

Primary Alternative Provision and Interventions

Education Inclusion Team 2025/2026

A guide for Headteachers and Educators supporting
vulnerable children in Primary Schools



**Barking &
Dagenham**



Foreword

I hope this will enable you, as Headteacher to gain a fuller picture of what the Secondary and Primary Alternative Provision (AP) membership can provide in terms of interventions and provision.



The Education Inclusion Team provides individual support, guidance, and advice for groups of children and young people who are aged 4-16 years and are:

- attending a Barking and Dagenham school or education setting.
- at risk of suspension or permanent exclusion.
- experiencing mental health issues which impact upon their time in school.
- identified as having Special Educational Needs and Disabilities (SEND) or those with an Education Health or Care Plan (EHCP).
- disengaged or at risk of disengagement with Education.
- presenting with social, emotional, or mental health issues.
- known to other services or agencies within the council.
- exposed to trauma or adverse childhood experiences, including bereavement.

Education Inclusion Partners (EIPs) cover clusters of the borough organised into North, East, and West. Each cluster has an Education Inclusion Officer who has operational responsibility for children not in full time education and/or in alternative placements.

The Education Inclusion Team has multi-agency and multi-disciplinary links with dedicated officers from across core services. The 'Team and the school' model is made up of and has strategic links to:

- Community Solutions
- Family support and safeguarding leads
- Multi-agency Safeguarding Hub (MASH) officers.
- Child and Adolescent Mental Health services
- Youth at Risk Matrix (YARM)
- Universal Health
- Educational Psychologists (EPs)
- Multi agency groups such as Criminal exploitation, Tension monitoring and Hate, Ending Gang youth Violence, Contextual safeguarding, and exploitation.
- EPP group/gateway.
- Vulnerable Pupil HOT clinics

Our aim is to improve mental health, behaviour and attendance as well as ensuring young people are engaged with education attainment instead of being excluded from school. This guide has been created to showcase the interventions and alternative placements available and inform Headteachers and Senior Leaders of the current LA Inclusion offer.

I hope you find it useful.

Mark Aspel - Head of Inclusion

Contents	Page No.
<u>Foreword</u>	2
<u>School Area Maps</u>	4,5
<u>Graduated Partnership Model of Support</u>	6
<u>Early Intervention Inclusion Hub</u>	7
<u>Education Placement Panel</u>	8
<u>School Statutory Expectations</u>	9
- <u>Acorns Provision</u>	10
- <u>Additional Funding</u>	11
- <u>CPC – James Cambell SEMH Provision</u>	12
- <u>CPC Day 6 Provision</u>	13
- <u>Hot Heads</u>	14
- <u>Thrive Approach</u>	15
- <u>Thrive Hub Model</u>	16
- <u>Wobbles Programme</u>	17
<u>Student Passport</u>	1-5
<u>Reintegration and Transition Protocol</u>	6-8
<u>Example Risk Assessment</u>	9-11
<u>Tendering Process</u>	12-14

School Area Maps 2025/2026

NORTH AREA

- 1 Abbey Children's Centre Nursery – IG11 8JA
- 2 Adult college (Barking campus) – IG11 7PB
- 3 Adult college (Dagenham campus) – RM9 5QD
- 4 Barking Learning Centre – IG11 7NB
- 5 Becontree Children's Centre – RM8 2QR
- 6 Boundary road – IG11 7JR
- 7 Brockelbank Lodge – RM8 3BX
- 8 Butler Court – RM8 1LB
- 9 Dagenham Library – RM10 9QS
- 10 Gascoigne Children's Centre – IG11 7AD
- 11 John Smith House – IG11 9LL
- 12 Ley's children's centre – RM10 9XW
- 13 Marks Gate Children's Centre/Library – RM6 5NJ
- 14 Park Centre – RM10 9SA
- 15 Riverside House – IG11 0QQ
- 16 Robert Jayes Community Library – RM6 6AS
- 17 Roycraft house – IG11 8HE
- 18 Sue Bramley Children's Centre/Thames View Library – IG11 0LG
- 19 Valence Library – RM8 3HT
- 20 William Bellamy Children's Centre – RM10 7HX



- Rose Lane Primary School
- The Warren School
- Warren Junior School
- Furze Infants
- Henry Green Primary School
- Robert Clark School
- All Saints Catholic School
- William Bellamy Primary School
- St Vincent's Catholic Primary School
- Becontree Primary School
- Valence Primary (Bonham & St George's) School
- Grafton Primary School
- Dorothy Barley Infants School
- Dorothy Barley Junior School
- Richard Alibon Primary School
- Roding Primary School
- St Teresa's Catholic Primary

St Joseph's Catholic (Dagenham) Primary
18 schools

18 schools (20 sites)
3 Secondary schools
1 All-through school
14 Primary schools

Education Inclusion Partner:
David Botterill

EAST AREA

- 1 Abbey Children's Centre Nursery – IG11 8JA
- 2 Adult college (Barking campus) – IG11 7PB
- 3 Adult college (Dagenham campus) – RM9 5QD
- 4 Barking Learning Centre – IG11 7NB
- 5 Becontree Children's Centre – RM8 2QR
- 6 Boundary road – IG11 7JR
- 7 Brockelbank Lodge – RM8 3BX
- 8 Butler Court – RM8 1LB
- 9 Dagenham Library – RM10 9QS
- 10 Gascoigne Children's Centre – IG11 7AD
- 11 John Smith House – IG11 9LL
- 12 Ley's children's centre – RM10 9XW
- 13 Marks Gate Children's Centre/Library – RM6 5NJ
- 14 Park Centre – RM10 9SA
- 15 Riverside House – IG11 0QQ
- 16 Robert Jayes Community Library – RM6 6AS
- 17 Roycraft house – IG11 8HE
- 18 Sue Bramley Children's Centre/Thames View Library – IG11 0LG
- 19 Valence Library – RM8 3HT
- 20 William Bellamy Children's Centre – RM10 7HX



