



Draft Alternative Learning Provision Statement of Action

1.0 Summary

Bristol City Council (BCC) commissioned an independent review of Alternative Learning Provision (ALP). The review made 31 recommendations for improvement in the ALP system in Bristol. BCC has accepted all the recommendations and this Statement of Action sets out BCC's response to the review and outlines the committed actions that will be taken over the next one and a half years. It should be noted this is not the end product but is intended to help guide the co-production process. Following the reference group sessions, the Statement of Action will be amended to reflect the views of participants.

The final agreed version of the Statement of Action will outline the activity that will occur to deliver against all of the recommendations and the timescales to do so. It will contain agreed milestones for delivery so that progress can be tracked in the delivery phase of the Statement of action.

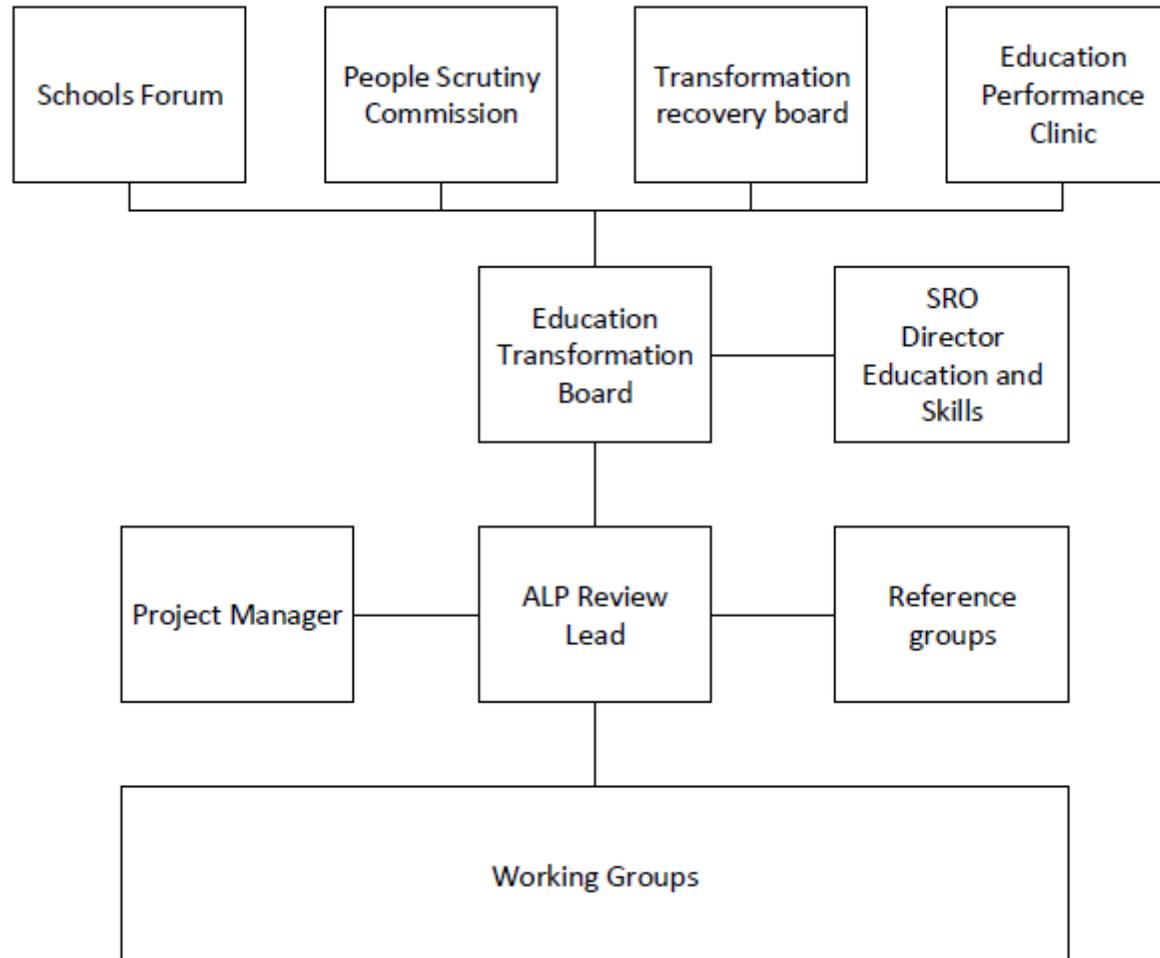
2.0 Governance

The ALP Statement of Action (SOA) will report into the Education Transformation Programme Board. The Board meets monthly and is chaired by Director Education and Skills. The ETP Board is responsible for driving the actions set out in the Statement of Action.

