

We asked, you said, we did – Consultation Report

July 2021

Introduction

Between 11 June 2021 and 23 July 2021, Bristol City Council carried out a consultation on the draft commissioning strategy for the Alternative Learning Provision (ALP) Framework.

The intended audience for the consultation was alternative learning providers, schools, parent/carers and children/young people in ALP and in mainstream education. It was promoted through channels including ALP provider and school distribution lists, press releases, the Local Offer website, community groups, social care and families in focus professionals, and through the Bristol Parent Carer Forum. A Powtoon video was also created to promote the consultation to children and young people, as well as an Easy Read version to make the consultation more accessible to parents/carers and children and young people.

Feedback was sought on the commissioning priorities for each of the 4 stages of a pupil's journey below, as well as procurement recommendations:

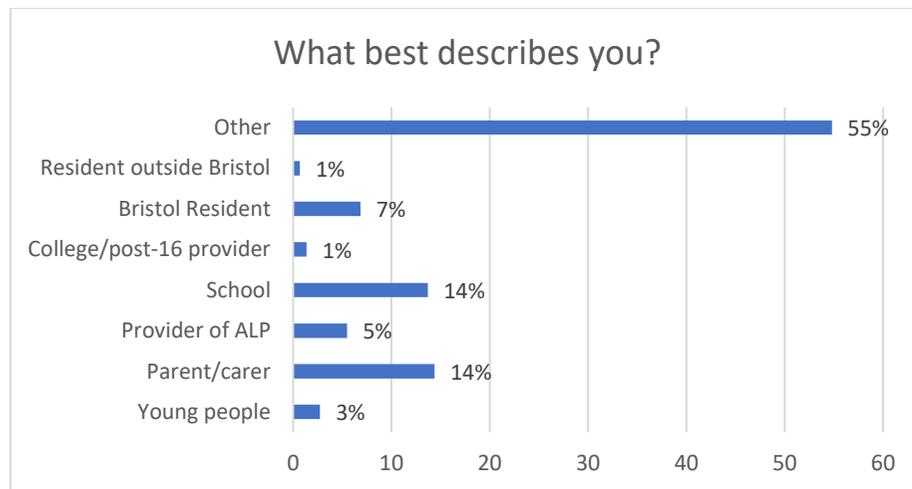
1. Pre-ALP (early intervention)
2. Moving into ALP
3. Thriving, achieving and belonging in ALP
4. Leaving ALP

This document summarises the feedback received and Bristol City Council's response to the key issues raised during the consultation.

As part of the wider ALP Statement of Action (SOA), four reference groups including one for parents/carers and one for children and young people will be established to coproduce actions to meet the SOA recommendations. Responses to the consultation will be considered in these reference groups and inform future service delivery, where more in-depth work can be undertaken to action the issues raised.

Who responded?

147 responses were received, with social workers and managers in children's/disabled services (identifying within the 'other' category) the main responders followed by parent/carers and schools, when asked 'What best describes you?'



Despite promotion through multiple channels, young people's engagement was limited, although some additional responses were provided by responders identifying as 'parent/carer' or 'other' and answering the questions on behalf of a child or young person. However, clearly additional engagement work is needed and will be undertaken through the children and young people's reference group, to ensure their voice is central to development of this framework.

Service name

In many other local authority areas, and in national guidance from the Department for Education, ALP is referred to instead as 'Alternative Provision (AP)'. The consultation asked if respondents were happy with the current service name of ALP, or prefer the national terminology.

71% of respondents felt that the service should continue to be called 'Alternative Learning Provision (ALP)', with 22% preferring the name 'Alternative Provision (AP)'. 7% did not know or did not express a preference.

Where the term 'AP' is used in this report, it is where this term was used in a quote from a survey respondent.