- Rush Green Primary School
- Hunters Hall Primary School
- Marsh Green Primary School
- Dagenham Park Church of England School
- St Peter's Catholic Primary School
- Mayesbrook Park School
- Eastbrook School
- Brook Sixth Form & Academy
- John Perry Primary School
- Lays Primary School
- Beam Primary School
- Parsloes Primary School
- Godwin Primary School
- William Ford Church of England School
- Village Infants School
- Sydney Russell School
- Southwood Primary School

Five Elms Primary School
Dovebrook School
19 schools

19 schools (18 sites)
4 Secondary schools
3 All-through schools
12 Primary schools
1 Technical college
Incl. 1 PRU

Education Inclusion Partner:
Jay Devereux

WEST AREA

- 1 Abbey Children's Centre Nursery – IG11 8JA
- 2 Adult college (Barking campus) – IG11 7PB
- 3 Adult college (Dagenham campus) – RM9 5QD
- 4 Barking Learning Centre – IG11 7NB
- 5 Becontree Children's Centre – RMB 2QR
- 6 Boundary road – IG11 7JR
- 7 Brockelbank Lodge – RMB 3BK
- 8 Butler Court – RMB 1LB
- 9 Dagenham Library – RM10 9QS
- 10 Gascoigne Children's Centre – IG11 7AD
- 11 John Smith House – IG11 9LL
- 12 Ley's children's centre – RM10 9KW
- 13 Marks Gate Children's Centre/Library - RM6 5NU
- 14 Park Centre – RM10 9SA
- 15 Riverside House – IG11 0QZ
- 16 Robert Jeyes Community Library - RM6 6AS
- 17 Roycraft house – IG11 8HE
- 18 Sue Bramley Children's Centre/Thames View Library - IG11 0LG
- 19 Valence Library – RMB 3HT
- 20 William Bellamy Children's Centre - RM10 7HX



- Manor Primary School (Sandringham & Longbridge)
- Manor Junior Primary School
- Barking Abbey School
- Eastbury Community School
- Northbury Primary School
- Eastbury Primary School
- St Margaret's Church of England Primary School
- St Joseph's Catholic (Barking) Primary School
- Gascoigne Primary School
- Greatfields School
- Thames View Infants School
- Thames View Junior School
- Riverside Primary School
- Riverside Secondary School
- George Carey Church of England Primary School
- Monteagle Primary School
- Jo Richardson Community School

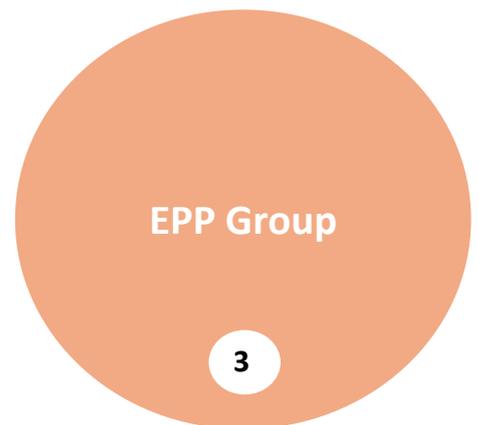
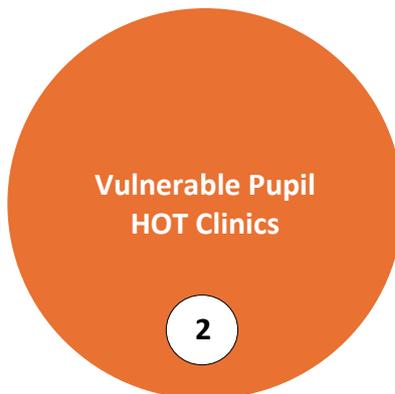
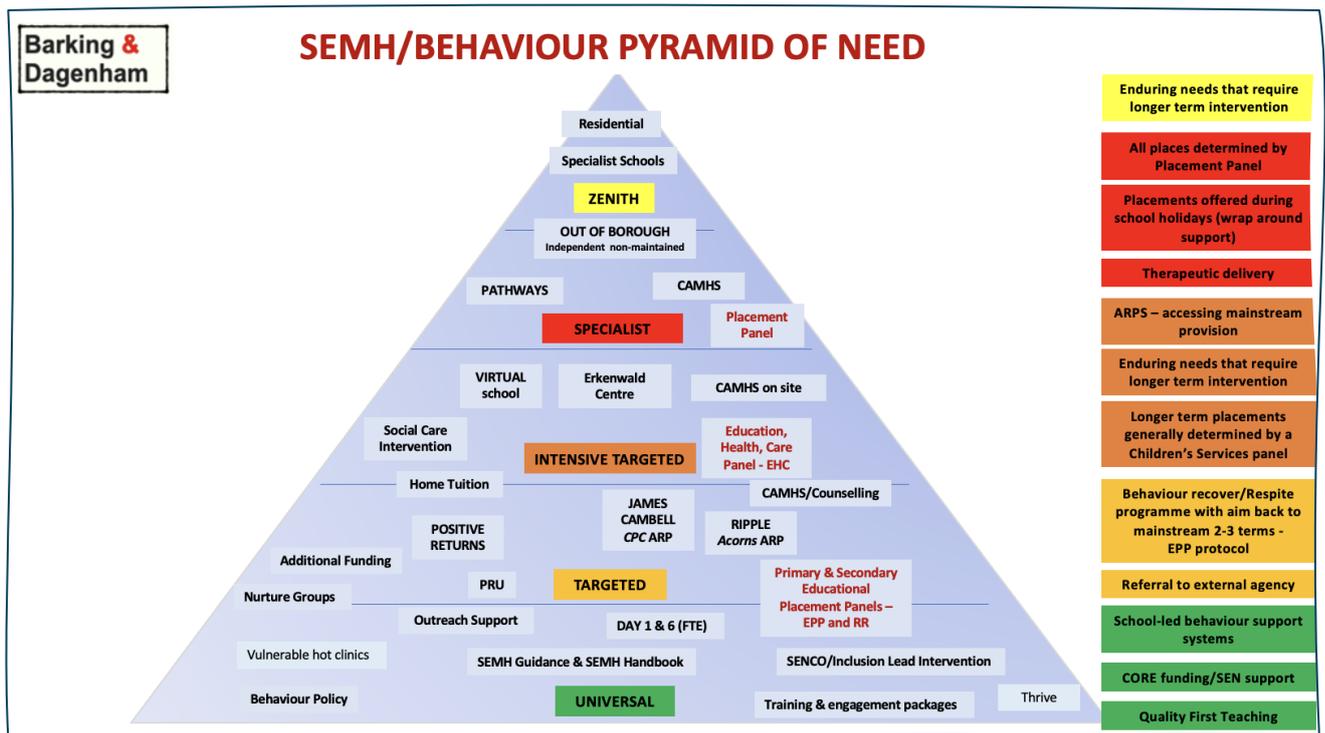
- James Cambell Primary School
- Ripple Primary School
- Thomas Arnold Primary School
- 20 schools

