# Coventry Alternative Provision

# (CAP)

**Support and Guidance Document**

Review Date: August 2025

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Coventry Alternative Provision (CAP) *

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**Introduction**

**The aim of Coventry Alternative Provision is to provide access to high quality alternative provision locally, operating alongside mainstream and special schools to meet the needs of Coventry children and young people for some or all their education. Coventry Alternative Provision (CAP) have developed this guide from guidance issued by the Department for Education: Creating opportunity for all March 2018, Keeping Children Safe in Education, our service policies and also our own professional experience.**

The Government's Green Paper, The SEND Review, outlines a vision for a system that enables children and young people to thrive by receiving the right support at the right time and in the right place. A central aim of the paper is to establish a consistent national standard for both SEND (Special Educational Needs and Disabilities) and Alternative Provision. Crucially, the Government views AP not as a final destination, but as a strategic intervention. High-quality AP, particularly for pupils with social, emotional, and mental health needs, is intended to build capacity within mainstream settings—empowering school leaders and staff to address challenging behaviour early and re-engage learners in education.

One of Ofsted's key areas of focus will be the justification for placing individual pupils in Alternative Provision. Schools must be able to clearly articulate their rationale, which should align with the initial application and reflect thoughtful decision-making. Key considerations may include:

- Delivering a bespoke curriculum tailored to individual needs
- Ensuring the course contributes to a broad and balanced curriculum
- Using AP as a behaviour intervention strategy
- Supporting pupils in accessing the mainstream curriculum

This document aims to equip schools/academies with understanding and knowledge around CAP processes and procedures. It will also help schools/academies to develop a deeper understanding of what quality assurance measures are embedded into Coventry Alternative Provision (CAP) practice.

This guidance is available to all schools/academies working with Coventry Alternative Provision (CAP) to ensure we are working in line with DfE guidance and supporting schools/academies to access Alternative Provision with best practice.

The advice and guidance provided in this document only applies to provisions that are accessed through Coventry Alternative Provision (CAP) and our service does not take responsibility or accountability for any provisions secured directly by schools/academies outside of our framework.

## Coventry Alternative Provision

**Coventry Alternative Provision (CAP)** is a well-established service within Coventry Local Authority, operating as part of the Education Entitlement and Enrichment Service. CAP is dedicated to ensuring that schools and academies across Coventry have access to a high-quality and diverse range of Alternative Provision (AP) options. We work closely with educational settings to support the successful placement of students, while rigorously quality-assuring all provisions through a robust quality framework.

### Why do young people access Coventry Alternative Provision?

Coventry Alternative Provision (CAP) is inclusive. Although Alternative Provision is broadly considered to be used for reasons including school exclusion, behavioural issues, or illness, we have recognised that these are not the only reasons why Alternative Provision is considered and have therefore developed a broad and balanced offer that can be used to support all students where the need arises. Our service does not have entry criteria for students to access our provisions, and we are confident that there are suitable provisions for all students to access.

Coventry Alternative Provision (CAP) consider it important for schools/academies to consider CAP placements as a proactive measure of support, to enhance learning and further development. This is demonstrated in the Coventry Alternative Provision (CAP) Tier 1 and 2 approach, outlined in our Alternative Provision Graduated Model.

### Guidance in this document...

This document will outline the process that should be taken when a Coventry school/academy is planning on accessing provisions through Coventry Alternative Provision, it provides detail to support schools/academies understand practices that CAP use and it will also identify ways in which this process can be evidenced during an inspection.

**Coventry Alternative Provision**

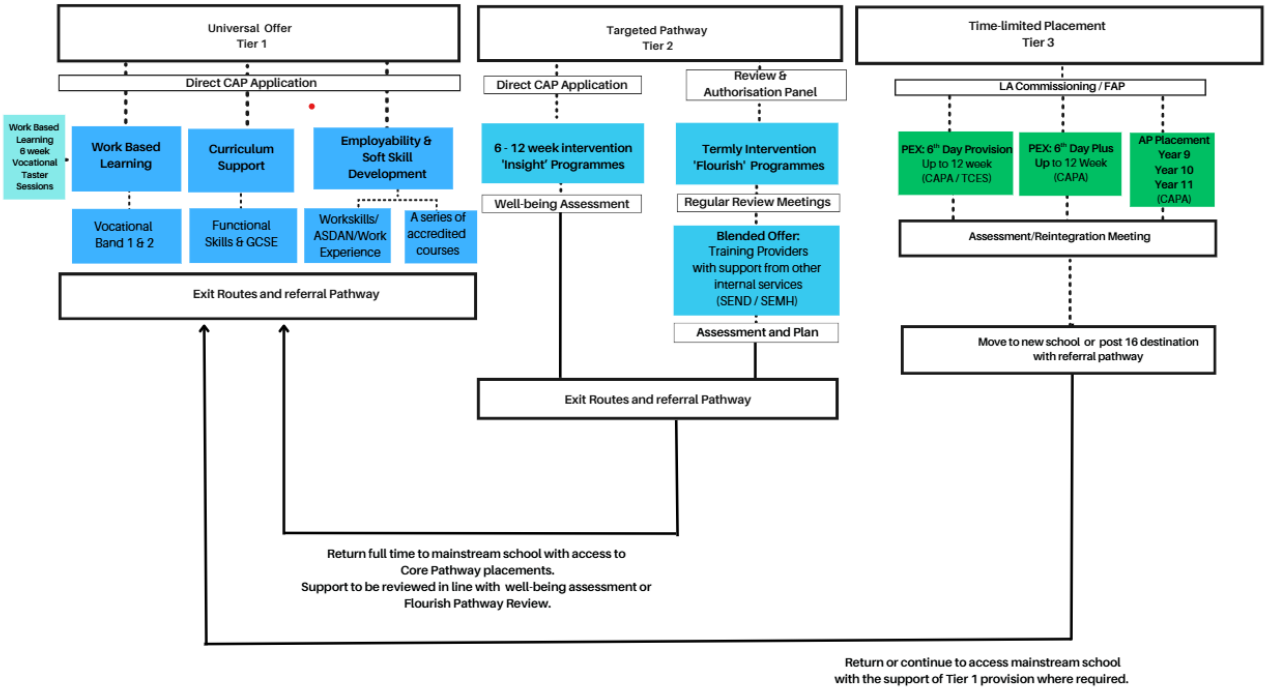
## Graduated Model Of Support

Coventry Alternative Provision (CAP) have reviewed the offer and have produced a graduated model of provision in line with the Governments three tier alternative provision system as seen within the '*Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan'* March 2023. This model focus' on:

- Universal Support
- Targeted early support within mainstream school.
- Time-limited intensive placements in an alternative provision setting and,
- Longer-term placements to support return to mainstream or suitable post-16 destination

This model provides a tiered approach to support schools/academies to understand what courses they should be considering; ***(please see CAP website)***

The graduated approach supports schools/academies in accessing proactive provisions at the right time to support students within their educational journey.




***Please see appendix 1 for a full description of this model and how it should be used by schools/academies.***

## Staff

Please see Coventry Alternative Provisions team on our Website.

By accessing Coventry Alternative Provision (CAP) schools/academies should have the following staff designated to fulfil roles as required;

**CAP Coordinator** – To oversee, monitor and liaise with CAP regarding all current and new provisions. This designated person should be responsible for the completion of all applications and withdrawals. They must have access to the Collaboration Learning Manager (CLM) and have a thorough understanding of how Coventry Alternative Provision practices.

**Designated Safeguarding Lead** – This is the person who CAP, and training providers will contact to discuss any safeguarding matters.

**Deputy Designated Safeguarding Lead** – This is the person who CAP, and training providers will contact to discuss any safeguarding matters in the absence of the DSL.

All of these designated roles and additional admin users can have access to Collaboration Learning Manager (CLM) software to support in monitoring attendance, progress and behaviour.

**Personalised Curriculum and Mapping**

It is essential for schools/academies to record progress on the student file within internal systems, for each step throughout the journey of accessing Alternative Provision. This will support staff to easily evidence the process followed during an OFSTED inspection.

The 'Mapping' stage considers how students have been identified to access Alternative Provision and why the school/academy consider this the most appropriate action for the student.

When a school is considering Alternative Provision for a student, there must be an identified purpose and overview of why it is deemed an appropriate and suitable approach or intervention.
Some examples of reasons why Alternative Provision may be accessed are outlined below;

1. As part of an individual's broad and balanced curriculum.
2. For character and personal development – which may link to behaviour and SEMH
3. To help prepare for the transition to mainstream school.
4. To enhance personal and social progress.
5. To support the learner's health needs.
6. Provisions support the direction which the student wishes to follow post 16s.
7. To prepare for a positive destination Post 16.
8. To improve attendance.

Coventry Alternative Provision requires schools/academies to consider this during the application process.
We have introduced a section onto our application form called the 'Commissioning Agreement', which asks schools to a series of questions (see Commissioning Agreement section for full details).

These questions are part of the Application Form to ensure all application data and related information is documented in one place. Coventry Alternative Provision (CAP) advise

schools/academies to use these questions to guide them throughout the process of mapping and identifying students to access Alternative Provision. Once an application form has been completed schools/academies are advised to download this and to save a copy on the student file within internal systems. These can then be used as evidence to OFSTED to demonstrate that considerations have been given to suitability, curriculum offer, purpose of provision and identifying need.

**Accessing Alternative Provision**

When a student has been identified as suitable for Alternative Provision (AP) to support access to a broad and balanced curriculum, a number of important guidelines must be followed:

- The student must remain on the roll of their school, which retains responsibility for delivering the core and substantive education.
- Students may attend Alternative Provision for up to two full days per week for the duration of the academic year.
- A third day of AP may be granted; however, this extension must not exceed 12 consecutive weeks. At the end of this period, the third-day placement will end immediately.

**Identifying Student Needs**

To ensure students receive the most effective education with Coventry Alternative Provision (CAP), preliminary measures should be taken by the referring school/academy. The referring school/academy must outline any needs that the student has when applying for provision, therefore it is important to ensure staff who are applying, have a thorough understanding of the student and their needs prior to completing official application process.

Where an application is made, CAP encourage detailed and accurate information to be shared at all times, enabling the relevant training provider/s to assess need initially and then support the student more effectively during the duration of their course, increasing the possibility of a positive outcome.

Examples of needs that CAP would expect to be identified upon application are; *(List not exhaustive):*

- Special Educational Needs
- Social, Emotional, Mental Health Needs
- English Additional Language
- FSM /Pupil Premium
- Access Arrangements
- Behaviour
- EHCP
- CIC

School/Academy staff can identify needs of their students by;

1. Simply observing the students' behaviour;
2. Conversations/meetings with the student to understand needs.
3. Assessing the students, formally or informally, to determine their current

knowledge, skills, and attitudes, and then noting the needs revealed by the assessment information;
4. Discussing issues with the students and asking them questions;
5. Discussing the students' needs with their parents/carers.
6. Talking to the students' previous teachers and reading past reports or support plans
7. Using diagnostic tools to confirm the working levels that apply to the student.
8. Reviewing their own teaching practice and reflecting on the effectiveness of their programmes (including their teaching and learning approaches)
9. Assessments, my support plans etc.

**Student Risk Assessments**

It is imperative for the designated person in a school/academy, who is applying for a provision to assess and identify any potential risks that may apply to a student, or that they may pose to others when accessing provision. A full Risk Assessment is required upon referral and must be completed or reviewed within 3 months of the date of application. CAP provide a template for Risk Assessments if schools do not already have a suitable document. This is available on the CAP website.

When staff are completing this Risk Assessment, they must consider the environment in which the course will be delivered and consider suitability.

It is the school's responsibility to ensure all relevant information is shared with CAP and training providers. CAP require schools/academies to share detailed and accurate information at all times, enabling the relevant training provider/s to assess risk and use strategies where required to minimise risk, for the safety of all service users and staff.