For each of the themes outlined in section 4.0, there will be a lead officer. These roles will be accountable for delivery of the recommendations within those working groups. The working groups will report monthly on progress with key milestones also being tracked.

Many of the recommendations within the report link to planned development work with the Bristol Inclusion Panel (BIP). Dependencies will be maintained between the two areas of work to coordinate and align the two areas of activity.

The SOA will also report into existing governance mechanisms outlined in the structure below.



Progress on the SOA will be published externally on the Local Offer on a quarterly basis.

There will be four **Reference Groups** made up of clusters of stakeholders. These groups are



Each of the groups will initially contribute to developing and amending plans for delivery and make sure areas important to attendees of the groups are covered. Once the Statement of Action is agreed the reference groups will continue to meet regularly to track progress against the plan, sign off deliverables and provide expert advice and guidance.

3.0 Principles

Bristol's Child and Young Person Outcomes Framework identifies four themes, developed with children, young people and their families to help describe and develop individual outcomes:

- Independent Lives
- Family, Friends and Community
- Good Health and Wellbeing
- Learning, Employment and a Positive Contribution

In addressing the recommendations, the actions outlined in this SOA will help us to achieve these outcomes for children and young people with alternative needs. Partners across the local area are working together and with parents, carers and children and young people to:

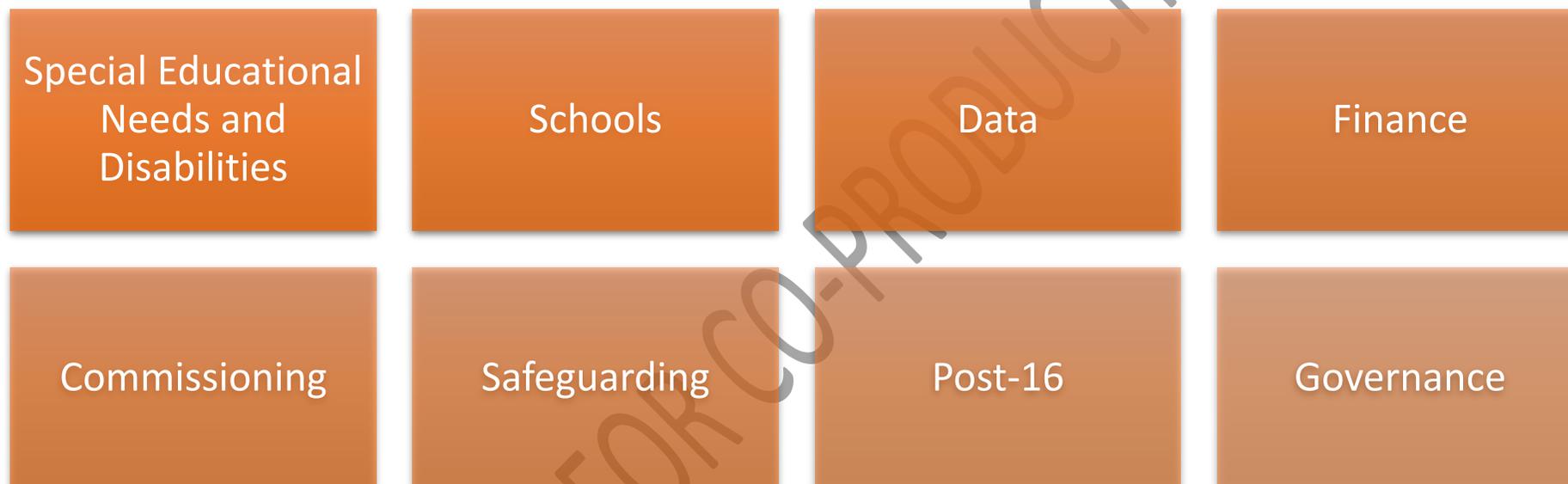


- Better understand Bristol's communities and their needs, so we can reach out and communicate more effectively with all parents and carers and young people, enabling genuine co-production and consistently purposeful engagement and collaboration, to ensure we are putting children, young people and families first; gaining their trust and improving their confidence in the system.
- Develop transparent and effective arrangements for children, young people and families to hold Bristol's leaders, including school leaders, to account for the Local Area, so that there is continuous improvement that meets the needs of our diverse population.
- Ensure all professionals working directly with children and young people in Bristol understand how to recognise when a child might have an alternative educational need and understand Bristol's Local Offer, so that children and young people's needs are identified early, assessed swiftly, and appropriate and effective support is provided when it is needed.
- Ensure that children and young people with disabilities and those with alternative educational needs can access their full entitlement to a good education, feel included, make progress and achieve their full potential.
- Ensure parents and carers, children and young people have a positive experience of the alternative education system, and plans reflect the needs and aspirations of the child or young person, and enable them to reach their full potential and prepare them for adulthood.