20 schools (24 sites)
 4 Secondary schools
 1 All-through schools
 13 Primary schools

Education Inclusion Partner:
David Larbi



Graduated partnership model of support



Schools should monitor their vulnerable pupils via the At-Risk Register where a decision can be made to either refer to:

- the Vulnerable Pupil Hot Clinic where there is an opportunity to present concerns to the multi-agency partnership and remove blockages within the referral system or
- the EPP Group if the children and young people require resource to prevent suspension and exclusion.

Schools are encouraged to follow this graduated model of support by contacting their Education Inclusion Partner when additional support is needed. Schools can also refer through to the CAMHS Hot Clinics for advice. For more details email: karen.pyle@lbbd.gov.uk

Contents

Early intervention: Inclusion hub

Early inclusive models of support for schools

Next steps for delivery - developing a new way of working and Mental Health hub for schools and families

Intensive school support:

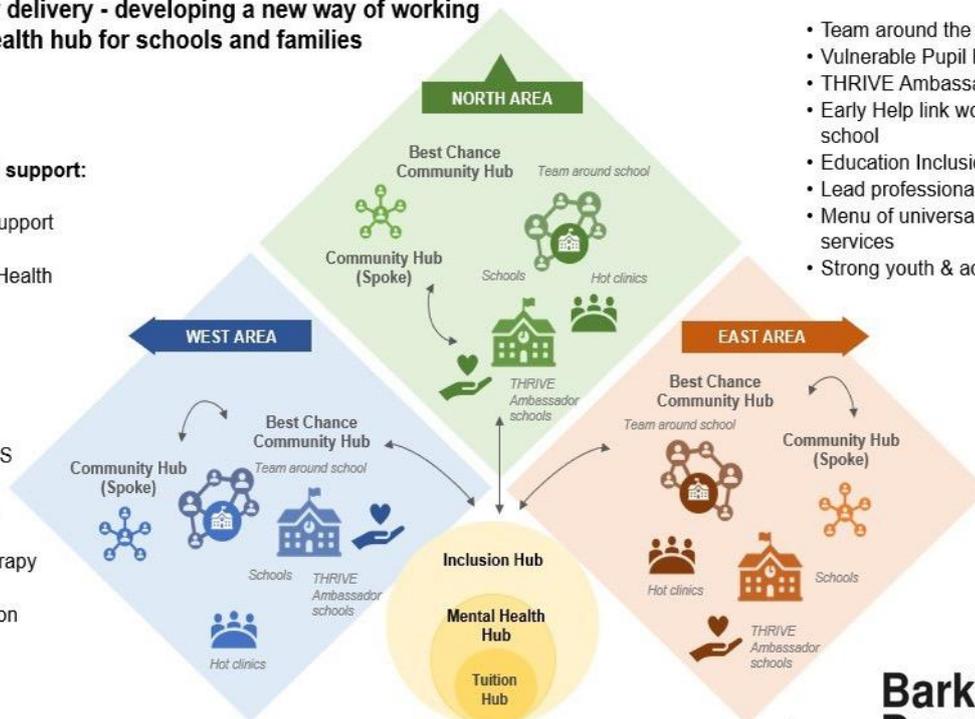
- Mental Health Support Team
- Primary Mental Health Team

Intensive family support:

- specialist CAMHS
- YARM workers
- Domestic abuse IDVAs
- occupational therapy
- physiotherapy
- specialist inclusion support

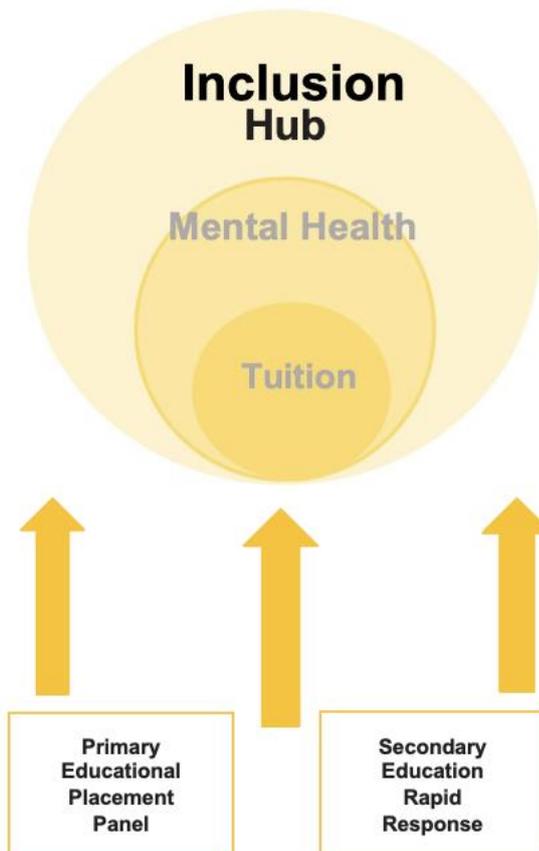
Schools' offer:

- Team around the school (TAS)
- Vulnerable Pupil Hot Clinics
- THRIVE Ambassador schools
- Early Help link worker for each school
- Education Inclusion Partner (EIP)
- Lead professional
- Menu of universal & targeted services
- Strong youth & adolescent offer



one borough; one community; no one left behind

Barking & Dagenham



The Inclusion Hub comprises all resources within Primary EPP and Secondary Rapid Response.

The Head of Inclusion is the lead commissioner and has responsibility for providing quality alternative provision for schools and CYP.

Primary Education Placement Panel

The Primary Education Placement Panel (EPP) is run by the local authority and is chaired by the Head of Inclusion. It is a forum of educational professionals which meets every 3 weeks in order to ensure educational provision is available to meet the needs of vulnerable pupils.

The main function of the EPP falls in these categories:

- Allocating additional funding to school as an interim short-term measure to avoid suspension.
- Allocating a place at our behaviour recovery units for vulnerable children who have challenging behaviour.
- Ensuring the pupil is at clear risk of fixed or permanent suspension or has been permanently excluded.
- Considering cases of alternative provision where a decision to permanently exclude has been made and withdrawn by a Head Teacher.
- Under Fair Access (including managed move/transfers), identifying the needs of vulnerable pupils who are not in school and to ensure that an appropriate placement is identified quickly.
- Allocating education provision of pupils with documented challenging behaviour and who have been/are at risk of permanent exclusion.
- Identifying primary area of need and planning reintegration following respite.
- Overseeing the reintegration of pupils who have been permanently excluded and make recommendations on the appropriate new placement.

The outcomes available to the panel are:

- Under Fair Access allocate a school place under the School Admissions Code taking into consideration the number of vacancies in each year group and the number of pupils allocated.
- Dual registration with a mainstream school and alternative provision.
- Full-time placement in an alternative provision with a scheduled review for reintegration into a named mainstream school.
- Time limited full-time targeted provision.
- Allocate funding to school.

Membership of the panel to consists of:

- Chair - Head of Inclusion
- Education Inclusion Partners
- Education Officer
- Manager of the Cambell Primary Centre
- Manager of Acorns
- LBBB Lead Professional SEMH
- Headteachers x 2 or their nominated representatives
- Advisory teacher for Looked After Children
- Education Health Care Representative
- Admissions Team Representative
- Community Solutions Officer
- Minute-taker

Review - The protocol will be reviewed on annual basis by the local authority in partnership with the schools



Statutory Expectations

It is important for schools to know that the Alternative Provision Framework does not remove or affect any of the statutory obligations and duties upon schools in relation to the provision of education or the exclusion of children and young people from school. Further, it does not affect the agreed practice in relation to this activity locally. Any child or young person placed by a school in alternative education provision, either full or part-time, remains on the roll of that school and responsibility for delivering the full-time statutory education offer and all other duties in respect of that child remains with the school. Where a child or group of children are engaged in a preventative programme, whether on or off-site, they remain the responsibility of the school. Specifically, the commissioning school remains responsible for the monitoring and tracking of progress of individual children and young people and confirming that the provision given is of good quality, value for money and meets the pupil's needs. If schools or academies purchase alternative educational provision from providers not listed on the framework, the referring school or other body must ensure the provision meets required standards and that appropriate contracting arrangements are in place.

Whether commissioning from an “on framework” or “off framework” provider schools must also be aware of the DfE advice issued to proprietors and prospective proprietors of independent special schools in England - Registration of independent schools January 2016. This was refreshed in January 2016 and defines “full time education” for the purposes of registration as: any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

Acorns Provision

Marian Mann, Manager
The Acorns ARP
Ripple Primary School-Westbury Site
Ripple Road
Barking
IG11 7FP

Email: Mmann13.301@bdcs.org.uk

Telephone: 02082704670

Our Provision

Acorns is an educational provision based on Nurture principles where the development of the child's social and emotional wellbeing runs alongside bespoke educational programs to meet the child's academic needs. It caters for children in Key stage 1 and 2 with a focus on KS1 and lower KS2. The children who are placed at Acorns are at risk of suspension/exclusion due to their behavioural needs in their mainstream school.

Our focus is to support children to re-engage with life and learning successfully and to be happy, confident resilient individuals.

We aim to assess individual needs and plan a bespoke curriculum to provide support in both SEMH and academic development.

Our focus is for our children to transition back into their mainstream school at the end of their Acorns placement.

The four-day provision onsite reinforces a sense of belonging for children. The one day a week back in their school allows them to practice the skills they are learning at Acorns within the mainstream context.

Nurturing principles and ethos shared by all staff allows for equal priority of social/emotional wellbeing and academic development. Consequently, children transition and reintegrate successfully to their original mainstream school.

Duration

Full time Monday -Thursday on site in Acorns. On Fridays the child is in their own mainstream setting with advice and support on a rota basis from the Acorns team.

Placement is for one year- from any point within the academic year.

9.00 A.M.-2.30 P.M. Monday-Thursday
Mainstream school hours on Fridays.

Referral Process

Via EPP

Outcomes/Accreditation

As their placement ends, children receive a personalised photo album of their experience and memories at the Acorns.

During the programme we focus on supporting children to improve their resilience and confidence so that they develop their personal and academic skills and succeed in life.