Pre-ALP

The consultation sought views on the following priorities for support in school:

1. Alongside the part-time and full-time/revolving door lots, a new framework lot for in-school support commissioned directly by schools, supporting children to stay in mainstream school where appropriate
2. Providers encouraged to diversify their offer to provide more in-school support
3. SEMH pathway and graduated response, ensuring adequate support has been made available to students before referral into ALP

Overall, there was strong support for proposals to develop an early intervention approach to support children to stay in mainstream school where appropriate. 91% of respondents either agreed (40%) or strongly agreed (51%) with the priorities for support in school.

It was felt early intervention was the “vital step which is missing to making a student feel a sense of belonging in school before they go onto ALP ... to help identify why the student may be disengaging and to support them, their families and teachers to best support them and understand their needs” (ALP provider). Schools needed easier and more cost-effective ways to refer students for in-school support and/or ALP revolving door (short-term) while keeping them in their existing placement. This should support the school as much as the young person.

One parent highlighted the need to also include those young people in need of support yet who don’t cause a detrimental effect on the school. They are just as vulnerable but quiet and perhaps hidden from the usual channels of identification. This parent felt that “schools currently effectively have a vested interest in NOT recognising children’s extra needs if doing so will cost them money and if not doing so doesn’t negatively impact the school”.

Although there was strong support for the priorities, several respondents reflected that more funding and more capacity was needed within schools.

Suggestions on what in-school support could include are summarised in the ‘You Said, We Did’ table below:

You Said	We Did
There needs to be more capacity and earlier intervention to support young people in mainstream school, especially for those in KS1.	As part of the framework commissioning, significant market engagement is planned. This is looking at persuading current providers to extend their current

Sample response:

Parent: "Pre ALP support in schools (particularly Secondary schools) is woefully inadequate and parents are not supported enough"

Parent: "Additional support is needed in mainstream settings, staff already stretched. Each teacher having a TA on their team would be helpful".

offer to work more in schools, using their expertise of children who require alternative education, as well as looking to attract new providers to the market.

The service is also looking at joint commissioning with North Somerset and South Gloucestershire local authorities, which is intended to make a wider range of provision and providers available for Bristol children and young people.

There needs to be appropriate criteria for understanding when in-school support is not working and when there is a need for other types of ALP (full-time or off-site part-time). However, support needed to be tailored to the individual, without a rigid cut off point of when a pupil should access a particular type of support.

Parent: "Who objectively decides when the time to move to AP comes into play?"

Parent: "My child was in the wrong provision [mainstream school] but was forced to continue along this path ...".

ALP provider: "personalised learning plans for each child".

Parent: "Each individual case should be carefully assessed and then it should be decided, together with the learner and their parents/guardians, whether initial support in school would suffice, or whether ALP should be implemented immediately".

It was also felt that provision was not equitable or consistently provided, and needed to account for a diverse population.

As part of the wider system work on ALP through the Statement of Action, a review of the Bristol Inclusion Panel has taken place which has looked at how the support available and offered to pupils in mainstream schools prior to referral to the BIP is accessed. The development of the in-school framework lot will go alongside this work, to ensure it can complement any additional systemic support for schools to access support earlier.

<p>Child and Adolescent Psychotherapist: “There is an inconsistency within the Bristol school with some going above and beyond before ALP and others doing very little.”</p> <p>parent/carer: “a proper complaints process put in place if there is any failure to provide adequate support”</p> <p>School or Multi-Academy Trust: “Schools should be supported and challenged to engage in this process and held to account for their legal duties particularly under the SEN code of practice.”</p> <p>Supervising social worker – Fostering: “support to young people both within school setting and supporting services needs to reflect culture, religion and class..... teaching and supporting team needs to be more diverse”</p>	
<p>Staff need to have appropriate training and reflect a trauma informed approach.</p> <p>Parent: “SLA or TAs don’t cut it. They are not good enough or have the training”.</p> <p>ALP provider: “Representatives from ALP need to deliver CPD in schools to describe their provision and thresholds”.</p> <p>Social worker in through care: “Providers need to be trauma informed, and this training should be regularly refreshed”.</p>	<p>The service specification for the ALP Framework will require all providers to deliver in a trauma-informed manner, supported by a new quality assurance framework.</p> <p>ACE awareness training has been made available to schools, and Bristol City Council will continue to work with schools and ALP providers to support and share best practice, and upskill staff to deliver trauma-informed support.</p>
<p>There is a need for more funding and resources to deliver these priorities.</p> <p>Parent: “Schools will need more money, resources and support for this to work”.</p>	<p>Bristol City Council is already providing an increasing amount of financial support for in-school support. As part of the wider ALP Statement of Action work, best use of</p>