DRAFT - FOR CO-PRODUCTION

4.0 Approach

The recommendations in the review have been grouped into 8 interlinking themes for delivery. These themes are:



There will also be a cross-cutting theme of **co-production**. This theme has two purposes – to co-produce the delivery plan and, once in the delivery phase, to monitor delivery and ensure new systems and processes are fit for purpose.

1. **ALP and SEND** refers to the current inter-dependency between SEND and ALP with actions to clarify and strengthen processes and relationships between these two areas. There are extremely high numbers of pupils with SEND with either education, health and care (EHC) plans or proceeding through the EHC Needs Assessment process, currently in ALP. High numbers of pupils going to ALP are also presenting with additional needs, particularly Social, Emotional and Mental Health (SEMH), Speech and Language and low literacy and maths skills.



2. **ALP and Schools** is concerned with supporting and challenging schools with the aim of implementing a graduated response to prevent exclusions and reliance on ALP.
3. **ALP and Data** indicates improvement is necessary in data capture to facilitate accurate planning and reporting.
4. **ALP and Finance** shows ALP is used to cover a deficiency in the number of appropriate SEND placements and links to the current review of element 3 funding. While both the ALP and SEND budgets are from the 'High Need' block, different LA Officers are making different placements. A clear protocol for placing children/ young people with an EHC plan into AP needs to be agreed.
5. **ALP and Commissioning** mandates a joint ALP and SEND commissioning strategy along with joint quality assurance processes. This links to the recommissioning of ALP in progress.
6. **ALP and Safeguarding** covers the strengthening of systems for sharing key information between school and ALP, social and mental health support along with capturing the pupil and parent voice.
7. **ALP and Post-16** will improve careers advice and guidance to young people and is concerned with moving post-16 support from Education and Skills Funding Agency (ESFA) funding back into the Local Authority. It will also cover arrangements for supporting young parents.
8. **ALP and Governance** links ALP to actions in progress with respect corporate themes such as the SEND Written Statement of Action and the Belonging Strategy, which will be launched in Spring 2021. There is also the need for clear system-wide strategic leadership of ALP as the ALP Hub has been working in isolation, with insufficient direction or accountability built into structures.

In addition to the above themes, the ALP Review alludes to additional areas for development, connected with Hospital Education and CYP too ill to attend school, in terms of funding and organisational arrangements. We plan to align delivery of the SOA with further analysis of this area in addition to the actions outlined within this document.

5.0 Actions

5.1 ALP and SEND

5.1.1 Recommendations

Ref.	Recommendation	Summary of response
3	Clear expectations and protocols between ALP hub and SEND teams need to be agreed and clarified.	These recommendations will be delivered through the development of new pathways for the various scenarios when children and young people may be considered for specialist provision and ultimately alternative provision.
11	SEND team do not commission individual bespoke ALP packages. Procurement arrangements need to be agreed by Senior Officers of ALP and SEND.	A review of the consultation process for specialist provision is included along with consideration of out of local authority requests.
12	Sufficiency plan of SEND placements is underway but a plan of how to manage and fund the SEND pupils in ALP provision in the meantime needs to be drawn up and agreed.	We plan to introduce Mainstream Awaiting Placement Panel (MAPP) meetings. In the MAPP meeting, the school will have the opportunity to discuss what support they require to meet the needs of children and young people and how to prepare for transition to specialist setting with colleagues from other schools, an Educational Psychologist and representatives from specialist outreach providers.
24	Develop as a matter of urgency a protocol for SEND and 'high cost' placements with ALP Hub to enable appropriate placements.	This also links to recommendation 13 in the Finance theme.
14	A system for joint monitoring, quality assurance and co-ordination of all ALP placements with SEND needs to be established.	We plan to increase capacity to enable better, more joined up quality assurance of placements. We will also introduce a new standard operating procedure which will be reflected in the commissioning arrangements. This recommendation links to recommendation 16 and also the recommissioning of ALP in section 5.5.
15	A review of Top Up (pre EHCP) funding is urgently needed.	We will review current funding arrangements and put in place a new funding matrix for element 3 of High Needs Funding. This will build on learning from other comparable Local Authorities to ensure best practice is followed.