Schools receive weekly updates and termly reports to support their involvement with the placement.

Additional Funding

Most children's needs can be met through universal support in an early year setting. However, sometimes children need additional support in settings, and the school can apply for additional funding from the panel to help them support individual children, dependent on their level of need.

Majority of the cases considered by the panel have been for additional funding. Additional funding is awarded to those children who are at risk of exclusion. It may indicate the successful impact of behaviour intervention.

Additional funding can be provided in exceptional circumstances when (a) a child is at serious risk of permanent exclusion and (b) a short-term (up to one term) strategy has been identified that is considered likely to ensure the risk is significantly reduced.

Additional funding has been a valuable source of additional support to children who are struggling in school for whatever reason. The schools that have been awarded additional funding have used the funds to pay for activities or resources which support the learning and development, e.g., to pay for additional support for one-to-one tuition to support the child's learning. They have been able to implement a personalised curriculum that focuses on the child's learning and lifelong skills such as early play skills, creative play and developing independent skills such as cooking.

The children who received additional funding showed a positive impact in their learning.

James Cambell
SEMH Provision

Rebecca Seaton
Langley Crescent
Dagenham
Essex,
RM9 6TD

Email:
rseaton@jamescambellprimary.org.uk

Telephone: 020 8270 4684
0203 988 3393

Our Provision

Our provision is for Year 2 to Year 6 children with SEMH challenges. We focus on meeting the needs of the child in a personalised way through a creative, active curriculum. We also use Thrive techniques through individual and group activities with our specialist inhouse practitioner.

Behaviour recovery underpins the work we do with each child so that they can transition back to mainstream effectively. We work closely with mainstream schools to ensure the strategies and approach are shared. Positive outcomes have included:

- ⇒ reduced behaviour incidents/suspensions, improved attendance
- ⇒ improved engagement in class
- ⇒ better access to the curriculum.

Duration

The provision is full-time from 9.15am to 2.45pm.

Referral Process

EPP

Outcomes/Accreditation

Outcomes have been positive to date with children going back to mainstream successfully or transferred to longer term provision to address other needs such as autism.

Following a year at the CPC, children are more confident and able to take part in lessons without major disruption. Non-attenders to mainstream school show improved attendance, and Year 6 children attempt their SATs with better results that they would have had without the input of the CPC.

CPC Day 6 Provision

Rebecca Seaton
Langley Crescent
Dagenham
Essex,
RM9 6TD

Email:
rseaton@jamescambellprimary.org.uk

Telephone: 020 8270 4684
0203 988 3393

Cambell Primary Centre also has four Day 6 places where a child attends CPC if they have been suspended for more than five days, or one or more day if LAC.

The ARP will also make short-term re-entry provision for those pupils who are returning from out-of borough specialist schools or who have been permanently excluded and require an interim placement to assist their reintegration into a new named school, which must have been designated prior to admission.

Hot Heads Programme

Kyri Mingay

A Therapeutic Practitioner

Email:

kmingay@paramountsafeguarding.co.uk

Mob: 07810 821 273

Our Provision

We offer therapeutic programmes for Children and Young People from ages 5 to 18. Programmes are personalised and designed to

- help children to manage anger and difficult emotions
- help children to improve behaviour and communication through self-regulation.
- reduce the risk of exclusion

Each programme consists of 6 sessions:

Session 1: Identifying anger and emotions

Session 2: Feelings, rules, and consequences

Session 3: Healthy/unhealthy behaviour

Session 4: Self-regulation and calming techniques

Session 5: Triggers, signals, and reflection

Session 6: Impact on others, protecting ourselves and others

Duration

Each programme lasts for 6 weeks. This can be extended for further sessions if needed and depending on the needs of the child/young person.

Date and times are arranged with the school.

Referral Process

Primary school children can be referred via EPP.

Secondary school students can be referred via EPP.

Both age groups can be directly referred by the school, by social care (if funding), LAC Team and SEN Team or any other agencies if providing funding.

Outcomes/Accreditation

Pupils receive a certificate at the end of the programme.

Schools receive an impact report at the end of the programme, which includes recommendations and strategies for staff.

Thrive Approach

**Nicola Gough –
Thrive Practitioner**

Nicola.Gough@thriveapproach.com

Tel. 0777262175

Our Provision

As a licensed Thrive Trainer, Thrive Practitioner, and Family Thrive Course Leader, I offer a comprehensive range of services designed to support the social and emotional wellbeing of children and their families. My work is grounded in the Thrive Approach®—a research-based framework informed by neuroscience, attachment theory, and child development.

I offer a structured service that is designed to support children who may be struggling with emotional regulation, relationships, behaviour, confidence, attendance, or wellbeing.

This programme includes:

- A detailed online assessment that identifies a child's emotional and developmental needs.
- A personalised action plan created for staff and families, offering clear strategies and practical activities to meet the child at their current stage of development within the Thrive Model
- Weekly sessions that focus on building emotional resilience, strengthening relationships, and supporting children to understand and express their feelings.
- Ongoing Collaboration with school staff, parents, and carers to ensure a joined-up approach, providing guidance and modelling strategies that can be used across home and school.

Outcomes/Accreditation

Progress Report: At the end of the 12-week programme, I provide a detailed report summarising progress, developments, and recommendations for continued support.

Duration 12weeks

Referral Process: EPP Referral

Thrive Hub Model

Nicola Gough
ngough@hunters-hall.bardaglea.org.uk

Hunters Hall Primary School
Alibon Road,
Dagenham
RM10 8DE
020 8270 4768

Katie Parks
kparks@roselane.bardaglea.org.uk

Rose Lane Primary School
187 Rose Lane,
Romford
RM6 5NR
020 8270 4438

LBBB are proud to currently have three of its Primary schools with Thrive School of Excellence status.



