most vulnerable children, will be at the heart of the plan
- The plan will be largely cross-phase and cross-setting
- We will develop a one-team mindset across the city, building on existing strengths, and be relentlessly positive in our collaboration
- We will seek to understand issues rather than blame
- We will implement change in an evidence-based way that maximises the probability of success
- We will focus on developing strategies and approaches that genuinely support schools (but recognising that schools and trusts have authority over their own policies and procedures)

There are six strands to our place-based plan:

- Develop school-level alternative provision across the city, alongside a strategy for effective collaboration
- Develop a 'Belonging Framework'
- Develop and pilot an early language acquisition project
- Further develop enhanced transition
- Addressing Vaping in Schools
- Building a pre-16 offer

## School-level alternative provision

Adopting an inclusive approach to facilitate ‘pathways to participation’, and support children who struggle to access learning has been identified as an aspiration in the place-based principles. Development of school-level alternative provision across the city, alongside a strategy for effective collaboration is one of the six strands to the place-based plan. Reflecting on the Timpson review (2019), Johnson (2025) highlighted the importance of systemic change to reduce exclusions and support children to thrive. In particular, she highlighted the importance of creating an inclusive system which leans into the role of alternative provision, not as a last resort but an integral part of the wider education offer, designed as a place where children can find a place to belong, learn and flourish, with highly personalised support. Children and young people may need support to ‘re charge’ or develop strategies to access learning, manage the classroom environment or regulate emotions as a communication of being emotionally overwhelmed.

In accordance with the place-based principles, provision should be largely cross-phase and cross setting, seeking to understand issues and implement change in an evidence based way. Headteachers have shared aspiration to understand good practice, with a focus on developing strategies and approaches that genuinely support schools to facilitate probability of success. Low reintegration from local pupil referral units (PRU’s) are described by headteachers as a concern, alongside the increase in demand on PRU’s. Successful transition from primary settings to secondary settings was also raised as a concern. This raises the dilemma of alternative provision, what it is and how a stronger collaboration between provision and mainstream schools can be realised. The recent Department for Education alternative provision guidance highlights the transitional goal, promoting inclusion.

Placements into alternative provision should always be made with the child’s reintegration back into mainstream education... (page 6, DfE, 2025).

## Funding

As with all strands of the place-based plan, funding is a key element. The Galigir Room provision example below was funded through High Needs funding from their Local Authority. In Plymouth, the Local Authority have developed a Targeted Funding Model with three elements.

Targeted funding element 1 is designed to enhance in house support, and additional intervention for individual children or young people. £1500 per individual each year (3 windows of application), with the expectation that schools would use their own budget to contribute to the running costs.

Targeted funding element 2 is designed to allow for a small cohort provision of intervention and curriculum time for a small group. This would not be a full-time class. The allocation would be £5,200 per learner for a maximum of 5 learners totalling £26,000 per academic year, with the expectation that schools would use their own budget to contribute to the running costs.

Targeted Funding element 3 is designed with the expectation that the Local Authority would agree that they would be responsible for the funding of 10 students at £6,620 per place over the period of 12 months totaling £66,200 per school. Funding would be received in line with the Plymouth City Council financial year as per the typical processes.

This element of the funding would be issued upon successful application with a service level agreement (SLA) across three years. The SLA will clearly outline the expectations of the funding, alongside a quality assurance and monitoring processes.

## Provision example, 'The Galgir Room'

This provision was based on the Jarjums Room which was implemented in a primary school in the South East. It was designed as a provision for young people with social, emotional and mental health difficulties (SEMH) in their first two years at secondary school.

Frustrated that many pupils with SEMH needs were not making a successful transition to secondary school, the headteacher, with the support of senior leaders and the governing body, made a proposal to set up a resourced provision based on the campus of a local secondary school. The aim was to meet the needs of ten local children from Years 7 and 8, with three of those places guaranteed for girls (Greer, 2020). The provision was funded through High Needs funding in the Local Authority, and developed through a robust network and collaboration with local schools.

The provision was designed to include programmes including:

- Taught skills in managing emotions.
- Building resilience and improving social communication.
- Catch-up programmes in literacy and numeracy.