Considerations for schools/academies when completing the Risk Assessment include;
(*List not exhaustive)*

1. All information provided must be accurate.
2. All student details must be up to date at the point of application- If details change this information must be shared with CAP immediately.
3. There must be a new Risk Assessment or a revised version for each academic year.
4. The Risk Assessment must be uploaded with any CAP applications, which will then be shared with relevant training providers, enabling them to prepare for the student to begin training.

Schools/academies should advise throughout the year of any updates to the risk assessment that could impact the service supplied through CAP.

During the application process, schools/academies will be required to upload the Student Risk Assessment for ALL students. If the school/academy consider a student to have no or limited risk, they must still provide a completed risk assessment demonstrating this.

If an application is submitted without an attached risk assessment, the application will remain on hold until the Risk Assessment is received.

**Student Involvement**

Any Alternative Provision should support students to remain or reintegrate into their new settings; the aim is also to ensure that students leaving Alternative Provision have options and exit routes. In order for a provision to be successful, students need to be involved in the decision making and discussions around what their interests are and what they would potentially like to progress into in their future. Schools/academies should be working closely with students to establish a plan, which will help their growth and development but also to support these interests.

Coventry Alternative Provision (CAP) provide an Alternative Provision Directory, which is available throughout the academic year to aid staff in schools/academies to explore possible courses with students and parents/carers.

Any discussions regarding options and preferences should be recorded on the student file within internal systems, as recommended for the mapping process.

As schools/academies are responsible for the application process when accessing CAP, it is important that staff responsible are involving students and parents/carers in this process. This will help them to gain a deeper understanding of how Coventry Alternative Provision (CAP) will enhance the curriculum on offer but will enable them to provide input and ask any questions that they may have. The CAP application form will ask for confirmation that consent has been obtained from Parents/carers for the process to proceed.

For a provision to be successful the student needs to be interested in attending and engaging with the chosen course, therefore their views must be taken into consideration prior to the application process being completed.

Coventry Alternative Provision (CAP) monitoring officers will obtain student input directly when undertaking one to one support sessions with students throughout the duration of their provision.

**Parent/Carer Involvement**

It is extremely important that parents/carers are involved in the process of selecting alternative provision. Not only do they need to understand what alternative provision is, but they must also be informed of how it could benefit their child. In most cases, Alternative provision will involve young people being educated offsite, and this therefore means parents/carers must be aware of all new arrangements made in order to make sure their child is safe and confident in the new educational setting.

In addition, the support received from parents/carers will have an impact on how well the student engages. All information should be outlined and made available to parents/carers from earlier stages of this process.

Parents/carers should be aware of details such as;

- Locations of training centres
- Training times

- Lunch arrangements
- Travel and collection arrangements
- The expectation for them to provide or pay for travel.
- Suitable clothing

All meetings and discussions with parents/carers should be recorded in the student file within internal systems.

The application process for CAP asks whether parents/carers have given consent for the provision. School/academy must obtain this consent prior to the application process being initiated.

**Choosing the correct course**

The designated person within the school/academy who is responsible for completing the application process is advised to contact CAP prior to finalising decisions as course availability changes daily.

When a suitable course has been selected, and all required information and permissions have been obtained, the application process can be completed online.

We highly recommend staff completing the Risk Assessment as the first step as this will be required as an upload during the application process.

The application form is a detailed form which will obtain important detail regarding the student. School/academies are advised to provide as much detail as possible to support the training provider to take necessary actions to meet need. This will also support training providers to assess whether they can meet need or not. *(See application form section for more details)*.

**Student / Provider Interviews**

Prior to a placement commencing all training providers are required to meet the student to interview them. Please refer to the application process in Appendix 2.

Interviews should be scheduled between the training provider and the referring school once the application form has been submitted.

These interviews are an informal meeting where the students will meet staff and look around the delivery centre. It also provides training provider staff with an opportunity to assess risk and level of need, enabling them to allocate the most appropriate training day and start date.

This process also gives students and parents/carers the opportunity to ask questions about the delivery and course.

Interviews must be organised by the referring school who should then provide all details with the parents/carers of the student. Parents/carers are welcome to attend these interviews, but schools/academies should also attend the interview to ensure suitability is assessed.

Details of the interview should be recorded on the student file within internal systems, by

school as evidence of good practice.

**Applications**

Coventry Alternative Provision (CAP) have developed the application forms to support schools/academies to outline the steps taken when identifying the most appropriate and suitable provision for the student. This is now requested on the commissioning agreement section of the application form. These changes also complement the mapping process.

When the application form has been submitted, CAP recommend that a copy of this is downloaded and filed on the student file on internal systems, within the referring school. This is very important evidence for OFSTED and also helpful if there are any staffing changes within school.

The new application form demonstrates the journey taken with the student when accessing CAP.

When applications are submitted, CAP ask for any supporting documents to be attached to the referral. These must be valid documents with up-to-date information.

The application process is supported by the request for Risk Assessments, Educational Health Care Plans and any additional support/behaviour documentation.

When the application process has been completed, the training provider will issue an application response. This will approve or decline the provision, give detail of the decision that has been made and allocate a training day and start date for successful placements.

This will be received by CAP and shared with the referring school. Only when this is received will the placement be officially processed by CAP - therefore students **must not** start a provision until this official application response has been received.

If any student data changes once the application process has been completed the referring school are responsible for providing updates to CAP, who will process and share with relevant training providers.

**Commissioning Agreements**

Coventry Alternative Provision have introduced a section onto the application form called the 'Commissioning Agreement', which asks schools to provide answers to the following questions.