<p>Resident outside Bristol: “Better funded service provided by the council”.</p>	<p>funding will be considered, including how to prioritise additional early intervention ALP support</p>
<p>Children are not always in control of decisions being made and that any process and support needs to ensure pupils and parents/carers have a voice in the process</p> <p>ALP provider: “Ensuring students have a voice, instead of being taken out of their control”.</p> <p>Parent/carer: “As a parent of a child that may be in the transition between mainstream and more dedicated SEMH provision I have no real idea and easy way of know what dedicated support my child is accessing in his current school”</p> <p>DCS Professional: “The support offered must be evidenced based and must engage with the child, their family and the school”</p>	<p>Hearing the pupil and parent/carer voice is central to the approach being taken in the new framework, and the service specification and contract monitoring will ensure that ALP settings record, hear and act upon pupil wishes. This is also being looked at as part of the wider ALP Statement of Action work.</p>

Moving into ALP

The consultation sought views on the following priorities when a young person moves into ALP:

1. Details of pre-ALP support, pupil needs and safeguarding details provided prior to referral
2. Consideration of pupil needs to develop suitable ALP offer, including blended packages, with pupil and parent voice to be clear part of the process
3. Consistent expectations of start times and induction processes post-referral
4. Diverse range of providers on the framework, offering wide range of support, including support to meet the needs of harder to place pupils
5. Value for money through inflation-only price increases for providers for framework duration

Overall, there was strong support for proposals supporting these principles. 84% of respondents either agreed (33%) or strongly agreed (51%) with the priorities for young people moving into ALP.

There was strong support for an induction process that supported young people through the transition into ALP. However, while some respondents thought it important that this was a consistent process, others reflected that this process should be tailored to the needs of the young person.

Suggestions on what would support the move into ALP could include are summarised in the 'You Said, We Did' table below:

You Said	We Did
<p>Need for better understanding of available options, more choice, availability and timely referral</p> <p>Parent/carer: "lack of information about choice/options"</p> <p>School or MAT: "desperately need KS1 provision - it is too late for many children by KS2"</p> <p>Parent/carer: "There aren't enough varied options for ALP... Children with SEND should be the priority. They've been failed for too long by everyone"</p> <p>Parent/carer: "There needs to be more ALP places"</p> <p>Family key worker in the family network team: "... more focus on specialising such as autism support, trauma informed teaching, dyslexia"</p> <p>School or MAT: "Information sharing is absolutely critical. As an ALP setting, there are too many young people whose needs are not fully known and understood at the point of referral"</p> <p>School or MAT: "Clearer, more direct and cost-effective referral routes for students who are clearly not going to manage in a mainstream setting. It often takes years for students to move over to ALP when their needs would be best met with earlier access to a more suitable learning environment"</p>	<p>As part of the framework commissioning, significant market engagement is planned. This is looking at persuading current providers to extend their current offer to work more in schools, using their expertise of children who require alternative education, as well as looking to attract new providers to the market. This will offer more choice for pupils, parents/carers and schools.</p> <p>Timely referral processes and start times is one of the key recommendations of the ALP Statement of Action, and work is underway to improve this, with any outcomes to be written into the service specification for this framework</p>

Practice Lead - Through Care Service: "Commissioning process's for ALP . esp for children who are SEN seem to take a long time and often 'windows of opportunity' are missed when children will engage"

Induction process should be clear, have consistent elements, but should be tailored to the needs of individual young people

ALP provider: "As an online provider ... We have our own induction process ... would have to see if all elements are possible in the online environment"

Parent/carer: "It is not appropriate to attempt to have an induction process that is consistent across all Alternative Learning Provision".