The provision adopted a flexible approach. When a child was ready to return to class, an adult supported her/him to pick up the lesson and be confident that s/he had a good probability of success.

The provision adopted a whole school team approach, facilitated through:

- Weekly team meetings for staff to develop their skills and learn from any challenges that arose throughout the week.
- Staff meetings and Inset days to support strategies in behaviour management, including focus groups to share good practice.
- Informal drop ins for teaching and learning staff (in person and by email).

### **How did it operate?**

Greer (2020) shared some of the ways in which the provision operated to support the pupils, emphasising the flexible nature of the provision:

- Where a pupil was feeling confident about a lesson or a subject, then the level of support would be low.

- Where a pupil found a subject regularly caused them anxiety or stress, then a member of staff would be assigned to support the pupil for key parts or the whole of that lesson.
- Where a pupil communicated anxiety within a lesson, a member of staff would attend to help refocus the pupil to task, or offer them alternative ways to approach the objective of the lesson.
- Where a pupil's behaviour escalated, then two members of staff would respond to the call to escort the pupil to a place of safety, ideally the resourced provision.
- Alternatively, a child may communicate that they 'need time' within the resourced provision, which would be carefully monitored with the expectation that the child would return to the lesson with support to settle back to task.
- Any contravention of the rules would result in a proportionate consequence, which may include completion of work in break time, writing a note of apology, Time Out or other restorative practices.
- Staff are trained to prioritise de-escalation techniques in response to 95% of incidents.
- Violent or aggressive behaviour which puts the child or others at risk of harm may result in a physical intervention.
- Regular and frequent rewards are available for keeping the rules, or improving standards of work, language and safety.
- Pupils start the day twenty minutes before the start of school to enable them to join in with their peers in first lesson and finish twenty minutes before their peers to ensure they leave school safely and without any conflict around unstructured times.
- Break and lunchtimes would be supported dependent on individual needs.

Greer (2020) highlighted the benefit of this provision in supporting access to the curriculum, teaching and learning and social opportunities that are available within a mainstream school... The government's advice (Department for Education, 2018) on supporting mental health and behaviour in schools outlines good practice for pupils who have suffered abuse, neglect or other potentially traumatic childhood experiences, difficulties consistent with many pupils within a social, emotional and mental health resourced provision.

It is key that school staff are aware of how these children's experiences, and their high prevalence of special needs and mental health needs, can impact on their behaviour and education. They should be able to reflect this in the design and application of behaviour policies, including through individualised and graduated responses, balanced with the needs of the whole school community and its physical and mental health (p.19)

Greer (2020) shared some conclusions from a member of staff who was completing her part-time first degree in educational studies (Wiles, 2018). In particular, this included sharing good practice, development of positive relationships between staff and pupils which enabled pupils to feel supported with their learning and behaviour. Perhaps most importantly, pupils identified the provision as a safe space which is needed for pupils to feel secure in order to learn and facilitate their emotional development.

Flexibility in supporting children to develop through an inclusive approach was key to facilitating a pathway to participation within a mainstream setting. Identifying barriers to inclusion and support at children's developmental stage is key to social, emotional and cognitive development. Ainscow (2004) describes this inclusive aspiration as 'Leavers of Change', including 4 elements which are described in the following section.

## Leavers of Change

Ainscow, (2004) presents 4 elements which are considered to be leavers of change to facilitate an inclusive educational system. The four elements are as follows:

- ***Inclusion is a process.*** That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference, and, learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.
- ***Inclusion is concerned with the identification and removal of barriers.*** Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.
- ***Inclusion is about the presence, participation and achievement of all students.*** Here 'presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and 'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results.
- ***Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.*** This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

Provision for children who struggle to access learning should be a process that maximises the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning. This should reflect a culture in which the institution adapts to meet the needs of its pupils and is provided with the resources to enable this to happen.