- **What is the name and role of the designated member of staff in your school who will act as the case worker for this young person, who will liaise with the CAP Monitoring Officer and provider?**
- **How have you decided that an external Alternative Provider is the most appropriate approach for this young person?**
- **Detail how Alternative Provision will enhance this student's curriculum offer?**

- **Confirm whether these plans have been discussed with all stakeholders including young person/parents/carers and other agencies?**
- **Have Permissions been given for this Alternative Provision referral to commence by Parents/Carers?**
- **Identify how this provision supports the young person's needs outlined in their EHCP or Individual Learning Plans, if they have one.**
- **How have you decided that this is the most appropriate course for this young person?**
- **How does this provision support in offering this young person a broad and balanced curriculum?**
- **You acknowledge that your school will be required to undertake an initial safeguarding visit prior to commencement of the place. This must be arranged directly with the training provider.**

This section of the document has been introduced to the application process for schools/academies to determine the need for and obtain the supply of the most appropriate service, for the student.

When schools/academies download the application form, it will present all of this information which will provide an overview of the student's case which can be easily presented for inspections to demonstrate the decision-making processes and suitability.

It is important for schools/academies to understand that although Coventry Alternative Provision (CAP) procure all training providers, the provisions are then commissioned by the referring school, this section on the application form helps schools/academies to consider whether they are commissioning the most suitable service for the student. Please see Terms and Conditions.

**Application Responses**
To ensure the application process is efficient, reliable and can evidence information being sought by Schools/academies or sent to Schools/academies (commissioners) by training providers to support placement decisions at any time, Coventry Alternative Provision have introduced an **Application Response**.

Applications will no longer be processed by Coventry Alternative Provision (CAP) without receipt of an Application Response. This process requires training providers to acknowledge receipt of the application documentation, consider whether they can meet the students' identified needs and risk level and confirm if a student can start provision.

Only upon receipt of this will CAP Admin process any new referrals.

School/academies will also receive the application response with full details enabling them to prepare with the student prior to a provision commencing.

If a training provider feels that they are unable to meet the identified needs of the student, they can decline a provision, but they must document the reason for the decision on the application response. If this occurs, CAP will contact the referring school to discuss alternative training providers that may be more suitable.

If a school/academy has not received an application response, the provision must not commence and

if it does, CAP will take no responsibility for the provision that is accessed, this could result in fees being incorrect.

**Inductions**

All training providers working in partnership with Coventry Alternative Provision (CAP) must complete an induction process with all students when their placements commence. These inductions vary between training providers, as each organisation has their own practices and tailored delivery. However, the framework outlines that the following topics must be covered as a minimum requirement;

- Health and safety
- Safeguarding
- ESafeguarding
- Rights & responsibilities
- Initial assessments
- Available support
- CAP code of conduct and provider expectations

Some training providers will send letters or information packs to parents/carers as part of this process. If there are any forms that require consent from parents/carers these will also be issued during this process and will be managed directly by the training provider.

**Monitoring Attendance**

When accessing Coventry Alternative Provision (CAP) schools/academies are trained and given access to our Collaborative Learning Manager (CLM). This system supports collaborative monitoring of attendance and progress by enabling schools/academies to access student and course details.

It is extremely important that the designated staff in schools/academies have a thorough knowledge and understanding of how to use this system and are confident in retrieving data.

All attendance recorded on CLM must be reflected on all internal systems that schools/academies use, to maintain a consistent record of the student's attendance across all educational provisions. Schools/academies are responsible for processing any absences from 'Unexplained' to either 'Authorised' or 'Unauthorised'.

If there are concerns around persistent non-attendance, CAP Monitoring Officers will liaise with schools/academies regarding these concerns. There is also a note function on CLM where staff can record updates to share information.

CLM can be used to validate all student details, provision and tracking to OFSTED. On this system all students have a 'Training record' which details personalised course information, personal details, and attendance. Qualifications and progress can also be closely monitored by schools/academies through this system.

Please see the Coventry Alternative Provision Attendance Policy for more information about how attendance is monitored.

**Monitoring Progress and Measuring Success**

Throughout the duration of provisions, schools/academies are encouraged to liaise with training providers to monitor progress, in addition to the use of CAP's Collaboration Learning Manger (CLM) tool. Coventry Alternative Provision also have Monitoring Officers, who will support by providing detail on student progress during school review meetings.

There are a number of ways to measure the success of a placement, however, these should be in line with the original intended outcomes of a provision. See below for suggestions.

- Academic progress or achievements and gaining qualification
- Student engagement
- Attendance/punctuality
- Engaged student
- Good relationships with staff and peers
- Character and personal development
- Positive behaviour
- Improvement of basic skills (*all students take an Initial Assessments upon commencement of programme- this will be determined by the Tier in which the course falls)
- Improved behaviour and communication in school
- Positive student voice

Many of the above factors can be maintained through CLM. Staff from schools/academies are encouraged to visit their students during their training to ensure the provision is still suitable and meeting the student's needs. Schools/academies are responsible to have a thorough understanding of the experience a student is having at an alternative provision setting.

**Change of Day**

Occasionally, a change in the scheduled day for a student's placement at a Training Provider may be necessary. This adjustment must be agreed upon by both the School and the Training Provider to ensure continuity and support for the student.

Please see process for Change of Day below:

1. **Identifying the Need** - The School or Training Provider identifies a valid reason to alter a student's provision day. This may relate to scheduling, wellbeing, or other educational factors.
2. **Impact Assessment** - Both parties assess the potential impact on the student's achievement, health, and overall wellbeing before progressing.
3. **Mutual Agreement** - The School and Training Provider must reach a formal agreement to proceed with the change.
4. **Form Submission** - A designated School representative completes the online Change of Day Request Form via the service website.
5. **CAP Review -** The form is submitted to CAP (Coventry Alternative Provision), where the request is logged and reviewed.
6. **System Update -** CAP administration enters the change details into CLM and Capita systems.
7. **Confirmation Sent -** A confirmation of the new provision day is sent to both the Training

Provider and the School.

Please allow 2 working days for this to be processed.

**Withdrawal**

The school or Training Provider may decide to withdraw a student from CAP for several key reasons, often related to changes in their educational needs, personal circumstances, behaviour or progress. This might include successful reintegration into mainstream education, a move to a more suitable placement, safeguarding concerns, or the provision no longer meeting the student's needs effectively.

