

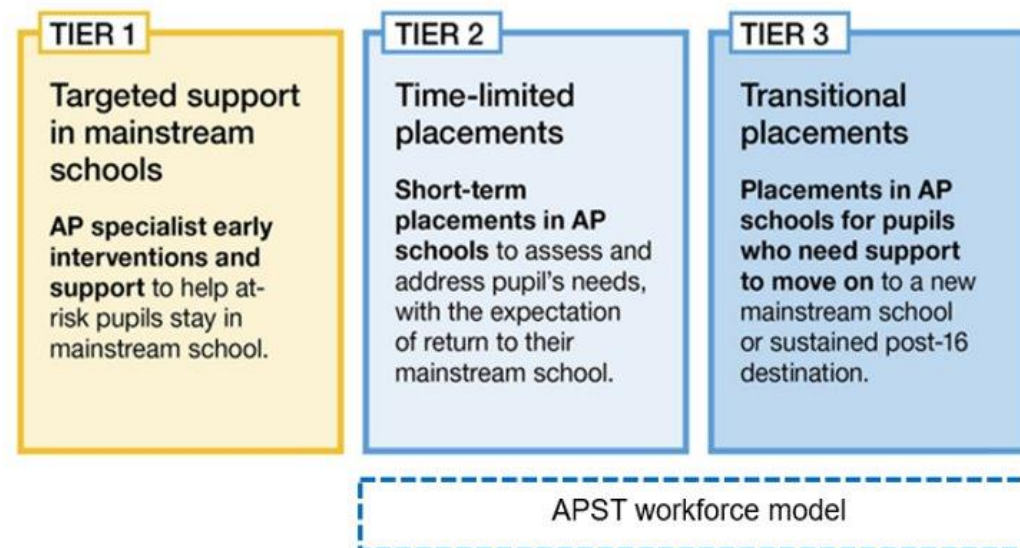
3 tier model for Alternative Provision

Improvement Plan commitment: An alternative provision system that is **fully integrated** with the wider SEND&AP system, where alternative provision is **an intervention**, not a destination, using a **3-tier model**

What are we testing during the Change Programme?

1. **Strategic planning** for the commissioning and delivery of alternative provision through their Local Area Inclusion Plan (LAIP).
2. Plans based on **3-tier model** outlined in the SEND&AP Improvement Plan, including the **AP Specialist Taskforces** workforce model.
3. Changing the way that **AP is funded**, to break the link between funding and AP placements.

A three-tier model for alternative provision



AP Specialist Taskforces (APST)



APST is a workforce model designed to build the capacity and skills in AP, and is a key enabler of AP reforms and the 3-tier model.

It involves;

- Multi-disciplinary teams of specialists;
- Co-located in an alternative provision school;
- Building trusted relationships and providing rapid support to pupils

The DfE has been **testing this model since 2021** in 22 AP schools in England.

An independent evaluation is ongoing (reporting 2025) but DfE collected metrics, engagement and case studies to date show early positive indications for **pupil outcomes**. It is also thought to be improving the **skills and development of staff** who work alongside a taskforce, and changing the role APs play in their local system.

The work of the taskforce **makes a huge difference** for pupils. Experts in speech and language, mental health, youth justice and youth working form a **highly effective and efficient partnership**. They quickly identify the specific needs of pupils. They help pupils and their families to understand why pupils might have found things difficult in the past. **Pupils get the right support to be successful.**

Ofsted report of a pilot school

Key principles of the APST model

The **APST model draws on the best available evidence** and has the following core components:



Location in AP schools, where pupils have some of the most acute need and for whom traditional referral services are likely to be less appropriate.



Co-located teams which share their specialist knowledge to provide co-ordinated support rooted in a holistic understanding of children's lives.



On-site presence which enables specialists to better understand young people's needs and build trusting relationships, with the aim of improving engagement.



Specialists can be **responsive to young people's needs** in a more timely manner rather than waiting for lengthy referrals.



Specialists and APs are brought together to **improve coordination and strategic collaboration** with each other, and with local agencies and schools.

Example taskforce





**Westmorland
& Furness
Council**

Alternative Provision in Westmorland and Furness

Partnership working with providers and schools



Partnership working with providers and schools

- 22 providers based in Westmorland and Furness of which three are registered independent schools
- Approx. 15 providers commissioned from out of county
- Range of provision offered across the county
- Very few providers delivering GCSEs
- Strong sense of partnership working across the area
 - With teams and services to carry out joint quality assurance visits
 - Working with providers to develop key pieces of work i.e. Furness Transition Group, summer transition activities
 - Signposting providers to shared CPD opportunities i.e. LADO/SEND/Early Help
 - Building positive links with providers
 - Supporting providers to develop new provision
- **Support and 'permission' from senior leaders to prioritise working with Alternative Provision providers**



The quality assurance framework

The QA framework is focused on the following 6 sections –

- Leadership and management
- Safeguarding
- Information sharing and data protection
- Teaching, learning, outcomes, and accreditation
- Pupil and pastoral support
- Transition

The document also includes – Guidance on how to use the document, description of the ‘validation’ process, a shorter focussed form for the Virtual School to assess provision they may commission, the Attendance return form and a section on reference documents, websites and further reading.