## Planning and Delivering Effective Alternative Provision

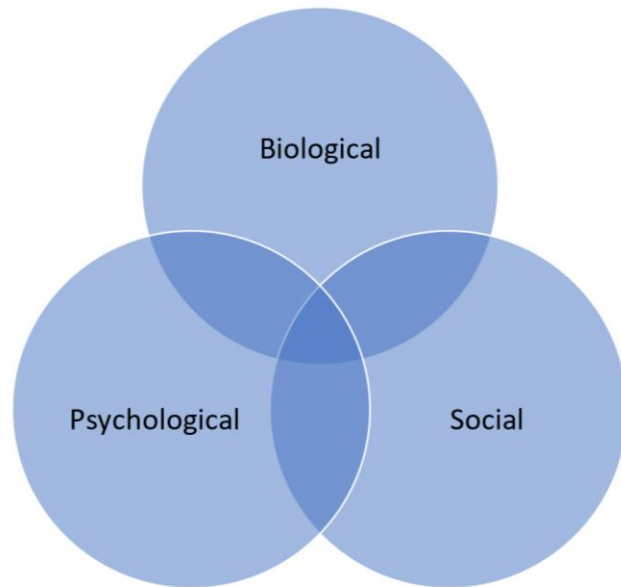
Effective alternative provision (AP) requires a strategic, evidence-informed approach that prioritizes the needs of pupils with complex and often overlapping barriers to learning. The SEND Code of Practice (2015), Timpson Review of School Exclusion (2019) and DfE Alternative Provision Statutory Guidance (2013) identify successful AP as being underpinned by skilled staffing, purposeful environments, and robust systems for oversight and evaluation.

Staff experience and oversight are foundational to high-quality AP. Staff must have a deep understanding of the SEND Code of Practice and Graduated Approach to Inclusion, particularly in identifying needs early and applying reasonable adjustments. They should be trained in relational, restorative, and inclusive practice, with the ability to differentiate curriculum content and align it with mainstream aspirations to minimise academic gaps. Staff should be familiar with therapeutic approaches, such as play therapy or PACE, and understand how to reinforce these strategies in daily interactions. A clear rationale for the provision, whether it supports reintegration, behaviour management, academic pathways, or wellbeing, must be articulated and shared with all stakeholders. Entry and exit criteria should be transparent and consistently applied, with regular communication between AP and mainstream staff to support reintegration pathways. Appointing a dedicated AP lead to liaise with senior leadership and coordinate planning is considered best practice.

## Identification

There are a number of needs which could be identified for children within mainstream settings including social emotional and mental health, cognition and learning, communication and interaction and sensory and physical. Typically the most common needs seem to include social, emotional and mental health which has a significant effect on cognition and learning (Greer, 2020). It is important to note however, that children may present with complex and overlapping needs. Thus considering children in accordance with the Child and Families Act 2014 and the SEND Code of Practice 2015 is appropriate to unpick areas of need, identify outcomes and tailor provision to support progress and a pathway to engagement with education. The following section outlines evidence based, psychological models which may be used to identify children who may be considered for support from an alternative provision. This should be used alongside existing school tracking and monitoring to identify children who present with barriers to learning.