Hunters Hall
Primary School



They have won awards for their whole school approach in areas such as leadership, student well-being, environment, and reparation. Each of these schools are also located in each of the areas - North, East and West.

The Thrive Hub Model, led by two of the Thrive schools of Excellence provides bespoke support to schools so that they can meet the needs of their school community and children with Social, Emotional & Mental Health Needs (SEMH). Thrive has been impactful on school exclusions across the borough and in building resilience in our staff, young children, and families.

The Thrive Hub offers Peer to Peer Support as a best practice model. This includes:

- Outreach support and advice for schools or Teams
- Training on aspects of Thrive
- Network Meetings and Forums for practitioners
- Support and guidance on embedding the Thrive School approach
- Bespoke consultancy

For this provision, please liaise directly with the schools - No referral form is necessary.

Wobbles Programme

Kyri Mingay

A Therapeutic Practitioner

Email:

kmingay@paramountsafeguarding.co.uk

Mob: 07810 821 273

Our Provision

We offer therapeutic programmes for Children and Young People from ages 5 to 18. Programmes are personalised and designed to:

- Support young people's emotional wellbeing
- Help young people to challenge negative thoughts and manage difficult emotions
- Help young people to build self-esteem
- Help to improve communication
- Encourage young people to build positive relationships and resilience

Each programme consists of 6 sessions:

Session 1: Identifying emotions and recognising self-esteem

Session 2: Beliefs and challenging negative thoughts

Session 3: Roles and positive stories

Session 4: Externalisation, situations and responses

Session 5: Relationships, peers and communication

Session 6: Reflections and the future

Duration

Each 6-week programme can be delivered one-to-one or in a group of up to 4 students.

Children and Young people should be grouped in similar ages and stages of development.

Each session lasts for 50-60 minutes
All resources are included

Referral Process

Primary school children can be referred via EPP.

Secondary school students can be referred via EPP.

Both age groups can be directly referred by the school, by social care (if funding), LAC Team and SEN Team or any other agencies if providing funding.

Outcomes/Accreditation

Students receive a certificate at the end of the programme.

Schools receive an impact report at the end of the programme, which includes recommendations and strategies for staff.

Referring Concern:

Main Presenting Difficulties/Key concerns:

Triggers:

Key Agencies and comments:

Summary of Interventions

Additional Comments

Impact so far:

Contents

List of behaviour objectives for AP (from directed offsite letter)

-
-
-

Provision Tracking Sheet (to be completed by AP)

Date	Ongoing Notes – information on highlights/challenges/outcomes: (Please add some weekly feedback)

Contents

Review One

Those present:

What has gone well so far?

Parental opinions

Student voice

Next steps

Review 2

Those present:

What has gone well so far?

Parental opinions

Student voice

Next steps

Effective strategies developed at AP to be continued on reintegration in school

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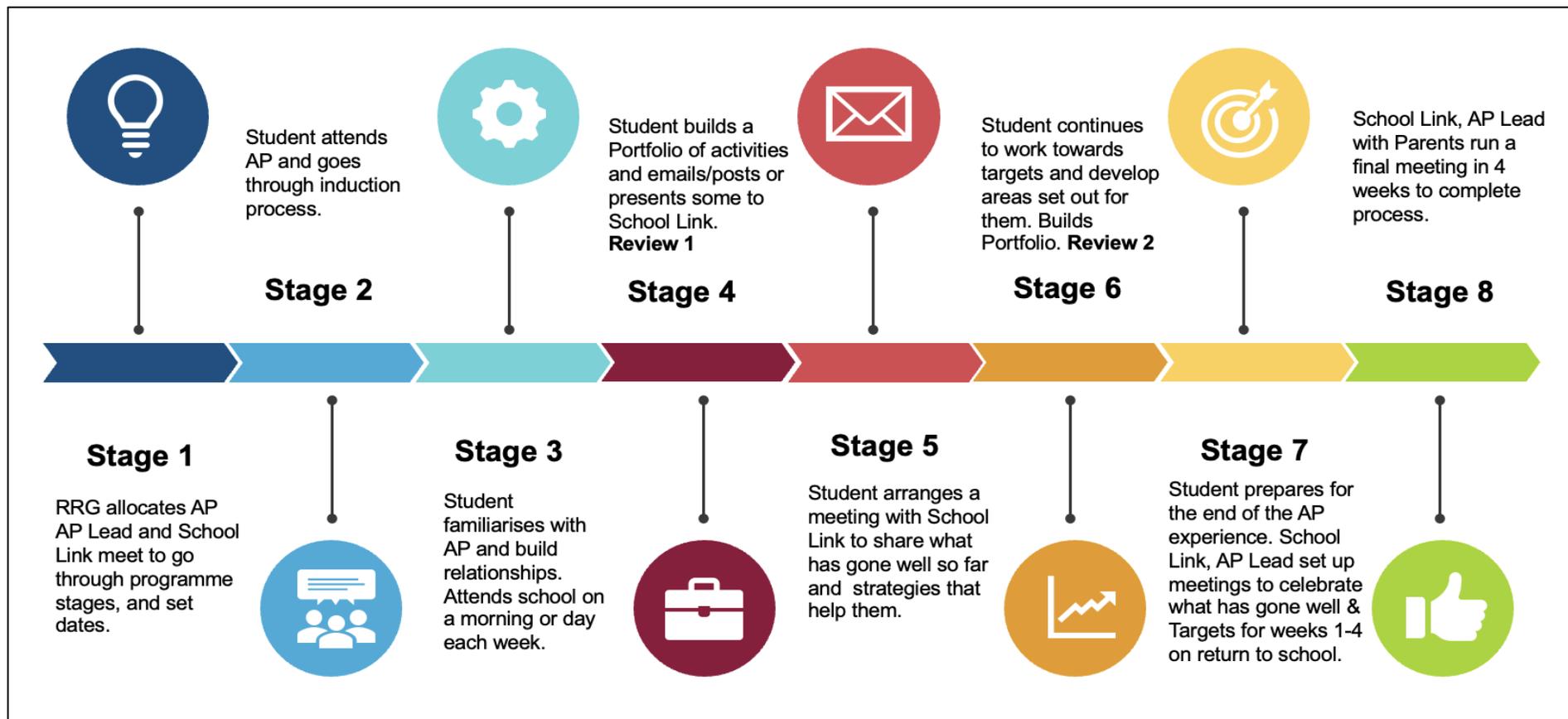
Contents