The QA Framework is intended to provide additional information to support schools and services commissioning provision, as well as providing a self-evaluation/development tool for providers



The quality assurance (cont.)

Underpinning the QA framework...

The AEC PQAF is accredited to organisations which can successfully demonstrate their practice on these priorities. In addition, the framework supports the '**elements of successful alternative provision**' as defined by Ofsted, which include:

- At its best, AP is timely, well-planned, and not a last resort or a bolt on;
- Students remain a full part of the school at all times and at no time are 'out of sight, out of mind';
- The provision compliments, not replicating or replacing, the school's own curriculum;
- The school or unit provides pastoral support to ensure that students are not isolated when at placements and can seek advice back at school when needed;
- If the provision is accredited, the school or college is clear about the purpose of accreditation. The accreditation is not tokenistic; it is valued by the school, recognised by future employers or colleges, and compliments rather than replicates the accreditation being gained in school - Ofsted, Alternative Provision, June 2011



The quality assurance process

- Providers are invited to express their interest in achieving the QA framework
- Conversation with interested providers describing how to use the framework and the validation process
- Provider uses the framework to evidence their current practice – and to identify where there is strong practice and areas for development
- The validation team prepare for the visit by checking the provider website, having access to referral documents, policies & procedures etc
- The validation process is carried out – a day spent with the provider, looking at documents (register/policies & procedures/annual report/referral documents etc), systems (recording attendance/single central record etc) student files, health and safety, safeguarding procedures etc. An important part of the process is meeting the students and the opportunity to ask them about their experience and the education they are receiving
- A report is written up which is discussed with the provider; an **action plan** is agreed to address any gaps in provision – action plans are reviewed
- The report and provider documents are uploaded to the **School Portal** to ensure that schools can access the information to support their commissioning processes
- Post validation – where an issue arises a meeting is arranged with the provider as a priority



Quality assurance (cont.)

Leadership and management – sample page

Area	Success Criteria	Evidence seen y/n	Notes
Management structure and function	<ul style="list-style-type: none"> There is a clearly understood staffing structure which identifies roles, responsibilities, and lines of accountability Leaders and managers are actively involved in the development of all aspects of provision using evidence and data gathered through pupil progress, outcomes, and achievement 	<p>Yes</p> <p>Yes</p>	<p><i>Staffing structure chart</i></p> <p><i>Development plan</i></p>
Governance	<ul style="list-style-type: none"> The organisation has an appropriate Governing Body/Management Committee/ Board of Trustees as appropriate The Governing Body/Management Committee/Board of Trustees meets on a regular basis to oversee the functioning and duties of the service Records of meetings are maintained 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p><i>Annual report</i></p> <p><i>Leadership structure</i></p> <p><i>GB roles and responsibilities</i></p> <p><i>Agendas and minutes of meetings</i></p>
Reference materials	<p>Creating opportunity for all. Our vision for alternative provision. March 2018, Department for Education. Reference: DFE-00072-2018 Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan, Right Support, Right Place, Right Time March 2023 ISBN 978-1-5286-3924-8</p>		



Gathering information from schools and services



Alternative Provision commissioned by Westmorland and Furness schools, services and teams as of 5th September 2023

School:

AP Lead for the school:

Contact details:

Provider name	Provider contact details	No of students currently attending (please insert no of pupils attending in each year group)					Any other information
		Yr	Yr	Yr	Yr	Yr	
Is this in school or off-site provision	Name:						
	Role:						
	Address:	pupils	pupils	pupils	pupils	pupils	
	Email: Telephone:						
Is this in school or off-site provision	Name:	Yr	Yr	Yr	Yr	Yr	
	Role:						
	Address:	pupils	pupils	pupils	pupils	pupils	
	Email: Telephone:						
Is this in school or off-site provision	Name:	yr	yr	yr	Yr	Yr	
	Role:						
	Address:	pupils	pupils	pupils	pupils	pupils	
	Email: Telephone:						
Is this in school or off-site provision	Name:	yr	yr	yr	yr	yr	
	Role:						
	Address:	pupils	pupils	pupils	pupils	pupils	
	Email: Telephone:						

Please return your completed form to Lorraine.Thompson@westmorlandandfurness.gov.uk



Gathering information from providers

Cumbria Directory of Extended, Alternative and Complementary Provision

[please insert name of organisation]

Provision/support offered	
i.e. Land based studies/building resilience/therapeutic support	
Category of provision	i.e. Independent School / Charity / Third Sector
Contact details	
Headteacher/Education Lead:	
Address:	
Postcode:	
Tel no:	
Email address:	
Website:	
Designated Safeguarding Officer (DSL) Name:	
Contact details:	
Special Educational Needs Coordinator (SENCo) Name: contact details:	
Staffing details	
No of delivery staff:	
No of qualified teaching staff:	
No of support staff:	
No and description of other provider staff:	
No and role of volunteers:	
Ofsted registered?	Yes / No
Ofsted voluntary registered?	Yes / No
Curriculum offer	
Awarding body details:	
Qualifications offered:	
Non accredited offer:	
Further details:	