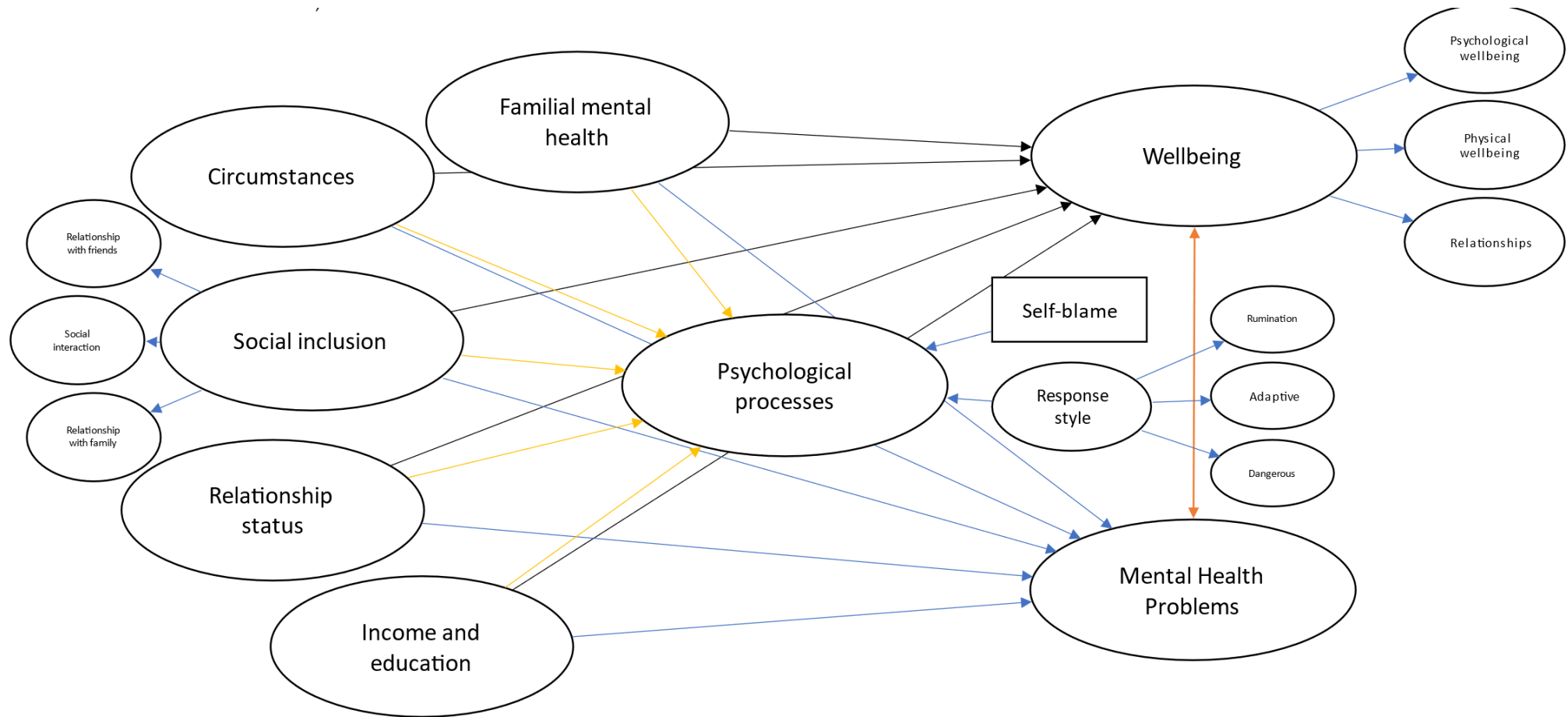
### **A model of factors contributing to mental health (Engel, 1977)**



Social Emotional and Mental Health is identified nationally as one of the greatest areas of need which is often communicated through behaviour. This can include ambivalence, avoidance, disorganisation or indeed Polyvagal responses such as Fight, Flight, Freeze or Withdraw Porges (2003). An understanding of behaviour as a communication of need is particularly important when considering support for children or young people. Identification should be supported through understanding children or young people from a 'person centred' perspective rather than 'within child' to recognise barriers to learning in accordance with the Child and Families Act (2014) and the special educational needs and disability code of practice: 0 to 25 years (DfE, 2015).

Adverse Childhood Experiences (ACE's), change in circumstance (for example, a pandemic), or an unexpected incident that has the potential to overwhelm the coping mechanisms of a child or young person, are key in understanding SEMH needs. Having identified that behaviour is a communication which can relate to a SEMH need, the importance of understanding the background of a child or young person from a social perspective to inform psychological formulation is highlighted. Kinderman et al (2013) offer a more complex model to understand and identify factors which may have the potential to overwhelm coping mechanisms, often communicated through maladaptive behaviour (please see below).

**A more complex model of factors contributing to mental health from Kinderman et. al., 2013**



In terms of the impact on learning, trauma informed, relational approaches should be understood as supporting pathways to learning as a result of development of resilience. Needs associated with social emotional and mental health can have an adverse effect on emotional resilience, and the ability to regulate emotions. Children with these needs should be supported through a provision commensurate with relational trauma informed approaches. The TIS-UK Protect, Relationships, Regulate, Repair (PRRR) model is suggested as a framework, incorporating PACE to support emotional containment. Typically, if a child is not emotionally contained within their educational setting they will struggle to access

learning. This can have an adverse effect on the amount of information a child or young person can process at any given time, sometimes referred to as executive function. There is considerable research around executive function, with contrasting research about what the executive functions consist of (Meltzer, 2018). However, there is consistency in functions which are included in an adapted identification tool (please see appendix I).

