Directed Off Site – Checklist for Schools

From time to time, it will be appropriate for schools to use alternative provision for some of their pupils. This could be for support with **behaviour**, interim provision for children with **exceptional health needs**, **suspension** or those on a **managed move (MM)**. Alternative provisions (AP) in this document are registered with DfE as mainstream schools or pupil referral unit and undergo OFSTED inspections.

This checklist is aimed at schools where pupils on the roll of a mainstream school. For the purpose of the school census a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.
The referring school has a duty to ensure that any alternative provision they commission is of high quality and that pupils are safe. ([KCSIE 2023](#) p 81/82)
This document is a checklist to ensure that school has followed the guidance and is confident to share its checks with WSCC and OFSTED. This ensures the safety, best interests and outcomes of the child or young person.

What is OFSTED looking for?

Evaluating schools' use of alternative provision

266. If pupils in PRUs and other alternative providers attend off-site alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors will visit a sample of the alternative providers used. Inspectors will want to understand how providers ensure that pupils who attend multiple settings or part time are kept safe when they are not on site for the whole school day.   School Inspection Handbook - July 2023

Checklist: Things for school leaders to consider when using Directed off Site (DoS) placements.
The tables below highlight initial checks that should be undertaken before referring pupils to an alternative setting.

Please note that these checklists are only intended to be a starting point for school leaders. Schools should take responsibility for carrying out their own suitability and quality assurance checks, as well as keeping up to date with government guidance and any local requirements:

[Alternative Provision – Statutory guidance for local authorities - DfE January 2013](#)
[Education for children with health needs who cannot attend school – DfE May 2013](#)
[Keeping children safe in education 2023 Statutory guidance for schools and colleges:](#) p81-82

Directed off Site - Checklist

Name of provision	
Provision key Contact	
School key contact	
Date of monitoring visit	
Reason for placement	
Receipt of commissioned outcomes and review process from Fair Access Team	
Date of initial planning meeting	
Date of review 1	
Date of review 2	

	Area to be considered	Yes/No	Evidence seen/sent/copied/received Or comment	Signature/date
1	Leadership and Management			
1.1	Do you know the current OFSTED category of the AP?			
1.2	Has a referral form been completed thoroughly to inform the DOS/MM placement of strengths, needs and background?			
1.3	In the case of suspension, are governors aware of the placement?			
1.4	Is bursar aware of the placement and the charging arrangements?			
1.5	Do you have a written agreement with the provision?			
2	Safeguarding			
2.1	Has a member of school staff visited the setting?			
2.2	Who is DSL? Does AP DSL regularly attend the Designated Safeguarding Leads meetings?			
2.3	Are all staff and volunteers checked for their suitability to work with children using safer recruitment and vetting checks? DBS? Have you received written verification?			
2.4	Have any subcontractors or external partners been checked for insurance/DBS/safer recruitment? Eg			

	Tute or other unregistered independent APs?			
2.5	Has parent agreed and signed GDPR statement for safe sharing of information?			
2.6	Who will be attending TAF/CIN/CP meetings for the pupil from each school?			
2.7	Is there a mechanism in place for relevant parts of the school and safeguarding files to be shared?			
3	**Health and Safety**			
3.1	If the alternative provision will be taking pupils off site, are there robust policies and procedures in place for this (e.g. Educational Visit Policy/Outing Policy, risk assessments, Evolve registration)?			
3.2	When was the last fire drill?			
3.3	Does the alternative provision carry out their own risk assessment for this pupil? Are copies of this available for the school to see?			
3.4	How will pupils travel to school? Is additional support/travel training required?			
4	**Quality of Education**			
4.1	Is the curriculum on offer suitable for the pupils that have been referred?			
4.2	Will pupils be accessing a broad and balanced curriculum that keeps future options open to them?			
4.3	Are English, maths, science and IT taught?			

4.4	What interventions will pupil access to support social, emotional and mental health (SEMH) needs?			
4.5	How does the provision measure academic progress over short time scale? How often is that shared?			
4.6	How does the provision measure SEMH progress?			
4.7	How are the outcomes of these assessments/progress reviews shared with the school?			
4.8	Does the alternative provision support the personal development of pupils?			
4.9	Does the setting have adequate resources and facilities to provide a high-quality education?			
4.10	What are the hours of the school day? How many hours is pupil attending? When not in provision, will pupil return to main school?			
4.11	Does the provision recognise and meet the needs of children with SEND?			
4.12	What size are the learning groups?			
5	Behaviour			
5.1	Does the school support any rewards and sanctions that are likely to be implemented by the provision?			
5.2	In the event of an incident, which may lead to a suspension is it clear which party is responsible for which action, including education provision?			
5.3	What systems are in place to deal with poor attendance?			
6	Support for Pupils			

6.1	Has school identified the unmet needs for which AP is sought as an intervention?			
6.2	Where relevant, does the alternative provision work with external agencies to support pupils with specific needs?			
6.3	Has school thoroughly understood pupil's academic, health and social needs and can share baselines with AP?			
6.4	Are pupils given a thorough induction to ensure that they know the rules and are aware of how to keep themselves safe?			
6.5	Where pupil is at risk of exploitation/drink and drug use has that been specified in the referral and is there a plan to address these needs?			
6.6	Are pupils provided with careers information, advice and guidance?			
6.7	Do you know what is included in the personal and social development (PSD) programme for this period?			
6.8	How will school ensure they are maintaining contact and monitoring pupil progress?			
6.9	How will school ensure pupil remains engaged and belonging to their main school?			
6.10	What will the robust transition plan back to school look like?			
6.11	Where pupil requires additional agency support, who will make the referral? Eg SaLT.			
7	Communication			

7.1	Is there an admissions process? How is admission managed?			
7.2	Will the provider meet with the school regularly to discuss individual pupils?			
7.3	Does the provider have policies and procedures for communicating effectively with parents/carers?			
7.4	Will the setting provide regular attendance information to the school?			
7.5	Are there systems in place to allow effective communication with parents/carers?			
7.6	Is key worker familiar with expectations of commissioner and provider set out in Alternative Provision – Statutory guidance for local authorities - DfE January 2013			

Kate Watson revised Nov 23