Cumbria Directory of Extended, Alternative and Complementary Provision

Target groups (please tick all that apply)	
KS2 (7-11yrs)	CLA
KS3 (11-14yrs)	SEND (EHCP)
KS4 (14-16yrs)	SEND Support
16 – 18yrs	NEET (16-18yrs)
18 – 25yrs	NEET (18-24yrs)
Young carers	EAL
Refugees	Young offenders
Other (please specify)	Teenage pregnancy/parents
Timetable	
Days provision offered:	
Session start/end times:	
am	
pm	
do you offer full time provision? Yes / No	
Further information:	
Breakdown of costs	
Please provide details of your costings for support and provision, including details on staffing ratios	
Transport	
Is transport provided as part of your offer? Yes / No	
If yes, please provide costs for transport	
Do you agree permission for your information to be included on the Schools Portal? Yes / No	
Additional information	

Please return your completed form to Lorraine.Thompson@cumbria.gov.uk



Reporting attendance (cont.)

Please find attached the **monthly attendance census return form** to record your student attendance for **June 2023**.

This information is important because it is one strand of our **Safeguarding** duties and is a priority for **Keeping Children Safe in Education** - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Dept for Education states that:

'Local authorities have a duty (8) to put in place arrangements for identifying (as far as it is possible) those children of compulsory school age in their area who are not school registered or receiving suitable education otherwise than at a school. Local authorities should trace those children and ensure that they receive full-time education.' (**School Attendance – Guidance for maintained schools, academies, independent schools and local authorities May 2022**’ pg 8)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf

The monthly attendance census provides us with information required to fulfil our duties and to assist us with identifying children and young people who are not on a school roll and/or not known to services.

Please complete the attendance census for **all** students attending your provision, including those on a school roll. The form uses codes to record **attendance** and **absence**; the codes are the same as those used by mainstream schools to ensure consistency in data.



The current situation

- Growing number of personal tutors
- Growing number of providers offering outdoor activities
- Ensuring the quality of provision for children and young people who are Education Other Than at School (EOTAS) and Electively Home Educated (EHE)
- Ensuring that parents and carers have good information to support their decision making for commissioning provision as part of an EOTAS package
- Reluctance of many providers to register as an independent provision
- Provider struggles to recruit appropriately qualified members of teaching staff
- Pressures on school budgets and the impact this has on commissioning provision



Next steps

- Continue to identify actions and priorities to improve outcomes for children and young people who attend Alternative provision
 - Scrutinise the data for children and young people who attend/have attended Alternative Provision more effectively
 - Work with providers, schools and services to make more efficient use of staffing and resources
 - Work with providers to develop their offer to ensure that they can demonstrate how their students are progressing
 - Improve links and information sharing with parents and carers
 - Work with the Department for Education to develop a qualification structure for those working in Alternative Provision
- Improve the data held for Alternative Provision
 - Increase attendance census returns
 - Record qualifications and accredited outcomes achieved by children and young people who have/are attending Alternative Provision



Next steps (cont.)

- Hold an annual conference for providers, schools and services
 - Shared CPD
 - Policy updates
 - Improving links between partners
 - Guest speakers
 - Share good practice
- Work with primary colleagues
 - Adapt the QA framework to KS2
- Continue to work with Cumberland Unitary Authority colleagues to share good practice and carry out joint quality assurance visits and annual focus visits



Any questions?

Thank you for your time

Lorraine Thompson

Learning Improvement Service

Westmorland and Furness Council



Belonging in Bolton

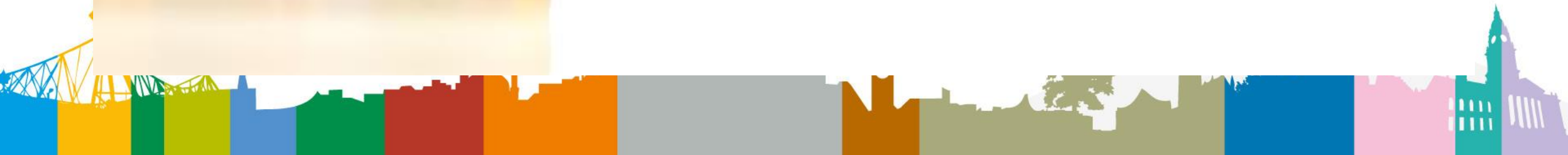
Inclusive Practice



Inclusive Practice across Bolton....

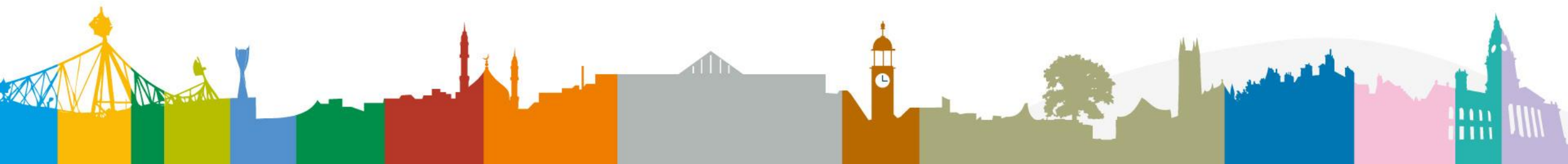


- Team of stakeholders /experts assembled from across the authority (approx. 30 people) to form The School Support Reform Group (SSR)
- Covered: Special, AP, Early Years, Primary, Secondary, SEND, Parents, Governors, Children's Services, LA finance team
- 2 groups initially looked at high cost strategies and low cost strategies
- Feedback session
- Broke into 3 groups which covered Early Years, Primary and Secondary
- Focused on research and idea generation
- Task and Finish Group established to take the best ideas and make it a reality!