Before making such a decision, it's crucial to consider:

- Academic impact: Will withdrawal disrupt their learning or progress?
- Wellbeing and support: Are emotional and mental health needs being addressed?
- Safeguarding: Are there risks that need managing if the placement ends?
- Consultation: Have the student, family, and involved professionals been engaged in the decision-making process?
- Continuity of care: What transitional arrangements are in place to support the next phase?

A thoughtful, coordinated approach helps ensure that withdrawal serves the best interests of the student and leads to positive, sustainable outcomes.

The process below must be followed for withdrawing a student:

- **Step 1** - School or Training Provider have identified a provision/student that they wish to withdraw from CAP.
- **Step 2** - School or Training Provider must consider the impact of this withdrawal on student achievement, health and well being.
- **Step 3** - If it is the Training Provider who are requesting the withdrawal a meeting must be arranged with CAP and School to discuss prior to the official withdrawal form being submitted.
- If the School are requesting the withdrawal, we encourage a discussion with our Monitoring Officers prior to the official withdrawal form being submitted.
- **Step 4** - School or Training Provider representative completes the online withdrawal form via the service website.
- **Step 5** - Withdrawal form is received by CAP.
- **Step 6** - CAP admin access the Withdrawal form and identify whether the request has come from a School or Training Provider.
- Admin also check if the student is being withdrawn from all provisions/days specific to that course and then proceed with the withdrawal on CLM and Capita.
- **Step 7** - Withdrawal form is sent to the Training Provider or School, dependant on who has requested the withdrawal.

To withdraw a provision, the referring School or Training Provider must submit a withdrawal form and allow 5 working days for this to be processed.

**Partnership Approach**

Coventry Alternative Provision (CAP) has been developed over many years from partnership working, which supports in the delivery of a high-quality provision for children and young people across Coventry.

To ensure a high-quality service is delivered it is of great importance that all professionals understand their roles and responsibilities within the collaboration.

When preparing for an OFSTED visit, we would advise schools/academies to ensure that you have a good understanding of your role within the collaboration but also understand what CAP holds responsible for. It is important that schools/academies understand what service Coventry Alternative Provision is providing when you are accessing our service. Refer to Appendix 3 to see the full CAP Quality Statement.

Being able to identify what tracking and quality assurance is being provided by CAP and where to locate documentation is important for daily practice and for OFSTED preparations.

To support schools/academies CAP have a quality assurance section on the website which provides school/academies with documentation to support OFSTED preparations. Please also refer to the supporting appendices in this document.

We recommend that school/academy staff working with Coventry Alternative Provision (CAP) are competent in using the CAP website, CLM and Data locker. CAP provide training on all of these systems as part of the SLA or Admin fee.

It is important that school/academy staff are aware that regular CAP Operational visits and Quality Reviews are held with each training provider throughout every academic year.

CAP also hold review meetings with schools/academies to discuss whether individual placements are still suitable, whether progress is being made and revisit the information that was provided in the commissioning agreement.

To support consistent working practice throughout the collaboration and support the partnership approach please refer to the Terms and Conditions in Appendix 4.

## Safeguarding

### Incidents

Coventry Alternative Provision recognise the importance of keeping students safe. We support this by having a highly dedicated team of professionals who are trained as Designated Safeguarding Leads (DSLs) and Deputy Safeguarding Leads (DDSLs), who provide advice and guidance to the Training Providers delivering placements via our Framework.

As Coventry Alternative Provision leads on the delivery of Alternative Provision for a large collaboration of Schools/academies and Training Providers, we work closely with the safeguarding teams within these organisations and other external agencies. This ensures that policies and procedures are adhered to; upholding a consistent approach in protecting students from harm.

CAP have a Safeguarding and Child Protection Policy approved by Coventry's Safeguarding in Education Advisor and this is reviewed annually. In addition to this, all procured training providers must have their own policy which reflects Coventry Alternative Provision practices and KCSIE.

Coventry Alternative Provision (CAP) are responsible for co-ordinating safeguarding matters that occur for students who attend provisions. Our role is to support and advise when training

providers are dealing with an incident, collate/redact reports, and share information between schools/academies and providers. When a safeguarding incident has been responded to by a training provider DSL, Coventry Alternative Provision DSLs may advise on further actions to be taken in line with policy. If at any time CAP require further assistance on safeguarding matters the team will liaise directly with Coventry's Safeguarding in Education Advisor.

Schools/academies are also responsible for sharing any safeguarding information with Coventry Alternative Provision (CAP), that is relevant to students who attend provision/s, enabling us to share this with the relevant training provider DSL. Please refer to CAP Terms and Conditions.

## CAP Safeguarding Team

See HERE

In addition to the CAP safeguarding team, all Coventry Alternative Provision (CAP) training providers have a Designated Safeguarding Lead and Deputy DSL whose details have been made available to CAP and schools/academies. These are the professionals who will be responsible for responding to any concerns. It is important to note that Coventry Alternative Provision safeguarding team will ONLY discuss safeguarding incidents with the designated safeguarding staff in both schools/academies and training providers.

## CAP role

The role of CAP is to oversee any safeguarding concerns/disclosures that are reported by training providers. Our safeguarding team offer advice and guidance to DSLs within training providers who may need support. Upon receipt of safeguarding incidents on CPOMs, the CAP team review the information provided and liaise with training providers if additional actions are required.

CAP have developed our internal processes when responding to safeguarding matters, which ensures students are receiving the support that they require.
Our safeguarding team meet weekly to discuss any safeguarding concerns that have been received and contact all relevant parties within schools/academies and training providers to obtain follow up information on support being offered and outcomes of any referrals that have been made.

The team ensure all of the additional information is recorded on CPOMS and where required CAP may request a safeguarding review for students, if they have ongoing concerns that have been raised by a school or training provider. If this happens the expectation is that the DSL will be present from school/academy and training provider. CAP will take a lead on this meeting and update all safeguarding information against the student record.