ALP provider "One size fits all is not appropriate"

Parent/carer: "It would be good to inject some positivity into attending an ALP as a 'stepping stone' or something similar to help children realise the education system is not giving up on them."

School or MAT: "Induction process to be the same"

Parent/carer: "A named BCC Officer dealing with each individual case who liases between mainstream school and the ALP and the same for mainstream and ALP having one contact"

Senior Tutor @ Bristol Youth Offending team: "Use this opportunity to assess the needs of the child"

The induction process set out in any service specification will not be a 'one size fits all' but will promote good practice and support pupils to feel engaged and welcome from the start. Further work will be undertaken with the Statement of Action reference groups to determine exactly what this should entail.

Mental health professional working in Bristol and surrounding areas: "There should always be visits to new places"

Practice Lead: "Being trauma informed should really underpin all aspects"

Through Care social worker: "more joined up process" reflecting school, LA, ALP provider, parents and any other services working with the family.

Social Worker Kinship team: "it is very important that the child's school remains actively involved ... Often it feels as if there is too much separation and little ongoing communication"

The voice of the young person and their parents/carers is important at all stages to support them through the process but also in terms of ensuring they got the right support. For young people they need to feel part of the process to support engagement and enable them to look to the future and identify the right provision to support that:

Careers adviser in ALP/SEN: "I find that YP just don't know what the plan is for them in ALP- this can often impact on the work we are doing around future planning. How could this be better communicated with YP"

School or MAT: "They must feel empowered to help shape their own provision to enable success and improve the unacceptable pupil outcomes, as they are currently"

mental health professional working in Bristol and surrounding areas: "the young person's and family's voice should be heard"

Manager - Disabled Children's Team: "Imperative to obtain views of the young person and parent/carers and having an understanding of what is needed"

Referral processes into ALP are currently being reviewed to ascertain how young people and parent/carer voices can be more central to proceedings.

A plan for a young person, including their next steps after leaving ALP should be available from the start of their placement, and the new quality assurance framework will ensure this is monitored

Parent/carer: “Ensuring parental communication and consultation at all stages is essential, and include the child in all conversations using language, makati nor technology to enable their voice to be heard”

Parent/carer: “There should be an agreement with the parents and children, they should not be forced, coerced or forced to leave school in favour of permanent placements in alternative provision”

Thriving, Achieving and Belonging in ALP

The consultation sought views on the following priorities for thriving and achieving in ALP:

1. Focus on attendance and improved outcomes for pupils, based on appropriate baselining
2. Evidence-based quality assurance processes, ensuring consistent high standards across all ALP settings
3. High quality careers guidance offered early, supported by an ALP catalogue with distinct careers information, advice and guidance provision
4. Ensuring providers have access to adequate CPD and resources to support pupils with complex needs
5. Best practice and support facilitated through provider forum
6. New Bristol mental health support teams working with ALP schools

Overall, there was strong support for proposals supporting young people while they are in ALP. 90% of respondents either agreed (32%) or strongly agreed (58%) with the priorities for young people to feel they are thriving, achieving, and belonging in ALP.

In order for young people to thrive and achieve they needed access to the right support which is trauma informed with a clear focus on mental health support. There needed to be good communication and links with other services. There also needed to be accountability and buy in from all involved.

Suggestions on what would support the move into ALP could include are summarised in the ‘You Said, We Did’ table below:

You Said

We Did

There needs to be choice and availability to ensure access to the right support, with staff skilled to deliver:

ALP provider: "Students will only thrive in AP if the right one is chosen and it has to be what is best for the child not cost!"