The Burning Platform

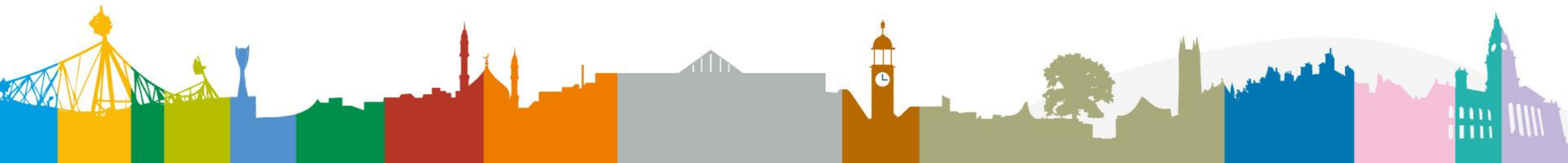
- Permanent exclusion rates were among the highest in the country
- Huge financial pressures on high needs block
- Outcomes for children in Bolton were below national average at KS4



What did we focus on?

Designing a framework to support school leaders to enhance inclusive practice IN THEIR SCHOOL by:

- *Concentrating on leadership of school culture*
- *Providing training for all staff*
- *Giving leaders a Self - Evaluation and review framework to identify strengths and areas to improve*
- *Giving school leaders a guidance framework to support best and next practice*
- *Creating a self managing, peer to peer accountability system*



An Inclusive Practice Handbook



A guide for school leaders and governors



Provides the detail on each stage of the strategy



Develops consistent approaches



A tool to support and challenge



Signposts where to go and what to do





AP Handbook

Alternative Provision Details

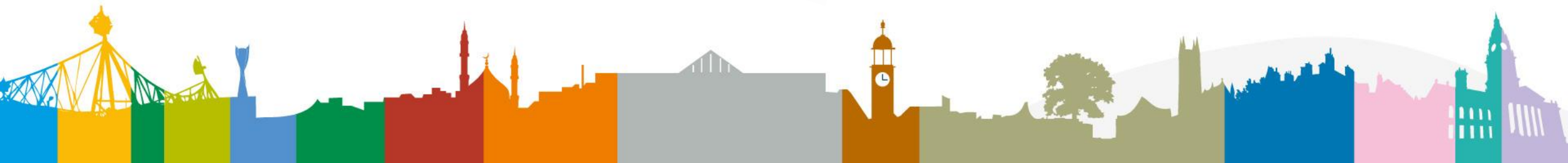
October 2022



Behaviour and Inclusion Partnerships



Understanding trauma and trauma informed approaches for SENCOs, teachers and TAs



Commissioning of AP

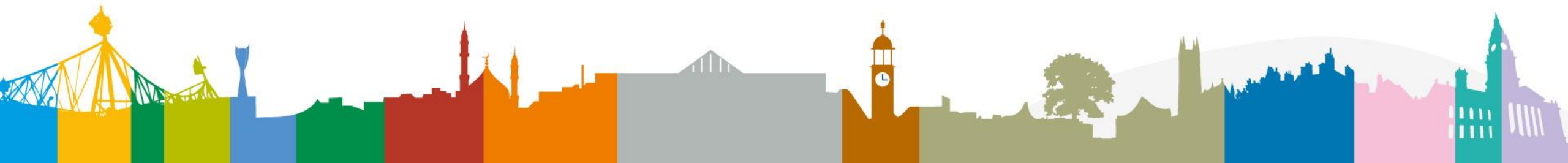
Local Alternative Provision Framework (DPS) – 6 lots

Started to use the Dynamic Purchasing System (DPS) in September 2019 – Window to invite further providers took place 2022.

Rationale was about increasing the range of provision to ensure a more diverse offer to meets the needs of individual young people.