## Barriers to Learning

Children can struggle with learning, which is beyond their stage of development, thus learning must be supported at the developmental stage of the child or young person. Vygotsky (1978) highlighted the zone of proximal development, ensuring that learning is delivered at a stage where children can make progress. These are areas which are typically supported through quality first teaching, however, barriers to learning may need additional support to develop a pathway back into learning in the classroom when the required support is currently beyond reasonable teaching adjustments. As discussed, executive functions are highlighted as an area of need for dependent learners.

*...development and elaboration of executive functions are critically dependent on memory and attention and, when built upon this foundation, can provide a basis for continuing adaptation, adjustment, and achievement throughout the life span... Eslinger (1996, p. 392)*

Meltzer (2018) highlights a number of conflicting theories, however there is general agreement that executive function is an umbrella term for the cognitive system which guide the processes of learning (Goldstein and Naglieri, 2014). This system includes the following which is adapted in the identification tool in appendix I:

- Working memory
- Planning
- Organisation
- Monitoring and self-evaluation
- Thinking and focussing
- Shift and cognitive flexibility

Executive function is a critical area of development for many pupils in AP. Staff should be trained to recognise executive function challenges and embed strategies that support these skills throughout the school day. This might include visual schedules, chunked instructions, regular check-ins, dual coding, structured routines, processing breaks and overlearning. Interventions that explicitly target executive function, such as mediated learning, can be particularly beneficial and should be integrated into the provision where appropriate.

Haring and Eaton (1978) developed the Learning Hierarchy as children and young people struggle with retention if they have not developed their learning to a stage of mastery (maintenance). The stages of learning, and development of these areas are therefore highlighted as important to develop when supporting children or young people within an alternative provision. The learning Hierarchy should include the following:

- Acquisition (Accuracy)
- Fluency
- Mastery (Maintenance)
- Generalisation
- Adaption

## Tracking Monitoring and Identification

Robust tracking and monitoring of progress ensures that AP is impactful and accountable. Progress should be measured across academic, emotional, social, and behavioural domains using a blend of formative and summative assessments. Tools such as the Boxall Profile, Strengths and Difficulties Questionnaire (SDQ), and Pupil Attitudes to Self and School (PASS) can provide valuable insights. Regular reviews should include SMART targets and involve pupils, families, and staff. Data such as attendance, behaviour incidents, and academic attainment should be triangulated with pupil and parent voice to inform planning and celebrate success.

- Understanding the background of a child through a person centered approach (DfE, 2015).
- Understanding of any medical diagnosis (for example, ASC or any other medical condition).
- A number of schools use the Boxall Profile, which can be used as an evidence based tool to assess SEMH needs of pupils aged 4 – 18. This is not designed as a diagnostic tool for mental health conditions or learning difficulties however it could be used to identify, track and monitor.
- SENCO's and Link Educational Psychologists are well placed to support with a number of assessment tools, however having highlighted Executive Function as a significant challenge for children and young people it is important to consider an inventory of Executive Function. The Behaviour Rating Inventory of Executive Function (BRIEF) is suggested, as an assessment of executive function behaviours at home and at school for children and adolescents ages 5–18. This 86-item questionnaire has separate forms for parents and teachers, and typically takes 10–15 minutes to administer and 15–20 minutes to score.
- A more simplified tool is offered in appendix I as previously discussed.

- Related to Executive Function it is important to acknowledge challenges associated with neurodiversity, including sensory needs. The Autism Education Trust Progression Framework <https://www.autismeducationtrust.org.uk/framework-documents> is highlighted as an appropriate resource which can be used alongside difficulties with the four areas of difference for children with autism or social communication needs. This should include recognition of the way children with needs associated with neurodiversity see, interact, experience and respond to the world around them. This strongly relates to needs which could be identified through the BRIEF, including recognition of the 4 areas of difference (Communication, Social Interaction, Thinking Flexibly, Sensory Processing).
- Understanding language difficulties is also highlighted which could be identified through a language screening tool. Many schools already have a language screening tool, which could include Speech and Language Link <https://speechandlanguage.link/> and consultation with relevant language professionals (for example, a Speech and Language Therapist).