5.1.2 Milestones

Milestone	Date
Proposal for ALP & SEND Protocol agreed and signed off by Director Education and Skills	June 2021
Mainstream Awaiting Placement Panel (MAPP) in place	September 2021
New ALP & SEND protocol in place	September 2021
New funding matrix for element 3 of High Needs Funding	September 2021
Quality assurance standard operating procedure in place	August 2022

DRAFT - FOR CO-PRODUCTION

5.2 ALP and Schools

5.2.1 Recommendations

Ref.	Recommendation	Summary of response
2	Protocols regarding graduated response from schools need to be drawn up.	<p>We will work with the schools and settings participating in the BIP process to clarify expectations and evidence required to support the graduated response more explicitly within the referral process. This will ensure more robust, complete and relevant safeguarding information is available to support/improve safe transitions between schools.</p> <p>A clear understanding of what an appropriate response looks like will be developed and good practice shared.</p> <p>This links to recommendation 27 in the Safeguarding theme.</p>
20	Paperwork and graduated response from schools should be evidenced prior to the BIP referral. Better evidence is needed of previous behaviour and learning supports. (There is a separate review of the BIP taking place which may address this issue)	
19	Establish a SEMH Pathway including common language for reporting and recording.	
21	A review of early intervention to schools, support advice and challenge to prevent exclusions and reliance on ALP.	<p>We will review existing early support arrangements within schools with a view to introduce measures to better support settings.</p> <p>An SEMH pathway will be established. This will be supported by the introduction of a SEMH champions network and training across settings to ensure a consistent approach and knowledge transfer.</p>
30	Consider how to appropriately support and challenge schools around the areas of inclusion and exclusions.	

5.2.2 Milestones

Milestone	Date
Audit of existing early support within Schools	October 2021
SEMH pathway in place	January 2022
Establish SEMH champions network	April 2022

5.3 ALP and Data

5.3.1 Recommendations

Ref.	Recommendation	Summary of response
4	Migration onto the one system needs to be successfully completed as soon as possible.	In order to establish the requirements for data recording and reporting a gap analysis must first be completed. Following the analysis, the future data model will be agreed and a delivery plane developed. Further milestones will be dependent on the future data model chosen.
5	A common language is needed to ensure all data input is consistent.	

5.3.2 Milestones

Milestone	Date
Report of assessed options	May 2021
Agreed delivery plan for future data model	June 2021
Further milestones to be determined dependent on data model	TBD

5.4 ALP and Finance

5.4.1 Recommendations

Ref.	Recommendation	Summary of response
9	Cost centres and budget lines need to be agreed and match.	Current cost centres and budget lines used for ALP will be reviewed and an appropriate financial structure to monitor spend will be put in place.
10	Officers are unable to meet budget expectations and controls, this needs to be rectified.	The AP/SEND protocol in section 5.1.1 and the alterations to the financial system (recommendation 9) will deliver the changes necessary to implement this recommendation.
13	As a matter of urgency there is a need for a High Needs/Block placement spending protocol/panel.	This links closely with the development of an AP/SEND protocol in section 5.1.1 and will be delivered through the response to those recommendations.

5.4.2 Milestones

Milestone	Date
Cost centre review completed	September 2021

DRAFT - FOR CO-OPERATION

5.5 ALP and Commissioning

5.5.1 Recommendations

Ref.	Recommendation	Summary of response
1	A clear strategic joint SEND/ALP commissioning plan should be published.	These recommendations will be delivered through the recommissioning of the ALP framework. This process involves developing a full needs analysis of ALP before consulting widely with the sector, families and children and young people to establish the commissioning plan.
17	Clarify SLA expectations across all settings.	
18	BCC should ensure that the resources are available to satisfy itself of the financial and educational ongoing viability of providers.	
31	Carry out a comprehensive needs analysis of ALP.	
16	Consider appropriate resource to adequately embed the safeguarding principles and QA process. A dedicated QA post (is being explored and the management of that post reviewed). The appointment to this post would allow an independent check on providers.	Alongside the recommissioning, work will be done with ALP academies and maintained schools to develop Service Level Agreements, to ensure consistent expectations of providers of ALP across the city, regardless of funding source or contracting arrangement. The commissioning plan will be approved by cabinet before the framework goes out to tender.
25	Clarify expected response timescales with ALP providers.	We plan to increase capacity to enable better, more joined up quality assurance of placements. We will also introduce a new standard operating procedure which will be reflected in the commissioning arrangements. This recommendation links to recommendation 14 in the ALP and SEND theme. We will consult with appropriate internal teams and with ALP providers in order to develop a standard timeline from the decision to commission an ALP placement to the point the CYP starts. This will be incorporated into the recommissioning of ALP.