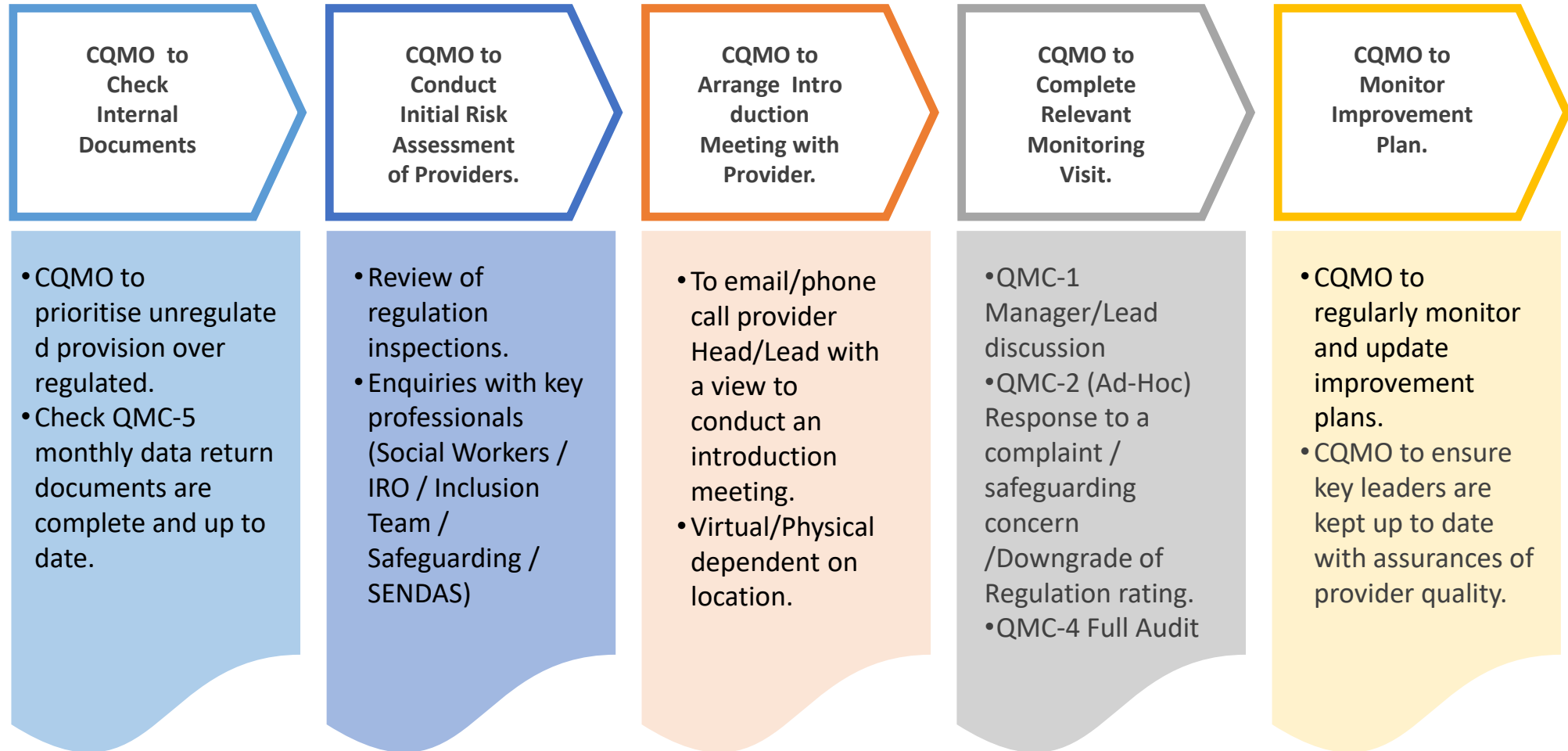
Initially a 2 year contract with 2 x 12 month extensions – ending 31st August 2023.

Undergone a full procurement exercise to re-tender services and update the framework for September 2023



Quality Assurance: Alternative Provision Pathway

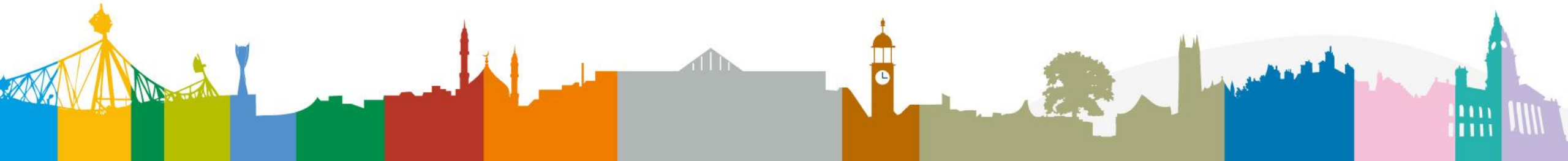
CQMO Identified to Undertake Monitoring and Quality Assurance



QA visit types

Ref.	Standard QA Activity Type	Minimum frequency
QMC-1	Quality and Contract Monitoring Meeting	Annual
QMC-2	Quality and Safety Assurance Visit	Ad-hoc
QMC-4	SEND Education and AP Annual Self Evaluation Form	Annual
QMC-5	Dashboard Data Return	Monthly
QMC-9B	SEND Education and AP Annual Validation Visit	Annual





Cheshire West and Chester Council

1. Inclusion Matters Strategy 2023-27
2. Alternative Provision Guidance for Schools
3. Reduced Timetable Guidance for Schools
4. Council Commissioned AP Quality Assurance Processes

Launched in April 2023.

Includes five

“Inclusion Matters”:-

1. Early identification of needs.
2. Appropriate, full-time education which meets individual need.
3. Improving Educational outcomes for vulnerable groups.
4. Workforce development for emotional health and wellbeing.
5. Preparation for adulthood.