Transition Arrangements		Progress and Outcomes following AP placement.		
Targets	Who	Expected Outcomes	AP End Date:		
			English:	Maths:	Science:
			Behavior and Mental Health and Well Being:		Other:
			Notes:		

Contents

Reintegration and Transition Protocol

The timeline below focuses on the 8 stages that need to be incorporated into any of the AP programmes that children or young people take part in. The length of time between each stage is not set in stone, and the whole length of the AP programme should be taken into consideration. The Grid below should be completed by the AP Lead and School Link at **Stage 1**.



All schools must agree to maintain weekly contact with the student to aid reintegration and work with AP staff to devise a reintegration support plan for each student, taking onboard strategies and suggestions from the AP.
All students will remain dual-rolled with their home school for the duration of the programme.

Reintegration and Transition Protocol : Guidance Notes

Stage	Key Actions	Relevance to Transition	Link to Student Passport (SP)
1	<ul style="list-style-type: none"> Primary Panel go through Forms and allocates Alternative Provision (AP) AP Lead and School Link Person meet to go through programme, stages and set dates. AP Lead and School Link Person and explain process to young person and parent/carer. Young person goes through Student Passport and completes their sections. 	Important to set out expectations and clarify processes for student to feel safe	Student's input and starting points are stated in the SP from day 1.
2	<ul style="list-style-type: none"> Student attends AP and goes through induction process. Student given a timeline of links with their mainstream school and expectations for transition and reintegration. 	Timeline of links back to mainstream highlights the importance of working closely with the school	SP records these meetings to track consistency and development.
3	<ul style="list-style-type: none"> Student familiarises with AP and build relationships. Attends mainstream school on a particular day/time each week at the discretion of the school and AP arrangement from Week 1. 	Going back to mainstream intermittently will ensure student can apply what they are learning at the AP, and teachers can familiarise with new strategies	SP records these meetings to track consistency and development.
4	<ul style="list-style-type: none"> Student should be well into routines and activities at the AP. Student should be encouraged to build a Portfolio of (best) activities and email/post or present to their School Link. Review 1 (RRG) (Week 6) 	Review 1 (RRG) (Week 6) Able to summarise progress so far and targets for next steps/or prepare for return (Stage 6)	Highlighted in SP
5	<ul style="list-style-type: none"> Student continues with routines and activities at the AP. Student arranges a meeting with School Link to share what has gone well so far and strategies that help them. 	Student takes responsibility for contacting their school link	Recorded as a success in the SP
6	<ul style="list-style-type: none"> Student continues to work towards targets and develop areas set out for them. Builds Portfolio. Review 2 (RRG) (Week 10-12) 	Review 1 (RRG) (Week 6) Able to summarise progress so far prepare for return	Recorded as a success in the SP
7	<ul style="list-style-type: none"> Student prepares for the end of the AP experience. School Link, AP Lead set up meetings to celebrate what has gone well & Targets for weeks 1-4 on return to school. 	Key step for student and School Link should at this stage share agreed strategies with school staff	Collates examples of work/success for portfolio
8	<ul style="list-style-type: none"> Back at school, Student feeds back weekly to AP on successes/challenges. AP Lead visits student in mainstream after 1 2 weeks of student's return School Link, AP Lead with Parents run a final meeting in week 4 of return complete process. Strategies agreed are shared with staff who teach the student. 	Student has been prepared for this stage; however, School Link and AP Lead will be in contact regularly to ensure smooth transition back to mainstream	Student's summary and reference to the process is key

Reintegration Support for Children Returning from Alternative Provision will focus on:

- Attending initial review meetings to build positive relationships with the child, family, and professionals involved.
- Gaining a clear understanding of the child's journey, strengths, needs, and previous support.
- Working collaboratively with families, schools, and agencies to create a shared transition plan.
- Using Thrive-informed strategies to support the child's emotional readiness for change.
- Providing a safe space for the child to express concerns, hopes, and feelings about reintegration.
- Liaising with the mainstream setting to ensure staff understand the child's emotional and developmental needs.
- Offering tailored recommendations to help staff create predictable, nurturing routines and environments.
- Supporting gradual phased reintegration where needed to reduce anxiety and increase confidence.
- Equipping families with strategies to maintain consistency between home and school.
- Monitoring the child's wellbeing throughout the transition, adjusting support as needed.
- Celebrating progress and milestones to build confidence and motivation during the return to mainstream education.

Contents

Pupil Risk Assessment and BEHAVIOUR MANAGEMENT PLANNING

Assessing and managing foreseeable risks for children who present challenging or adverse behaviours including students who are vulnerable for any reason.

Referrer name:

Organisation:

Student Name:

Year Group:

Date of birth:

Organisation completing this form please complete sections below	
Describe the foresee-able risk.	e.g., Aggression towards pupils and/or staff who aim to intervene.
Is the risk potential or actual? (See guide below)	e.g., The risk is actual.
List who is affected by the risk.	e.g., Student, other pupils, and staff members.