Resident outside of Bristol: "Choices of courses provided not just entry level exams maybe offer technical as well"

Social worker: "Training for ALP providers on working with children with additional needs such as autism and LD, and challenging behaviours"

Social worker – through care: "... support for staff - good leadership and training and investment in staff"

Child and Adolescent psychotherapist: "... the options that are offered for those children at times I feel is massively inappropriate"

Bristol resident: "resourcing seemed to be an issue. Our understanding was that it would be one tutor to one young person. It often wasn't"

Social Worker - Through Care Team: "this needs a lot of resources ... There's no point trying to bodge something together that's only half the proposal"

Parent/carer: "Children with SEND are put aside and forgotten about"

Parent/carer: "... additional funding for schools to help them to support students with health problems"

As part of the framework commissioning, significant market engagement is planned. This is looking at persuading current providers to extend their current offer to work more in schools, using their expertise of children who require alternative education, as well as looking to attract new providers to the market. This will offer more choice for pupils, parents/carers and schools.

The ALP providers forum will look to allow providers to share best practice and training and CPD opportunities.

The quality assurance framework to be established as part of the new contract will ensure that a wide range of support and options is available for young people, and this will be further developed through the ALP Statement of Action reference groups.

Parent/carer: "APs should have specific training in all additional needs and disabilities ... some APs which might have high numbers of autistic pupils don't necessarily know how to work with autistic pupils"

School/MAT: "...highly trained staff to match the needs of pupils"

CAMHS professional: "... staff skill mix and structure for ALPs ... and whilst there is some great provision at times there are poorly paid and trained staff without the necessary skills and support to meet the needs of our most vulnerable children"

School/MAT: "... schools and ALPs to work together closely to ensure CPD opportunities and best practice are being shared across settings"

Social Worker supporting Foster Carers who care for YP in ALP: "Learn from what is working well"

Settings need to reflect the needs of young people especially trauma informed practice and focus on mental health support:

School/MAT: "Consistent trauma informed practices"

An approach that can "...pre-empt any issues escalating ... should be presented as a positive opportunity, not a punishment" (Senior Tutor @ Bristol Youth Offending team).

Family Keyworker for children who are returning to their birth families after living in foster care: "mental health health training embedded in practice and awareness is essential for all provisions"

Manager - Disabled Children's Team: "...holistic approach to young person's needs"

The service specification for the ALP Framework will require all providers to deliver in a trauma-informed manner, supported by a new quality assurance framework.

ACE awareness training has been made available to schools, and Bristol City Council will continue to work with schools and ALP providers to support and share best practice, and upskill staff to deliver trauma-informed support.

Mental health support will be emphasised as part of a system-wide offer to young people, including the new

<p>Senior Tutor @ Bristol Youth Offending team: “It is concerning that emotional and behavioural issues within children are being serviced in the same environment. I have had young people with severe anxiety in a classroom with others who have extreme behavioural issues. This rarely works and the anxious child can become hyper-vigilant and stressed in this situation. The disruptive child is being contained when the excess energy they are experiencing needs to be spent in a productive and safe way”</p> <p>Social worker – through care: “Having the flexibility to tailor the curriculum around the child rather than trying to fit them in a pre-existing box, offering alternatives”</p> <p>Manager in children services: “expectations are sometimes very low, fostering an attitude of low ambition ...”</p> <p>Social worker – through care: “Creating a positive attitude and a desire to want to work with challenging children”</p>	<p>Mental Health Support Teams and the new Wellbeing Directory for schools highlighting local authority and VSCE support available.</p>
<p>Good communication between schools and ALPs and links with other services:</p> <p>Parent/carer: “...both sides to communicate well ...”</p> <p>School/MAT: “ALP needs to also link with schools”</p> <p>Social Worker Kinship team: “ensure that they maintain a close link with their mainstream school throughout the process”</p> <p>Practice Lead in BTSS/Child psychotherapist: “...school can link in with staff ...”</p>	<p>Informed by the IntegratED toolkit, the quality assurance framework will look at the partnership working of ALP settings with schools, local authority partners and any other relevant organisations in the educational eco-system. This approach will be further developed through the ALP Statement of Action reference groups.</p>