5.5.2 Milestones

Milestone	Date
Consultation on draft commissioning strategy and draft needs analysis	May 2021
Final needs analysis completed	August 2021
Final ALP/SEND commissioning strategy in place	August 2021
Agreed response timescales in place	September 2021
Start of tender process	December 2021
ALP framework live	September 2022

5.6 ALP and Safeguarding

5.6.1 Recommendations

Ref.	Recommendation	Summary of response
26	A deeper understanding of the 'hard to reach' and 'hard to place' pupils would be helpful in tailoring better educational, social and mental health support. Obtain the pupil and parent voice.	<p>The response to this recommendation is split into two parts – obtaining the pupil and parent voice, and a full review of complex cases.</p> <p>Review of complex cases entails a deep dive to pinpoint barriers to education facing young people. A set of further recommendations will be developed with a view to integrate into the wider programme of work.</p> <p>The commissioning process outlined in section 5.5 will include wide consultation with families and children and young people.</p>
27	Clarify and strengthen graduated school response, insisting on safeguarding information before placement agreements.	This links to recommendations 2 and 20 in section 5.2 and will be delivered through those actions.

5.6.2 Milestones

Milestone	Date
Communications plan for consultation to reach parents and pupils developed	May 2021
Documentation of educational barriers	June 2021
Additional recommendations finalised	September 2021

5.7 ALP and Post-16

5.7.1 Recommendations

Ref.	Recommendation	Summary of response
28	Improve careers advice and guidance, especially to the group of 'hard to reach' young people going into college settings.	In order to improve careers advice and guidance, we will undertake a full review of current practice. A proposal for a new model will be developed before implementation across the sector through service specifications.
29	Move budget, staffing and responsibility into the LA (ESFA Post-16 funding)	We are widening our response to this recommendation by including a review of young parents with a view to implement a new model. This will also cover ESFA Post-16 funding. This process will include a consultation with key stakeholders including young people.

5.7.2 Milestones

Milestone	Date
Current careers pathway mapped	May 2021
New careers pathway agreed	June 2021
Reference group formed	May 2021
Draft model agreed including costings	June 2021
Consultation completed on model	September 2021
Model implemented (including movement of budget and staffing)	December 2021

5.8 ALP and Governance

5.8.1 Recommendations

Ref.	Recommendation	Summary of response
6	To ensure clear links between plans to reduce duplications and increase opportunities to join work streams together.	To ensure clear links between plans and joined up workstreams an ALP Written Statement of Action Board will be established. The remit of the Board will include bringing together the various workstreams to make sure activity is not duplicated. In addition, a full time Business Change Manager for the WSA will be appointed to work across the programme with oversight of all activity.
7	The One City plan has been recently updated for 2020, the outcomes and actions from this review need to directly link to service planning of ALP.	Delivered outside of ALP WSA programme.
8	The Belonging Strategy is published.	Delivered outside of ALP WSA programme.
22	SEND Written statement of action (WSOA) and sufficiency plan completed.	Delivered outside of ALP WSA programme.
23	Capital Investment Strategy completed.	Delivered outside of ALP WSA programme.

5.7.2 Milestones

There are no milestones associated with these recommendations.

6.0 Milestone summary

	Apr 21	May 21	Jun 21	Jul 21	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr-Jun 22	Jul-Sep 22
ALP and SEND			Protocol agreed			MAPP								QA SOP
ALP and Schools							Early support audit			SEMH Pathway			SEMH Network	
ALP and Data		Options appraisal	Delivery plan											
ALP and Finance						Cost centre								
ALP and Commissioning					Needs analysis				Start of tender					Framework live
ALP and Safeguarding		Communications plan	Education barriers			Additional recommendations								
ALP and Post-16		Existing pathways	New pathways			Consultation				Post-16 model in place				