## **Behaviour Rating Inventory of Executive Function sections**

### **Behavioural regulation scales**

- *Inhibit*: Ability to control impulses (inhibitory control) and to stop engaging in a behaviour.
- *Shift*: Ability to move freely from one activity or situation to another; to tolerate change; to switch or alternate attention.
- *Emotional Control*: Ability to regulate emotional responses appropriately.

### **Metacognition scales**

- *Initiate*: Ability to begin an activity and to independently generate ideas or problem-solving strategies.
- *Working Memory*: Ability to hold information when completing a task, when encoding information, or when generating goals/plans in a sequential manner.
- *Plan/Organize*: Ability to anticipate future events; to set goals; to develop steps; to grasp main ideas; to organize and understand the main points in written or verbal presentations.
- *Organization of Materials*: Ability to put order in work, play and storage spaces (e.g., desks, lockers, backpacks, and bedrooms).
- *Monitor*: Ability to check work and to assess one's own performance; ability to keep track of the effect of one's own behaviour on other people.

## How Long Should a Child Spend in an Alternative Provision?

Myatt and Tomsett in AP Huh (2024) page 149 – 151 refer to ‘Finding a voice’ which seems to be a discussion about the provision and time a child or young person should be supported. There was discussion about an AP as a ‘12-week full-time programme with six strands, with PACE at the centre of ‘transforming the self through love...’ In their words, ‘They learn about themselves and we look to develop creative confidence through problem solving...’ Please also see the provision example, recognising the importance of working with the child, at their pace, offering a functional contextualism approach (Hayes, 1999, in Fox, 2006), ensuring flexibility to support a person centred pathway to participation.

The placements are generally for 12 weeks at KS3, which is quite a tight turnaround... For the most part, it takes about a term for the young person to transition in and out of respective settings, again highlighting the importance of transition in and out the provision. Thus, whilst 12 weeks is suggested, a review of attendance should be considered throughout attendance in the provision forward and backward chaining as appropriate.

## Connection, Belonging and Inclusion as a Culture

Most alternative providers fall into the ‘unregistered’ category and, as such, there is no requirement for them to register with an official body and no formal arrangements to evaluate their quality. In some cases, pupils do not gain accredited qualifications during their placement, so results are often not available as a measure of quality. Because of the unregulated nature of these settings, additional due-diligence is needed to ensure the organisation meets appropriate quality and safety standards. However, where Alternative Provision is held by an educational setting there is opportunity to maintain a sense of value, and a closer connection with the lived experience of a child or young person’s educational journey. Greer (2020), highlighted the value of supporting children and young people with a containing, whole school team culture. Building an inclusive culture is at the heart of reconnection with education with a particular focus on meaning, purpose and belonging.

‘...we feel far safer when we constantly receive signals of reciprocity and belonging... Lemov et al (2023)

Belonging is among the most powerful of emotions and it is often built via small moments and seemingly insignificant gestures... Cohesion and trust occur when group members send and receive small, frequently occurring signals of belonging’. Thus as discussed by Lemov (2023), belonging is ‘a flame that needs to be continually fed by signals of connection... Our social brains light up when we receive a steady accumulation of almost invisible cues’. DfE 2024, informed by Ofsted, highlighted that children supported in an alternative provision can feel ‘...abandoned by their home school’ highlighting the importance of promoting a feeling of ‘belonging’ through an inclusive culture.

The difference between an integrative model and inclusion is highlighted. Inclusion is a process that maximises the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning. All schools, whether special or mainstream, should reflect a culture in which the institution adapts to meet the needs of its pupils and is provided with the resources to enable this to happen. An integrative model is a rigid system adopting a 'within child' approach, with an expectation that a child or young person will change to manage existing provision. Inclusion is presented as a flexible system in which the provision can make adjustments in accordance with the needs of a child or young person to facilitate an adaptive journey through education. Wedell (2008) endorsed the acknowledgement of difference without prejudice, calling for suitable and appropriate provision according to need, and recognising the importance of matching the provision according to the needs. Thus development of alternative provision to support children and young people should be a whole school, inclusive and flexible system supported by through an inclusive whole school ethos.