One Children's Service

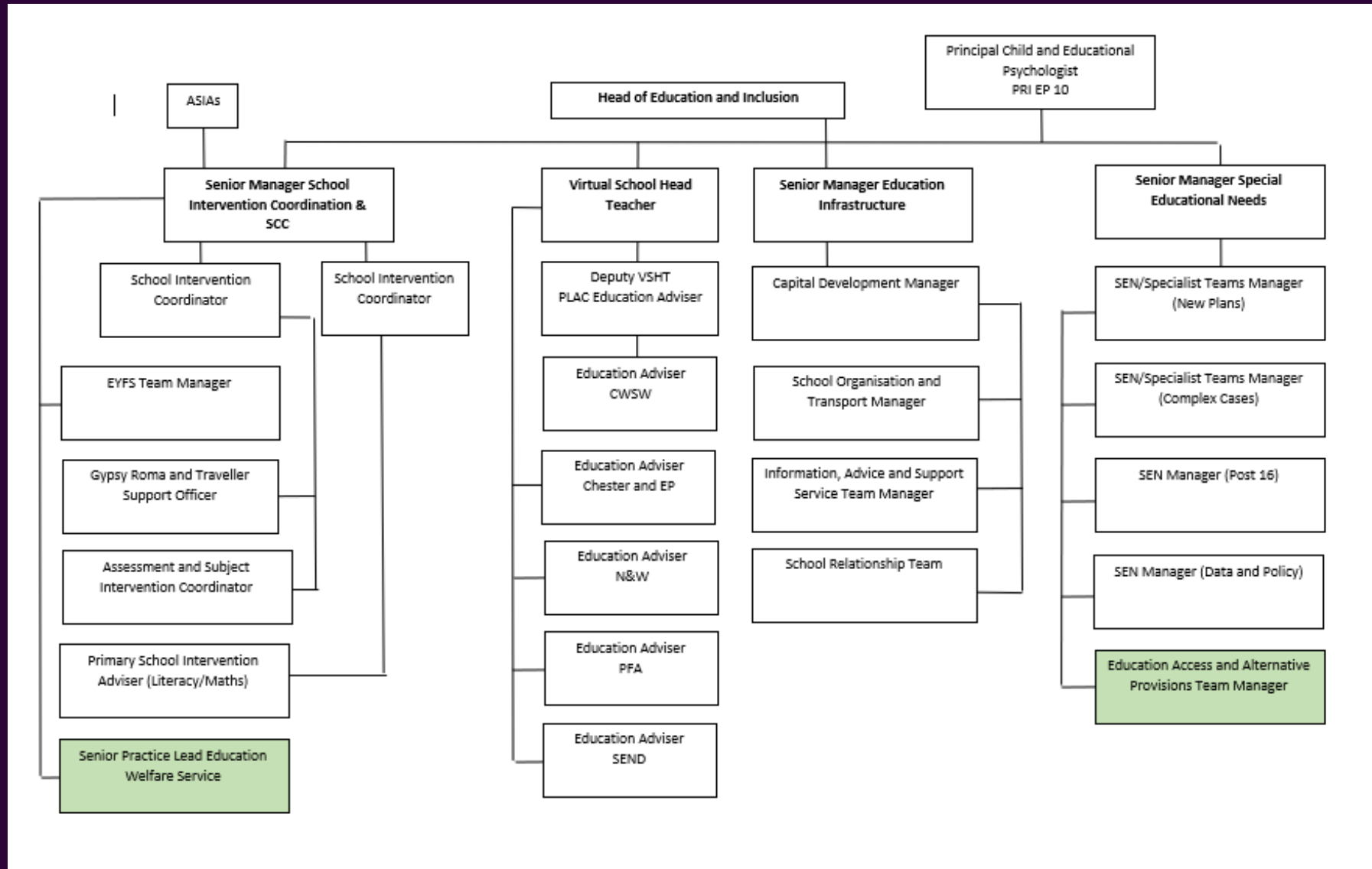
Inclusion Matters

a strategy for an inclusive Borough



2023-2027

Education & Inclusion Structure Chart



Alternative Provision Guidance for Schools

- Schools reported a lack of in Borough AP
- Bids for AP Free Schools were discounted due to financial implications.
- March 2019 it was noted that the Council's procedure for monitoring students in school commissioned AP could be strengthened.
- Developments since then have been:-
 - Keeping a more detailed "register" of pupils attending school commissioned AP.
 - Schools asked to complete a return when AP is commissioned and ended. Most do this or send a nil return.
 - Returns are currently by email but a reporting portal is being developed.
 - AP Guidance for schools was developed and launched in 2022.
 - Guidance outlines relevant legislation and statutory guidance but also includes CW&C expectations around pupils with EHCPs and CLA.
 - AP Guidance is currently being revised to include a section about when the Council will commission AP - including a CW&C definition of "Other".

Reduced Timetable Guidance and Processes

- March 2019 schools were reminded about the need to report students on reduced timetables to the Council.
- Developments since then have been:-
 - Information about students on reduced timetables has been collated at the same time as the AP information.
 - Reduced timetable guidance, including templates for risk assessments has been shared with schools.
 - Guidance has been shared with all Children's Services staff to provide further scrutiny/challenge of reduced timetables
 - Terms of reference for the reduced timetable Panel have been developed for further scrutiny/challenge of individual cases particularly EHCP and CLA.

