



Monmouthshire Pupil Referral Service ALN Bespoke

Document Control	
Document author	Hayley Page
Statutory status	Non-Statutory
Website status	Not required
Approved by	
Date approved	
Approval cycle	Annual
Next review date	

Document history			
Version	Date	Reviewer	Note of revisions

Associated documents
Additional Learning Needs Code for Wales 2021 ALNET Act 2018 Equality Act 2010 Monmouthshire Safeguarding and Child Protection Policy Procurement Act 2025

Aims

In Monmouthshire we believe that every child or young person has the right to receive an education that meets their individual needs and enables them to reach their full potential. As such, we are committed to providing inclusive, high-quality education for all children and young people, including those with barriers to learning and additional learning needs. We recognise that there are occasions where a school placement is not effective at a specific point in time and an alternative provision is required. This is always intended to be a short-term provision to focus on key identified areas of need before a return to a mainstream school or a specialist placement. For these individuals, an 'ALN Bespoke' package is developed and commissioned based on individual needs. This document aims to provide an overview of the processes and procedures around ALN Bespoke.

ALN Bespoke

In this guidance 'ALN Bespoke' is defined as a bespoke package of support around an individual with additional learning needs (ALN). This package is their additional learning provision identified in an LA maintained Individual Development Plan (IDP). In order to track progress, attendance and meet safeguarding needs, these pupils are on the roll of the Pupil Referral Service.

ALN Bespoke includes:

- Primary aged learners who have been permanently excluded from a school and require support before a new school placement is identified
- Learners who have had an unsuccessful special school(s) placement
- Learners where a special school placement has been agreed and is in the process of being secured
- CLA (children looked after) learners with a PEP (Personal Education Plan)/ IDP placed outside of MCC, where no suitable school placement has been secured

In all cases, this is agreed by Inclusion Panel and is intended to be a short-term provision to provide targeted support and prepare for a return to a suitable school placement. The agreed provision is funded through the local authority (LA).

Key Objectives

- The voice of the child and the family are central in the development of bespoke provision and part of regular reviews

- Every learner continues to receive suitable provision and make progress when a school placement is not possible
- Provision is needs-led and supports the outcomes identified in Individual Development Plans
- Identified short-term targets are tracked and monitored with alternative providers
- Alternative providers are matched to individual learner needs, with an agreement around focused areas of support
- A robust quality assurance process underpins identification of alternative providers
- On-going tracking of progress determines the nature of future provision and when a move to a suitable school placement is appropriate

Responsibilities

Head of the PRS

- To apply key PRS policies and protocols to learners identified as ALN Bespoke, including Safeguarding and Attendance
- To work with LA Officers - Additional Learning Provision and Partnership Lead and Commissioning Officer for Alternative Provision - to track and monitor learner progress and attendance, monitoring the effectiveness of the provision
- To fulfil Inclusion Panel decisions around the roll status of individual learners and commissioning of PRS staff where appropriate

Additional Learning Provision and Partnership Lead

- To oversee the quality assurance process in relation to safeguarding and health and safety checks
- To actively participate in full quality assurance visits which focus on wellbeing, learning, curriculum and progress
- To meet the Commissioning Officer weekly to support the tracking of pupil engagement, progress and identify next steps
- To oversee and quality assure the PSP and IDP review process for ALN Bespoke learners
- To monitor and review the ALN Bespoke cohort, in order to contribute to the LA responsibility to keep ALP under review and identify insufficiencies (ALN Code for Wales 2021) and recommendations from this
- To monitor the effectiveness of provision and its value for money, reporting back to the Directorate Management Team (DMT)
- To link with the wider Inclusion Service, including the Educational Psychology Service and Education Support Team, to ensure continued advice and support on pupil need
- To link with ALN Statutory Team and Inclusion Panel to ensure consideration is given to suitable school placements

Commissioning Officer for Alternative Provision.

- Exploration of alternative providers and completion of initial health and safety/ safeguarding checks
- Monitor the QA process and ensure accurate records of all visits
- Act on Inclusion Panel decisions to explore alternative provision for identified learners
- Development of provision maps, option analysis with costs, for learners where alternative provision is requested through Inclusion Panel
- To be a point of contact for parents of learners in ALN Bespoke
- Day to day attendance recording and first day absence telephone calls

- Ongoing tracking of pupil progress, reported to the Head of PRS and ALP and Partnership Lead, through fortnightly meetings with providers
- Develop, monitor and review Pastoral Support Plans for identified learners
- To facilitate the IDP review process

Process of Securing Alternative Provision

Alternative providers can be secured for a range of reasons. Inclusion Panel make decisions around securing an alternative provider for an individual, as well as the roll on which a pupil sits.

This table demonstrates the overall process for all pupils and where the decision making happens to determine an ALN Bespoke status.