These reviews will continue until CAP are advised that no further actions are required, and the student is deemed to be no longer at risk.

All documentation for safeguarding is shared via CPOMs with School/academy DSLs for school

systems to be updated and any required actions to be taken. All Designated Safeguarding Leads must ensure they are accessing CPOMs.

CAP have developed a training programme called 'Safeguarding within a Collaboration' which is available to all schools/academies and training providers to develop staff understanding of CAP safeguarding practices and expectations. We highly recommend that staff access this training.

If a Safeguarding concern is raised for a CAP Student, providers must record the incident on CPOMs. Training providers are responsible to make any necessary referrals (MASH, FIB etc) and report this incident to CAP DSL and School DSL as soon as possible for them to expect the report.

This will ensure staff are expecting the report and are aware of the situation that has occurred during the training day.

Please see the Safeguarding and Child Protection Policy for the full process of reporting a safeguarding incident.

**School visits to Training Providers**

All schools are required to complete an initial safeguarding and welfare check at new providers when an application has been made. Coventry Alternative Provision (CAP), strongly advise an appropriate member of staff to schedule a visit to the training provider prior to the commencement of the student placement. The purpose of this visit is to ensure that the school/academy feel confident that the provision and centre are safe and suitable for the student who will be attending.

Schools/academies are encouraged to visit training providers that they are using throughout the academic year. Whenever visits are being planned, the school/academy should make direct contact with the training provider to schedule a suitable time, to avoid disruption to learning.

All visits to the training providers should be documented, outlining the purpose and outcome of the visit and which students were seen and/or spoken to. It would also be good practice to record any conversations held with training provider staff.

**Enhanced DBS/Single Central Record**

As part of the Quality Review Process Coventry Alternative Provision (CAP) receive confirmation that all Enhanced DBS checks have been completed for staff working within procured training provider and that a Single Central Record is in place.

**Educational Visits**

If Coventry Alternative Provision or any of the training providers plan an educational visit, these are recorded on the Evolve system which requires authorisation from Coventry City Council.

**Keeping Children Safe in Education**

Coventry Alternative Provision (CAP) expect all staff within the service to read and conduct themselves in line with the relevant sections of KCSIE at the beginning of every academic year. We also receive confirmation from training providers each year that they are also adhering to this

guidance.

Keeping Children Safe in Education is reflected in all of our practices and policies and is considered throughout the Quality Review Process.

**Monitoring behaviour**
When accessing Coventry Alternative Provision, schools/academies are supported with the monitoring of attendance and behaviour by the CAP Monitoring Officers and the use of systems provided by the service.
Please refer to Attendance section for detail on how CAP support with this.

Coventry Alternative Provision monitor behaviour in line with the Behaviour Policy which must be used by all training providers. Please see this policy HERE.

The role of the Monitoring Officers is to support students and training providers to ensure the provision being accessed are suitable and are a success.

Coventry Alternative Provision (CAP), advise and encourage schools/academies to visit any training providers that they are using throughout the academic year to monitor the delivery that is being accessed, in addition to any monitoring that CAP are providing.

**Procured Training Providers**
To ensure we offer the highest quality provision, Coventry Alternative Provision only work in partnership with Training Providers who have successfully completed the commissioning and procurement process outlined by Coventry City Council. This requires training providers to demonstrate and evidence how they meet the expectations of the framework.

All training provider responses are evaluated by several educational professionals and must meet all required specification criteria to be awarded a contract.

Training providers are expected to work in line with all contractual requirements as outlined by Coventry City Council. Once a training provider has been procured, they are then Quality Assured via the CAP Quality Review process. Please see Appendix 5 for the CAP Quality Review Process.

The framework tender remains open throughout the year, enabling new organisations to tender to work with Coventry Alternative Provision at any time. As of September 2025, CAP has 60 procured training providers.

**Quality Review Process**

Please refer to Appendix 5 for the Quality Review Process. Coventry Alternative Provision (CAP), Quality Assure all procured training providers annually, through a 8 stage process. The includes:

- Pre delivery submission-This is an online process, requiring providers to demonstrate that they meet all contractual requirements and provide evidence. (Must be signed off by QMO before delivery can commence)
- Review 1- Safeguarding, Health and Safety and GEMS.

- Review 2- GDPR, partnership working and family engagement.
- Review 3- Admissions, Assessment of need and Leadership and management
- Review 4- Quality of teaching, outcomes, assessment and Inclusive practice.
- Review 5-Attendance, behaviour, Professional Development and Self-Assessment
- Review 6- Achievements, Transition, CAIG, Student Voice.
- Post Delivery Evaluation- Data Dashboard and summative review.

This process is assessed annually to ensure CAP are in line with the latest legislation and are incorporating all relevant checks, line with OFSTED, KCSIE and GEMS.

Training provider performance is measured against Key Performance indicators throughout this Quality Review Process and through CAP site visits.

Coventry Alternative Provision (CAP), Operations Lead also completes ad hoc visits to delivery centres throughout the academic year.

Coventry Alternative Provision (CAP) will respond to any concerns regarding Quality Assurance that are raised direct to the service. Please see the CAP complaints form HERE.

To support with obtaining quality feedback from service users, school staff and training provider staff, Coventry Alternative Provision (CAP) will issue surveys throughout the academic year and then collate and evaluate the responses.

**QA Summary Statement**
Coventry Alternative Provision (CAP) have produced a Quality summary statement to support schools/academies to understand all of the processes and measures taken by the service to secure safe, compliant and high-quality provisions are available via the framework.

Please refer to this statement here.

**School review meetings**
As part of our monitoring process, the Coventry Alternative Provision (CAP) Monitoring Officers will schedule Termly Review Meetings with all schools/academies who access the service. The purpose of these meetings is to discuss all active students who have been referred to access provisions. The Monitoring officer will lead on the meeting and document information regarding student progress and attendance, the suitability of the programme and how it is being monitored by both CAP and the school/academy.

Following the meeting the school/academy will receive an update report for each active student. This will be recorded by CAP but should also be saved by the school/academy on the student file on internal systems.