<p>School/MAT: “Strong SEND Team links”</p> <p>School/MAT: “The ALP needs to also link with schools and ensure that the plans for the child's journey is clear”</p> <p>Senior Education Worker: “It is important that a young person does not feel they are alienated from their peers and they have opportunities to make constructive links with the community”</p> <p>Mental health professional: “We need to listen to young people”</p>	
<p>Engagement and involvement of young people and their parents/carers:</p> <p>Family key worker: “support from parents/carers”</p> <p>Social Worker in Through Care: “Young people should be included in all discussions to give them the best chance of benefiting and engaging with the provision”</p>	<p>Informed by the IntegratED toolkit, the quality assurance framework will look at the work that is undertaken to engage with parents/carers, and how they will collect, listen to, and champion the voice of young people in their settings. This approach will be further developed through the ALP Statement of Action reference groups.</p>
<p>Accountability for providers:</p> <p>Practice Lead (social worker team manager) “A clear process of reviewing the suitability of the provision”</p> <p>Professional: “... better LA oversight of the offer from ALPs ... Challenging ALPs on their offer is nigh on impossible.”</p> <p>Parent/carer: “... parents and AP providers held to account when accessing these services”</p>	<p>A quality assurance framework will be established based on Bristol’s own monitoring, as well as information from other relevant parties such as schools and neighbouring local authorities. Where monitoring identifies issues with pupil education, development, attendance or safety, improvement plans will be put in place, with the option for pupil placements to be stopped until progress against these plans are demonstrated.</p>

Leaving ALP

The consultation sought views on the following priorities for leaving ALP:

1. Clear transition plans in place for pupils, including to post-16 education, employment or training (EET) for year 11 pupils
2. Development of 'keep in touch' transition offer following move to EET, reintegration to mainstream school or move to specialist provision
3. Provision of all relevant needs, support and safeguarding information to onward destination

Overall, there was strong support for proposals supporting young people transitioning out of ALP. 91% of respondents either agreed (34%) or strongly agreed (57%) with the priorities.

Respondents felt that there was no clear pathway or support for those leaving ALP compounded by the lack of funding for this provision. Good support was seen to reflect transition plans formed in partnership with all involved, keep in touch offers, and training for colleges.

Suggestions on what would support the transition out of ALP could include are summarised in the 'You Said, We Did' table below:

You Said	We Did
<p>Lack of provision and no clear pathways reflecting issues with colleges in particular:</p> <p>Parent/carer: "The current state of this is appalling ... no clear pathway, very limited options at each age/transition"</p> <p>Young person who attends (or has attended) Alternative Learning Provision: "Colleges and sixth forms should not be able to refuse students from ALP who want to take full time courses as I was"</p> <p>Leaving care personal advisor: "There is no detail on what happens if some is in an ALP until 18 and how the transition to post 18 services"</p>	<p>Market engagement will work with colleges and post-16 settings to offer early college placements as part of the framework, making pathways for young people clearer.</p> <p>The specifications will set out clearer processes for transitions, to ensure post-16 settings have relevant information earlier, and that ALP settings are able to offer transition support to help young people into post-16 settings.</p>

<p>Child and Adolescent psychotherapist: “collages are not equipped to take them on”</p> <p>Parent/carer: “...passed from pillar to post, no one taking responsibility ...”</p> <p>Social Worker supporting Foster Carers who care for YP in ALP: “Confused about options, responsibilities, how decisions are made”</p>	<p>The specifications for this will be coproduced with the ALP Statement of Action reference groups</p>
<p>Lack of provision and funding for this:</p> <p>Parent/carer: “more council provided post 16 provision”</p> <p>School or Multi-Academy Trust: “Any follow up work done by ALP staff would need to be funded”</p> <p>PRU/ALP: “The challenge will be how this is funded. For example, AP staff being drawn out of settings to support transition in other schools or post 16 destinations, leaves gaps in the AP setting, or requirements to have dedicated staff to fulfil this role at a cost.”</p>	<p>As part of the wider ALP Statement of Action work, best use of funding will be considered, including how best to support young people transitioning into their next steps. An inclusion of this on the ALP framework will make costs clear to the local authority of transition support.</p>
<p>Reflecting the need to work in partnership to support transitions (schools, ALPs, YP/parents/carers, colleges, businesses ...):</p> <p>Careers adviser in ALP/SEN: “Transition plan and that should be formed in partnership with the school and P16 provider”</p> <p>College or other post-16 provider: “we need to collaborate to keep them on track ... we cannot just pass these learners from one institution to another without meaningful supportive overlap”</p>	<p>Informed by the IntegratED toolkit, the quality assurance framework will look at the partnership working of ALP settings with schools, local authority partners and any other relevant organisations in the educational eco-system. This approach will be further developed through the ALP Statement of Action reference groups.</p>