Action	Responsibility
<p>LA Officer/ Head of PRS raises the need to reconsider provision for an individual due to:</p> <ul style="list-style-type: none"> • Risk of PEX • Current PRS provision requires amendment based on need • New pupil moving into MCC/ breakdown of OOC placement with a statutory plan and no agreed school placement <p>Pupil added to the EOTAS/ AP Triage (see Terms of Reference document) discussion list with the key information available.</p> <p>School requests for AP continue to go to Inclusion Panel following the Inclusion Panel Terms of Reference.</p>	<p>LA Officer/ PRS submission – LA IDP request/ short term contingency funding request</p> <p>Statutory Officer – new pupil moving in/ breakdown of OOC placement</p> <p>VLL – PEX/ risk of PEX</p>
<p>Inclusion EOTAS/ AP triage group asked to consider a request for alternative provision.</p> <p>EOTAS/ AP Triage Group meets every two weeks and comprises of:</p> <ul style="list-style-type: none"> • Vulnerable Learner Lead • Head of PRS • ALP and Partnership Lead • AP Commissioning Officer • Educational Psychologist <p>Cases as referred above discussed, with an ongoing update on AP available and any actions required.</p>	<p>Recommendation made by triage group and recorded for Inclusion Panel to consider once all information is available.</p>
<p>Commissioning Officer to explore what is available, costs and intended impact as a result of triage – suggested costed provision map (including transport).</p>	<p>Commissioning Officer provides ALP & Partnership Lead with the option analysis</p>
<p>Inclusion Panel to consider the recommendation from the EOTAS/ AP Triage group</p>	<p>Panel outcomes recorded and shared with:</p> <p>Head of PRS</p> <p>ALP & Partnership Lead</p>

<p>This will be specific, but may include:</p> <ol style="list-style-type: none"> 1. To proceed with the suggested provision 2. The registration status of the pupil: <ul style="list-style-type: none"> • remain sole roll school - school then hold the alternative provision, PSP, tracking of impact • dual roll with main roll PRS • sole roll PRS 3. If they are to be on PRS roll, whether single or dual registration: <ul style="list-style-type: none"> ○ ALN Bespoke – special school placement has not been successful/ cannot currently be secured or they have moved into MCC with this history, primary PEX/ risk of PEX, LA IDP in place. Attendance, PSP, IDP, RA, PHP etc. and daily attendance managed by the Commissioning Officer. ○ PRU Plus – has not managed the PRU environment or risk assessment does not allow current placement in a PRU. Attendance and placement managed by the Commissioning Officer. IDP, PSP, RA, PHP etc. managed by named PRS member of staff. 4. If the IDP is currently school maintained, whether it should be LA maintained 	<p>Commissioning Officer</p> <p>Head of PRS arranges on rolling Commissioning Officer arranges the agreed provision</p>
<p>Collation of key information from panel documents – further information requests to school/ PRS, other professional etc. (should include - IDP, PSP, Risk Assessment, IHP, PHP, PEP...)</p> <p>Commissioning Officer explores the needs of the individual – where appropriate and possible Commissioning Officer engages with school in order to capture the views of the parent/ carer and individual pupil to explore their likes / dislikes and aspirations.</p>	<p>Commissioning Officer</p> <p>School/ PRS link with parents/ pupil – may arrange a meeting and include the Commissioning Officer <i>Where the pupil is moving in or an OOC school placement is going to cease, Commissioning Officer to hold a multi-agency meeting</i></p>
<p>Provision being considered MUST have met initial safeguarding checks and be stored in the relevant area of SharePoint:</p> <ul style="list-style-type: none"> ○ Provider's Name ○ Contact Details ○ Over Arching Organisation ○ Registered Manager ○ Registration Status - education / alternative provider ○ Safeguarding policy and training ○ DBS Information ○ Initial site visit 	<p>Commissioning Officer with ALP & Partnership Lead oversight</p>
<p>Person Centred Meeting with the parent / carer, CYP, school / PRS, provider and any other professional to:</p> <ul style="list-style-type: none"> ○ Explore at the provision, timing and key people ○ Intended impact, developing short term-targets (linked to IDP outcomes) 	<p>If school roll – School lead this and invite provider and if appropriate, Commissioning Officer.</p>

<ul style="list-style-type: none"> ○ Share key information with the provider ○ PSP to be drafted (include any reduced hours), shared with parent and signed for agreement ○ Consider whether enhanced transition support is required to begin with the alternative provider ○ Agree the role of school / PRS in communication with the AP or whether this sits with the Commissioning Officer ○ Set a date to review the transition (PSPs should be reviewed every 6-10 weeks) – this will include a review of the RA and PHP 	<p>If PRU Plus – PRS staff coordinate and lead the meeting, with Commissioning Officer in attendance.</p> <p>If ALN Bespoke – Commissioning Officer leads process.</p>
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Quality Assurance

There are two stages to quality assurance visits to alternative providers.