**Terms and conditions**
Coventry Alternative Provision (CAP) have developed terms and conditions for all schools/academies to adhere to when accessing the service. It is important that the school/academy are aware of these Terms and Conditions. Please see Appendix 4.

**Training**

CAP recognise that understanding and accessing Alternative Provision can at times be challenging. Therefore, to increase staff understanding and confidence, Coventry Alternative Provision (CAP) offer training to staff. These training sessions can be delivered in small or larger group sessions. To book onto any of the training sessions, please contact CAP Operations Lead for more information.

Training available through Coventry Alternative Provision (CAP) include;

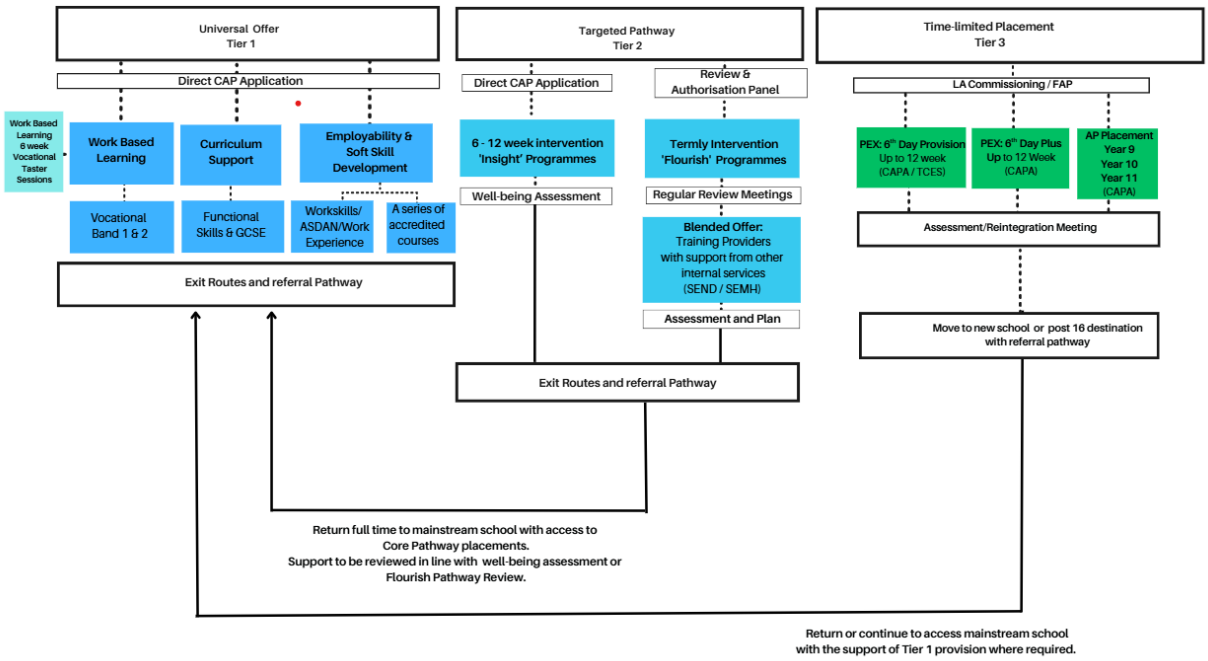
- Introduction to Coventry Alternative Provision (CAP)
- Systems overview/Collaborative Learning Manager (CLM)/ Behaviour and attendance systems
- OFSTED & Alternative Provision guidance
- Safeguarding within a collaboration

**Checklist**

To support this guidance CAP have created a checklist of areas that should be readily available to OFSTED in regard to Alternative Provision. CAP are aware that expectations may change and we will endeavour to make relevant changes to support schools/academies in preparation measures;

- Access to the student records in school where the mapping and identifying needs process is recorded accurately.
- Copy of original application made by School for CAP
- Copy of any supporting paperwork that had been provided to CAP (Risk Assessments, Behaviour Support Plans)
- A clear understanding of which providers are being accessed by your school. (a list of providers easily accessed)
- Clear understanding of the qualifications each student is working towards and expected outcomes of the programme
- Knowledge of systems used by CAP and confidence in your ability to obtain relevant attendance and behaviour records. (CLM)
- Contact Details for CAP team, Providers and DSLs
- KCSIE letter provided by CAP to be recorded.
- Copies of any Cause for concerns, incidents or safeguarding concerns to be obtained and recorded correctly.
- A copy of the CAP Partnership Agreement.
- Student progress and reports. (CLM)
- Access to CAP Website- Policies and procedures
- CAP Calendar
- Minutes from CAP Coordinator & Safeguarding DSL

## Appendix 1 – CAP Graduated Model




***Above you will find a visual interpretation of the Coventry Alternative Provision Graduated Model (2025/26).***

This model demonstrates the Alternative Provision offer available through Coventry Alternative Provision (CAP). The existing model has been further developed to reflect the National SEND review, a current local SEND review, feedback from Coventry Head Teachers, changes to the Coventry Supported Transfer Process previously used by Schools/Academies and the demand on Coventry Specialist Services such as CELC and the Keys. The model has been developed to provide a broad and balanced offer of Alternative Provision to schools/Academies in and local to Coventry.

### Tier 1 – Core Pathway- Universal Support

Tier 1 offers a wide range of diverse courses within Work Based Learning, Curriculum Support and Employability and Personal Development. These courses are universal and should be considered by schools/academies for any students within mainstream or specialist provisions. This Tier offers a breadth of experienced training providers who offer high quality provision within a specialist area and support students to gain or prepare for accreditations. These courses are available for a full academic year with the opportunity of progression.

Coventry Alternative Provision recommend this Tier to be used as a proactive measure to support any students who would benefit from; some off site delivery, the experience of a vocation or support with core curriculum.

Students must be on roll with a school to access these provisions dependent on Risk Assessment and individual need. All students accessing these provisions will be required to complete Initial assessments in English and Maths Functional Skills upon commencement of the programme.