Consideration

- Does the pupil have medical/healthcare needs? If yes refer to Medical Needs Policy.
- Does the pupil need a pastoral or reintegration plan? If yes follow stages below.

Planning & Agreement

- Invite parents and relevant professionals to a planning meeting.
- Complete risk assessment, set SMART targets, review timescales and an end date for the plan.
- Complete and submit the part-time/reduced timetable return and submit to xxxx@cheshirewestandchester.gov.uk

Review

- Review arrangements with parents and relevant professionals as outlined in the pupil's plan.
- Complete and submit the part-time/reduced timetable return to xxxxx@cheshirewestandchester.gov.uk if the original arrangements have been extended or there has been **significant** changes to the plan.

Ending the plan

- After 6 or 12 weeks (or when the pupil's medical needs allow) formally end the plan.
- Inform xxxx@cheshirewestandchester.gov.uk that the plan has ended.

Reduced Timetable Process flow chart

Council Commission AP – Quality Assurance Processes (1)

- Quality Assurance Framework and Process developed for Council Commissioned AP for PEX and Medical Needs students.
- Each child has a case manager who monitors progress.
- Each commissioned service completes a monitoring dashboard with key indicators such as attendance, progress to targets, etc.
- Data held in the dashboard is also regularly updated e.g. attendance at exams
- Monthly Dashboard meetings are held to discuss students progress including readiness to return to school. Assurances provided that:-
 - Students are receiving educational entitlement
 - AP are improving attendance
 - Readiness to return to school regularly reviewed
 - Governors have oversight

Council Commission AP – Quality Assurance Processes (3)

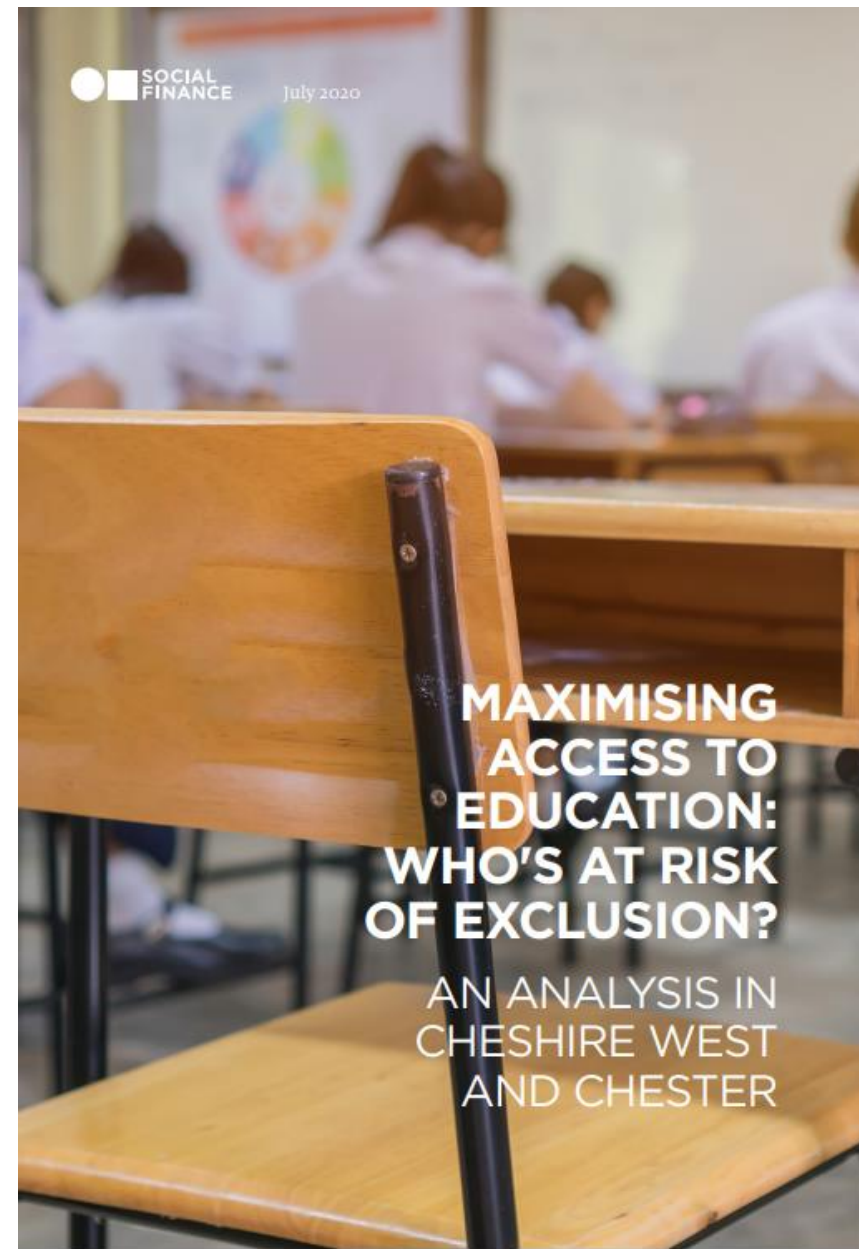
- OFSTED have commented positively on the process during inspections (ILACs & SEND)
- QA process recent developments include:-
 - KPIs around preparing students for managing within schools behaviour policies
 - Continuous review of data collected

Council Commissioned AP – Development Work in Progress

Averting Exclusions Programme
with Social Finance Ltd.