Social Worker DCS: “hold network meetings to ensure communication between all involved”

Social Worker in Through Care: “The relationships built in these provisions are key and young people need to feel their continuity”

Practice Lead: “... the importance of work experiences and partnering with local businesses”

Respondents included a number of examples of best practice that could be developed to support transitions

- Transition plans:

Careers adviser in ALP/SEN “All YP should have a dedicated Transition plan and that should be formed in partnership with the school and P16 provider”

School or MAT “An exit plan should be in place at the point of entry”

School or MAT: “emphasis needs to be placed on how we manage movement between providers/employment so that phased returns are more successful”

Occupational Therapist - Disabled Children Service: “Planning needs to be better coordinated with clear lines of responsibility”

- Keeping in touch:

School or MAT: “Keeping in touch post ALP is so important - both the child and the new setting require support for this transition to be successful”

Family Keyworker for children who are returning to their birth families after living in foster care: “...previously yp have left and those key relationships have been severed. I also wonder

The ALP providers forum will look to allow providers to share best practice and training and CPD opportunities for supporting effective transition

Further development of best practice will take place through the ALP Statement of Action reference groups

whether provisions could take on volunteers/trainees/apprentices of people who are ALP experience to help and mentor yp through their journey” ().

Manager in social care: “keeping in touch needs to be relationship based rather than process based”

Young person: “Transitions are hard and it would be good if a worker can come to my new school to support me first of all until I feel settled and more confident”

Parent/carer “Remaining in contact after a pupil has left AP depends on how the placement has gone. An issue was raised regarding Managed Moves which suggested that pupils had their reputations precede them. How will this be managed through AP?”.

- Involvement/voice of YP:

Social worker: “... it is vital these children are heard and their families given information about leaving ALP”

- Independence:

Parent/carer: “Move on support to include housing so that young people can transition to living independently if they wish to do so alongside support from the ALP they came from and the educational setting they are going to ...”

Practice Lead (social worker team manager): “Focus on independence and practical living skills plus keeping self safe”

- Training for colleges:

Senior Education Worker: “Colleges and sixth form provisions should be educated in trauma informed approaches”

Procuring ALP

The consultation sought views on the following priorities for procuring ALP which proposes a continuation of the current mixed setting approach to ALP, giving pupils and schools a range of options to meet their needs, with an increased focus on early intervention. Placements will be able to be commissioned by the local authority and by schools, through either spot purchasing as per criteria set out in the framework specification, or through expressions of interest (where appropriate). The contract will cover three distinct lots:

- Lot 1: Full-time/revolving-door ALP (only for registered schools)
- Lot 2: Part-time ALP
- Lot 3: In-school early intervention ALP

Overall, there was support for proposals on the procurement of ALP. 76% of respondents either agreed (44%) or strongly agreed (37%) with the proposals.

Respondents reflected the need for provision to be of high quality and that this needed to be reviewed and monitored by the LA. Funding needed to be based on need not cost, with consistency across Bristol where schools are commissioning.

Suggestions on what support the procurement of ALP could include are summarised in the ‘You Said, We Did’ table below:

You Said	We Did
Need for provision to be of high quality and to be reviewed and monitored by the LA:	A quality assurance framework will be established based on Bristol’s own monitoring, as well as information from other relevant parties such as schools and neighbouring local authorities. Where monitoring identifies issues with pupil education, development,

Parent/carer: "The quality of AP providers needs better monitoring to make sure that providers are safe and quality assured. Too much AP is being used as unregistered schools and the quality of some of it is not good enough. This is of concern to part-time AP in particular."