To apply for these provisions the CAP Multi Agency Application Form must be used. Please see the full directory for Tier 1 HERE.

**Tier 2-Targeted Pathway- Targeted Support**

Tier 2 offers a more targeted approach to learning and intervention, which is categorised by 'Insight' and 'Flourish' Programmes.

***Insight Programmes*** offer a 6 – 12 week placement with a training provider for 1 day per week. The course content focuses on a particular Social Development area where the student requires support. See the Insight programmes HERE.

These programmes are used to equip student with greater knowledge into a particular topic to provide them with insight into how this may impact their life. This will also provide the school with an opportunity to consider additional support that may be advised to best support the student.

Insight programmes can be used alongside the 'Flourish' programmes and or any Tier 1 programme, dependent on data*.

These provisions must be applied for using the CAP Multi Agency Application Form

Insight programmes **do not** get assessed by panel.

***Flourish programmes*** offer a 12-week provision over 2 days per week where a student is educated through the use of therapeutic approaches and a full assessment is completed throughout the duration of the course. This assessment is used to initiate or contribute to a 'My Support Plan' for the student which will be provided to the referring school at the end of the placement with recommendations of support and student development feedback. Schools/academies are expected to provide a designated case worker for these programmes to take part in 3 weekly review meetings.

These provisions must be applied for using the CAP Multi Agency Application Form

All Flourish applications will be assessed by a Panel of professionals to establish whether this is the correct level of support for the student.

The aim is for students to return to mainstream school and/or access Tier 1 provisions once the programme has been successfully completed.

***CAP will assess the data of how much education a student accesses from school vs an AP provider.***

**Appendix 2 – School/Academy Application Process**

**Step 1** – Use the CAP Support and Guidance document to take relevant measures prior to applying for Alternative Provision.
**Step 2** - School assess which Tier they are applying for and complete the relevant application form online.
(CAP Multi Agency Application Form)
**Step 3 -** School to consider the quality measures that are displayed upon submission.
**Step 4** - All Applications are received into the CAP inbox.
**Step 5** - All Tier 2 Flourish Applications will be kept on hold and presented at the next Panel meeting.
**Step 6** - Admin to review all submitted applications (Tier 1 and Tier 2 Insight). If there is any missing data, they will contact the school to confirm details. Admin to also check the date on Risk Assessments (must be within 3 months of date of application), if CAP require any changes Admin will email to request from the referring school.
School will be informed that the application will be on hold until the requested Risk Assessment is received.
**Step 7** - Once CAP are satisfied that all of the data is received, the application documentation (EHCP, Risk Assessments and any other supporting paperwork) will be sent to the training provider on Datalocker.
**Step 8** - Training Provider will review all documentation and discuss any changes to delivery days with the referring school. Training Provider and school to arrange and hold a pre interview with the student (supported by school or parent/carer) if this has not already been done.
**Step 9** - Training Provider must then complete the 'Application Response' and send back to CAP inbox.
**Step 10** - Upon receipt of this, if the Training Provider have agreed to the provision Admin will process the provision within 2 working days*, based on the data confirmed on the 'Application Response' for the confirmed start date/days.
**Step 11 -** If the Training Provider have indicated that they are unable to commit to the placement, the response will be reviewed by CAP SLT (unless due to availability). Where a placement has been declined based on need, Monitoring Officers will contact the school to explore alternatives.
**Step 12** - Admin to add successful courses to CLM.
**Step 13** - Confirmation email sent to school with Application Response and a reminder of quality measures that should be taken by the school, if the placement was successful.
**Step 14** – Student starts provision on the date outlined on the Application Response.

**Appendix 3- CAP Quality Statement**

See HERE

**Appendix 4- School Terms and Conditions**

See HERE

**Appendix 5- CAP Quality Assurance Process**

# Quality Assurance Process

COVENTRY ALTERNATIVE PROVISION

| AUTUMN | SPRING | SUMMER |
|---|---|---|

**PRE-DELIVERY SUBMISSION AUGUST**

Training provider completes: Section 175 safeguarding self-assessment and Health and Safety self-assessment

Training Provider ensures Policies/Insurances are correct

Training Provider submits required information to CAP via online submission

CAP QMO reviews the documentation and prepares for QR1

Delivery cannot start in September until signed off from QMO.

**90 MINUTE MEETING (AM OR PM) WITH QMO AND HEAD OF PROVISION AT THE DELIVERY SITE. WILL BE SCHEDULED WITHIN FIRST TWO WEEKS OF EACH HALF TERM. 24HOUR NOTICE WILL BE GIVEN. REPORT WILL BE COMPLETED BY QMO AND SHARED WITH TRAINING PROVIDER**

**QUALITY REVIEW 1 SEPTEMBER**

CAP QMO will visit site and check the self-assessment was reflective and accurate on:
Safeguarding
Health and Safety
Estate Management

**QUALITY REVIEW 2 OCTOBER**

In depth evaluation of compliance with GDPR.

Investigation into partnership working, Family Engagement and opportunities.

**QUALITY REVIEW 3 JANUARY**

Deep dive into:
Induction of new students
Baseline testing
Analysis of need
ILPS
Leadership & Management

**QUALITY REVIEW 4 FEBRUARY**

Mid Point of Academic Year.

Evaluation of :
Quality of teaching/ instruction.
Student Outcomes
Inclusive Practice

**QUALITY REVIEW 5 APRIL**

Review of :
Attendance and behaviour procedures/ recording
CLM and CPOMS usage
Staff Development
Self Evaluation

**QUALITY REVIEW 6 MAY**

Quality assurance check of Student achievements and celebrations
Transition Pathways
CIAG
Student Voice
Data Dashboard

**POST DELIVERY EVALUATION JULY**

Provider receives the Full Quality Review report for the academic year.

Any Outstanding actions will need to be completed before any delivery can take place in September.

Pre-Delivery Submission window opens for next academic year

**Each review is aligned with the One Coventry Values and gives providers the opportunity to highlight how they are meeting that Value and to showcase their good practice.**