Assessment of Risk	
In which situation/s does the risk usually occur?	e.g., X has been involved in a violent incident
1) How many times has the identified foresee-able risk known to have happened? 2) In your view, how likely is it that the foreseeable risk will arise?	1) 2)
If the risk arises, who is likely to be injured or hurt?	e.g., Students and staff
What kinds of injuries or harm are likely to occur?	
How serious could the identified adverse outcomes be?	

Contents

**For staff use only - Information to inform positive behaviour planning at :
Agreed Behaviour Management Plan & School Risk Management Strategy**

Focus of measures	Measures to be employed	Level of Risk
Proactive interventions put in place to prevent risk.		e.g. LOW based on information received.
Proactive interventions to manage risks.		e.g. Medium when in classroom High when in Hall
Reactive interventions to respond to adverse outcomes		e.g. Medium when in classroom High when in Hall

Agreed Consistent Responses to Specific Situations

Behaviour/Situation	Agreed Response	Next Steps
Any physical altercations	Duty to be called	Sanction/Action to be decided if there is an incident
Any verbal threats that are unprovoked	Duty to be called	
Suspension / Internal exclusion issued where necessary	SLT to sanction as appropriate.	

For staff use only - Information to inform positive behaviour planning at:

- 1) **Information received from school:** _____ **Person receiving information:** _____ **Date:** _____
- 2) **Staff should seek further information around:** _____
- 3) **SEND status:** _____

Signed by:

Date:

Name:

Role:

REVIEW DATE: e.g., February half term

Assessor's Guide: Some working definitions -

Risk:

Risk is a combination of the severity of harm and the likelihood of it happening.

Actual or Potential?

This depends on whether the conflicting factors/parties are likely to be together or come together. If the pupil is known to be in contact with protagonists (or other threats) this poses actual risk.

Likelihood:

Rate the chance of the risk occurring using the following scale – Very likely, likely, Unlikely, Highly Unlikely.

NB:

1. Risk will vary depending on the interaction of a particular set of variables.
2. At any given time, it is expected that this form will be completed by a senior member of MPS staff.
3. The format is adapted from DfES document – “*Guidance on the Use of Restrictive Interventions for Pupils with Severe Behavioural Difficulties*” Pupil Support: Health & SEN 2003)

Tendering for Alternative Provision

Overview

Tendering is a formal competitive bidding process where suppliers compete under strict rules for contracts. The procedure is used to ensure competition, openness, fairness, and accountability. The Council buys a wide range of products, social care, and services, through contracts with numerous suppliers. All the Council's procurement is managed by the Corporate Procurement Team.

Adults and community services and children's procurement

Decisions made in Adult and Children's Commissioning often mean that we have to tender services. This means inviting external organisations to show that they can provide specific services at the quality and price that the council requires.

Procurement and contracts review teams

The procurement and contracts review teams support and advise colleagues in the procurement, contract management, monitoring and review of adult and children's services for social care and supporting people.

They work closely with:

- voluntary organisations
- private companies
- the NHS
- other public and local authorities

If you would like to submit a tender

Please follow these steps:

1. Please follow the instructions outlined in the advert to request an application form and a brief description of the work to be procured.
2. If you think you can supply the service, return the application form and all information requested by the return date.
3. You will be advised if your application is successful and a full invitation to tender sent to you.
4. This will contain full details of the tendering requirements including instructions on how and when to return your bid. You must follow these instructions exactly or your bid may be rejected.

Make sure you:

- follow the instructions.
- provide all the information asked for.
- ask if you are in doubt.
- use the tender reply label.

Make sure you don't:

- amend the documents or change the way in which you are asked to provide the information.
- mark the tender return envelope in any way to show any indication of your name.
- send in pages or books or unnecessary documentation.

If you have any queries, please contact us: childrencommissioning@lbbd.gov.uk

Procurement rules, regulations and procedures

Our tendering processes are regulated by:

- European Union procurement directives
- Our own contract rules.

The contract rules apply to expenditure below a threshold set by the European Union.

Generally, all contracts over £50,000 are subject to competitive tender. The contract rules also lay down strict rules for how tenders must be received by us, and how our officers must deal with the tenders received.

There are minimum procedures that employees have to follow when making purchases on behalf of the council. The procedures are grouped into three categories, depending on how much is being spent.

Low value - Class A contracts

For low-value contracts, usually with expenditure of less than £10,000:

- employees should always use our corporate contracts if they exist
- staff should either place an official order using our online Purchase Order System or use Purchase Cards
- employees should try to secure value for money by obtaining and documenting three price quotes, except for incidental items of very low value.

Medium value - Class B contracts

For contracts with expenditure of between £10,000 and £50,000, our employees must:

- always use our corporate contracts if they exist.
- obtain at least three competitive quotations and get confirmation in writing of price, goods, or service.
- assess quotations and accept the best-value whole-life price.
- place an official order with the successful supplier (including the quoted price and terms and conditions) using our online Purchase Order System (unless using Purchase Cards)
- ensure where possible that our terms and conditions are adopted and emphasise that no invoice will be paid unless our official order number is quoted unless using Purchase Cards.

High value - Class C contracts

With offers invited for contracts with an estimated value of more than £50,000:

- six firms are usually invited by advertisement (or for construction-related contracts through [Constructionline](#))
- all contracts with a value of over £50,000 will be exposed to a formal competitive tendering process.
- contracts that exceed the EU thresholds are subject to the regulations of the European Procurement Directive

Advertising contracts

The council is required to advertise tender opportunities in order to introduce competition and secure best value.

We will usually advertise these opportunities on our Tendering page-
<https://www.lbbd.gov.uk/tendering>

For lower-value contracts below the EU procurement thresholds, we also advertise on the [Contracts Finder](#) website.

If there is a niche or specialist requirement, the council will also place an advertisement in relevant trade publications.



Barking & Dagenham

Education Inclusion Officer: Bal Gill bal.gill@lbbd.gov.uk