ALP provider: "their needs to be a mechanism to hold ALP to account in contract time. the council should add a caveat that allows cancellation and not be afraid to use it!"

Parent/carer: "I am concerned about the effectiveness of some ALP providers in terms of both the support and opportunities they offer to students/families and the cost to Council Tax payers"

School or MAT: "... rather than focusing dedicated budgets to building our own ALP - where holding to account and building capacity for the future would be easier - we out source it. If Bristol has ownership of ALP provision there is better control over budget, pupil placement and staffing. It will be much easier to manage consistency of practice and easier for in reach work"

Therapeutic practice lead (BCC/CAMHS) "ensuring accountability from the ALP"

DCS Professional: "... clear contract management and evidence that the ALP perform as you want them to and that the children actually receive and education and thrive and achieve. My experience of contract management within BCC does not fill me with any confidence of any clear evidence of this happening - anyone can make up number to "evidence" success. How will the proof really be proven."

Supervising social worker – Fostering: "We need to reflect the success stories of children, young people and how we implement this. We need to own our failures and what went wrong"

attendance or safety, improvement plans will be put in place, with the option for pupil placements to be stopped until progress against these plans are demonstrated.

Funding to be based on need not cost, and more of it especially in relation to the in-school provision. Furthermore, that there needs to be consistency across Bristol where schools are commissioning:

Parent/carer: “The focus on procuring ALP should always be on providing for the needs of children, NOT be driven by cost considerations as a foremost priority”

Parent/carer: “The benefits of spending money at this stage in someone’s life are probably difficult to measure but feel like they are under-appreciated by those holding budgets”

Parent/carer “schools should be given more support to provide ALP”

School or MAT “In some Local Authorities there are 10 year arrangements in place (eg Cornwall). These create so much more stability for providers ...”

School or MAT: “this won't be fair across all the schools in Bristol if it is an option to 'buy in to'. Some inclusive schools may make huge sacrifices for the good of their children- whilst other settings may not”

School or MAT: “... important that council funded places are still available and accessible where needed” ().

Manager Social Care: “Block contracting can be successful in keeping costs down but we would be tied into the framework for this period so we would want to make sure that the lots are right at the start or that we can vary them during the contract period”

PRU/ALP: “A five year model allows APs some clarity on the commissioning arrangements and for small, good APs in particular, this will help give them the security and capacity to grow”.

A five year framework will be developed to give stability to providers, particularly smaller providers. Work will be undertaken with stakeholders and the ALP reference groups to ensure that the service specifications are correct and work for young people. Five years is seen as a good balance offering stability for providers, yet allowing some system flexibility for changes that a longer term (eg 10 year) contract would limit.

Whilst the commissioning of part-time ALP remains the responsibility of schools rather than the local authority, support will be offered on best practice commissioning, including through any pre-BIP support developed as part of the ALP Statement of Action, and through a more user-friendly ALP provider catalogue

To procure a greater range of provision including how you ensure people know what is available (signposting):

Parent/carer: “greater range of part time AP or activities offered. It's such a cliché to fill a despondent child's time table with sporting activities, whereas arts and other opportunities would be equally beneficial to some”

College or other post-16 provider: “Please consider FE College as a Part-time ALP”

School or MAT: “Primary level in addition to Secondary”

Social Worker in the Disabled Children's Service “...more full-time options for ALP”

Practice Lead (social worker team manager): “It would be helpful to have an accessible database of the ALPs - almost like a university prospectus - to help assess options”

A more intuitive, user-friendly version of the ALP catalogue will be developed to make it clearer for schools, parents/carers and young people what is available.

As part of the framework commissioning, significant market engagement is planned. This is looking at persuading current providers to extend their current offer, as well as looking to attract new providers to the market, and will include early college provision

The service is also looking at joint commissioning with North Somerset and South Gloucestershire local authorities, which is intended to make a wider range of provision and providers available for Bristol children and young people.