Stage 1 – Health and Safety and Safeguarding Checks (updated annually)

This includes a site visit to explore the environment and evidence of the following:

- Registered manager information
- Property details – location, spaces, risk assessments, emergency evacuation, accessibility, toilet location and layout
- Registration status
- Safer recruitment approaches
- Staff information – enhanced DBS clearance and training
- Insurance information
- Safeguarding Policy – Designated Safeguarding Lead and staff training details
- Core policies and procedures – health and safety, first aid, use of cars for transport

Stage 2 – Learner progress and development (every two years, unless there is a concern)

This includes:

- Meeting with the manager
- Discussions with staff who work with MCC pupils
- Capturing pupil voice
- Learning walk/ short observations
- Book look (if appropriate)
- Exploration of paperwork and tracking

Key areas explored:

- Knowledge of learners
 - Plans in place – risk assessments, positive handling plans, IDPs
 - Suitable short-term targets agreed through PSP meetings and in place
- Progress in learning
 - Tracking and monitoring from the baseline
 - Skill development and intervention
 - Online to meet agreed learning targets
- Wider offer of provision
 - Curriculum offer
 - Qualification pathways
 - Preparation for next steps (i.e. Post 16)
 - Trips and visits/ extra-curricular opportunities

- Wellbeing
 - Participation and engagement
 - Interest of learners in tasks and activities
 - Presentation of learners
 - Opportunities for social interaction with suitable peers
 - Learner voice
 - Staff wellbeing and support needs
- Multi agency working
 - Communication with parents
 - Capturing pupil voice
 - Links with health and social care

In addition to the formal process, alternative providers are monitored on an ongoing basis:

- 6-12 weekly PSP reviews (including learner and parent voice)
- Contributions to and attendance at IDP reviews
- Daily attendance reporting
- Fortnightly meetings with the Commissioning Officer
- Weekly progress reports provided around individual learners
- Input, advice and support through Education Support Team (EST) and Educational Psychology Service (EPS) visits for individual pupils

Safeguarding

The Safeguarding policy, approaches and training of all alternative providers are checked prior to placement of learners. All providers must adhere to All Wales Safeguarding procedures. Each providers' information is stored on the MCC system, with a copy of their Safeguarding Policy.

Providers follow their agreed approach to safeguarding, ensuring any duty to report forms are submitted to Child Duty copy in the Head of the PRS/ DSL. These are recorded on the PRS My Concern system.

Any concerns or incident reports are reported to the Commissioning Officer, Head of PRS/ DSL and ALP and Partnership Lead to consider any further actions required.

Attendance

Providers are expected to report daily attendance to the Commissioning Officer at the start of timetabled sessions. This is recorded by the Commissioning Officer in SIMS and in the absence of the Commissioning Officer, the ALP and Partnership Lead.

The PRS Attendance Policy is applied.

Tracking and Monitoring

In addition to PSPs and the annual review cycle of IDPs, learners' progress is tracked and monitored. This is linked to the purpose of the agreed provision, which may include:

- Attendance within a provision
- Wellbeing and emotional regulation
- Participation and engagement in learning
- Social interaction and communication
- Qualification pathway

Based on the purpose of the provision, information is captured to track progress and determine any adaptations requiring consideration or referrals to external agencies.

EOTAS/ AP Triage tracks the progress of all pupils in receipt of AP, as well as receiving updates on quality assurance of providers. This includes the monitoring of allocation of LA resources and their value for money.

EOTAS/ AP Triage will make recommendations to be considered by Inclusion Panel based on this information, which may include:

- An increase in provision allocation
- A change in alternative provision
- Consideration of a managed move to a Monmouthshire mainstream school or Specialist Resource Base
- Securing a school place through a statutory consultation process

Any agreed move to a suitable school placement will be supported through a multi-disciplinary approach to develop an enhanced transition plan.

Commissioning and Procurement

The Commissioning Officer for Alternative Provider explores alternative providers in order to secure key information:

- Age range of provision
- ALN areas of need covered
- Purpose of the provider
- Costs – by day, week and year
- Location

It is vital that learner needs are matched to the providers available, this includes the activities they can provide, the peer group available and the travel distance. Time is often of importance to ensure a continuation of provision and no gap in the offer, particularly following the issue of a permanent exclusion or a fixed term exclusion where the risks of a learner remaining within their current setting are high (linked to risk assessment).

Due diligence is placed on the Procurement Act 2025. The ALP and Partnership Lead works with Ardal Procurement to ensure appropriate processes are followed. Securing provision will be in line with Procurement Route 1, as securing alternative provision is aimed to be a short-term measure to address identified needs and provide the time needed to secure a suitable school placement.

Procurement Route 1 – Quotations under £25,000 – where a minimum of three quotations are invited. These quotations are discussed by EOTAS/ AP Triage and a recommendation made. Within the recommendation, the needs of the learner remain central.

This policy was approved by the Management Committee

Signed: *Lwice* Chair of the Management Committee

Date:03.12.25.....

Signed:Jake Parkinson..... Head of the Pupil Referral Service

Date:03.12.25.....