## Staff and the Physical Environment

Deployment of staff should reflect the complexity of pupil needs. Teachers delivering core subjects such as English and Maths must be subject specialists, or supervised by subject specialists to maintain academic rigour. Support staff should be empathetic, experienced, and capable of managing social and emotional challenges. Strategic deployment during challenging periods, such as transitions and unstructured time, can help prevent incidents and support regulation. Ongoing professional development, peer support, and access to multi-disciplinary teams, such as mentors, counsellors, and external agencies should be coordinated to enhance the capacity of staff to meet diverse needs.

Supervision and staff wellbeing are vital in sustaining effective practice. Given the emotionally demanding nature of AP work, staff should have termly supervision opportunities, either as a team or with an experienced supervisor, not directly involved with the provision. External supervision and consultation could be supported by the local authority (LA), Educational Psychology Service (EPS) to offer emotional containment, help staff build resilience and feel valued. Group or individual sessions can be tailored to staff needs and embedded into the school's wellbeing strategy.

The physical environment of an AP setting plays a critical role in promoting safety, belonging, and engagement. Spaces should be calm, nurturing, and adaptable to support academic learning, social interaction, and emotional regulation. Features such as quiet zones, behaviour recovery spaces, breakout areas, and access to outdoor space are essential. Bespoke areas to support life skills development such as Kitchen facilities are suggested, while a self-contained environment (including toilets) may reduce anxiety around transitions. Involving pupils in the design of the space through student voice activities can foster ownership and improve engagement.

## A Good Alternative Provision Should:

- Have a robust process for identification of children with needs, including: emotion related difficulties with education, school attendance or SEMH needs; dips in progress or cognition and learning needs; communication and interaction needs and medical needs associated with physical and sensory needs.
- Have clear identification, tracking and monitoring of the most vulnerable children and young people, including minority groups (for example, all care-experienced children).
- Have a robust communication system with all professionals who are involved with any child on role to support holistic identification of children at risk (for example, SALT, Medical Professionals, CDC, CAMHS, Social Care).
- Follow the graduated approach, including Assess, Plan, Do and Review after comprehensive identification of the child or young person's needs.
- Establish robust arrangements for monitoring and regular review of the plan by a team around the child.
- Be person centred, ensuring consistency in their approach and flexibility with delivery, in accordance with the child or young person's needs.
- Develop a comprehensive transition plan, in and out of the alternative provision. In accordance with the TIS-UK model the following sections are suggested: Protect (safety), Relationships, Regulate, Repair (PRRR).
- Ensure an inclusive approach with a clear plan to support an inclusive pathway to engagement with education.
- Establish clear accountability for the achievement, safeguarding, pupil welfare, child protection, safety and personal development of all children and young people who are on the school roll.
- Maintain a relational, trauma informed connection with teaching practitioners throughout attendance in the alternative provision.
- An established allocated link mentor before during and after attendance in the alternative provision.
- Inform the local authority of any part-time education arrangements.
- Respond quickly to any early signs of children and young people's raised anxiety or dips in their progress, attendance or engagement in learning.
- Maintain consistent contact with the parents throughout the child or young person's journey.
- Follow the same safeguarding rigor as the school (for example, verified DBS checks, appropriate training for staff working with vulnerable children, be satisfied that the alternative provision is in the best interests of the pupil).
- Record the pupils attendance, using the school's registration code.
- Support pupils with a full-time provision, which should include flexibility of how this is delivered.
- Give governors sufficient information about children and young people who struggle to access education within the school provision to give opportunity to challenge the planned alternative provision being made and evaluate its effectiveness as a pathway to reintegration with education.

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#### World Wide Web

The Autism Education Trust Progression Framework <https://www.autismeducationtrust.org.uk/framework-documents>

Speech and Language Link <https://speechandlanguage.link/>

Trauma Informed Schools UK <https://www.traumainformedschools.co.uk>

Resources for Emotional Literacy Support Assistants – ELSA Support <https://www.elsa-support.co.uk>

# Appendix 1

Identification of Needs tool associated with Executive Function.

<b>Executive Function adapted from Goldstein &amp; Naglieri (2014) in Meltzer (2018)</b>	<b>Scale (1-10)</b>	<b>Communication of Need</b>	<b>Suggested Provision</b>
Attention			
Initiation and inhibition			
Emotional regulation			
Planning and organisation			
Cognitive flexibility			
Working memory			

Self-regulatory processes			