Phase one – data analysis which
led to “Who’s at Risk of
Exclusion” report published July
2020

Pilot Phase – delivery partner
working in three Secondary
schools with students at risk of
exclusion



Inclusion Development Work in Progress

- Local “Inclusion Dashboard” in development to share high level data with schools about PEX and suspensions data.
- FAP processes under consideration with a view to amending the Local Protocol so that some one-off incidents could be referred to FAP rather than being a PEX.
- Council Officer representation on a Headteacher led working group around school led Alternative Provision.

Inclusion dashboard - Secondary Schools - Latest Term - Summer 2023

Select school: [Redacted] Secondary Maintained

	All pupils		Pupils with an EHCP		Pupils with SEN support	
	School	CW&C Secondary	School	CW&C Secondary	School	CW&C Secondary
Pupils	718 <small>No. Pupils</small>	21542 <small>No. Pupils</small>	39 <small>No. EHCP pupils</small>	480 <small>No. EHCP Pupils</small>	149 <small>No. SEN Support pupils</small>	2466 <small>No. SEN Support Pupils</small>
			5.4% <small>% EHCP pupils</small>	2.2% <small>% EHCP pupils</small>	20.8% <small>% SEN Support pupils</small>	11.4% <small>% SEN Support pupils</small>
Absence	13.9% <small>% overall absence</small>	8.9% <small>% overall absence</small>	21.5% <small>% overall absence (EHCP)</small>	19.5% <small>Sum of % termly absence EHCP</small>	21.5% <small>% overall absence (SEN)</small>	15.9% <small>Sum of % termly absence SEN Su...</small>
Exclusions	2 <small>No. permanent exclusions</small>	13 <small>No. permanent exclusions</small>	0 <small>No. permanent exclusions (EHCP)</small>	0 <small>No. permanent exclusions EHCP</small>	1 <small>No. permanent exclusions (SEN)</small>	5 <small>No. permanent exclusions SEN</small>
	0.28% <small>% permanent exclusions</small>	0.06% <small>% permanent exclusions</small>	0.00% <small>% permanent exclusions (EHCP)</small>	0.00% <small>% permanent exclusions EHCP</small>	0.14% <small>% permanent exclusions (SEN)</small>	0.20% <small>% permanent exclusions SEN Sup...</small>
Suspensions	27 <small>No. suspensions</small>	1236 <small>No. suspensions</small>	1 <small>No. suspensions (EHCP)</small>	52 <small>No. suspensions EHCP</small>	15 <small>No. suspensions (SEN)</small>	404 <small>No. suspensions SEN Support</small>
	16 <small>No. pupils with suspensions</small>	664 <small>No. pupils with suspensions</small>	1 <small>No. pupils with suspensions (EHCP)</small>	33 <small>No. pupils with suspensions EHCP</small>	8 <small>No. pupils with suspensions (SEN)</small>	197 <small>No. pupils with suspensions SEN ...</small>
	2.2% <small>% pupils with suspensions</small>	3.1% <small>% pupils with suspensions</small>	0.1% <small>% pupils with suspensions (EHCP)</small>	6.9% <small>% pupils with suspensions EHCP</small>	1.1% <small>% pupils with suspensions (SEN)</small>	8.0% <small>% pupils with suspensions SEN Su...</small>

Data Notes:
 Data source: School census final submission data, collection term noted in the title above
 Pupils information is from latest term collection.
 Attendance, exclusions and suspension numbers are reported a term in arrears.
 CW&C Primary/Secondary performance is the equivalent data presented as either a Sector average or total

Any questions?

IntegratED Alternative Provision Quality Assurance Toolkit

Angela Gibbons
Quality and Outcomes Manager
29 September 2023



Introduction

Published in 2022 by IntegratED, who worked with a range of stakeholders to create a viable and comprehensive approach to evaluate and improve AP quality.

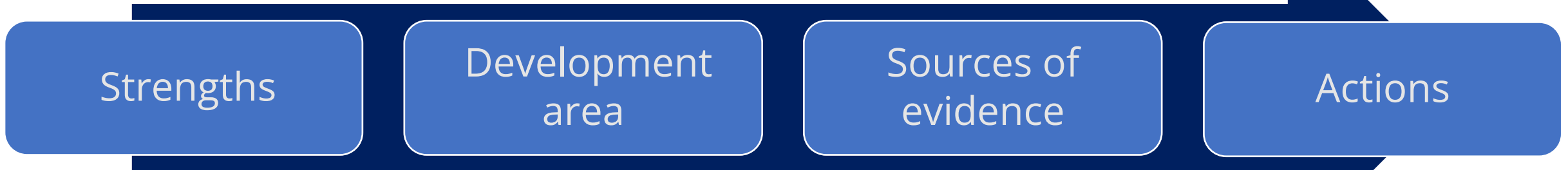
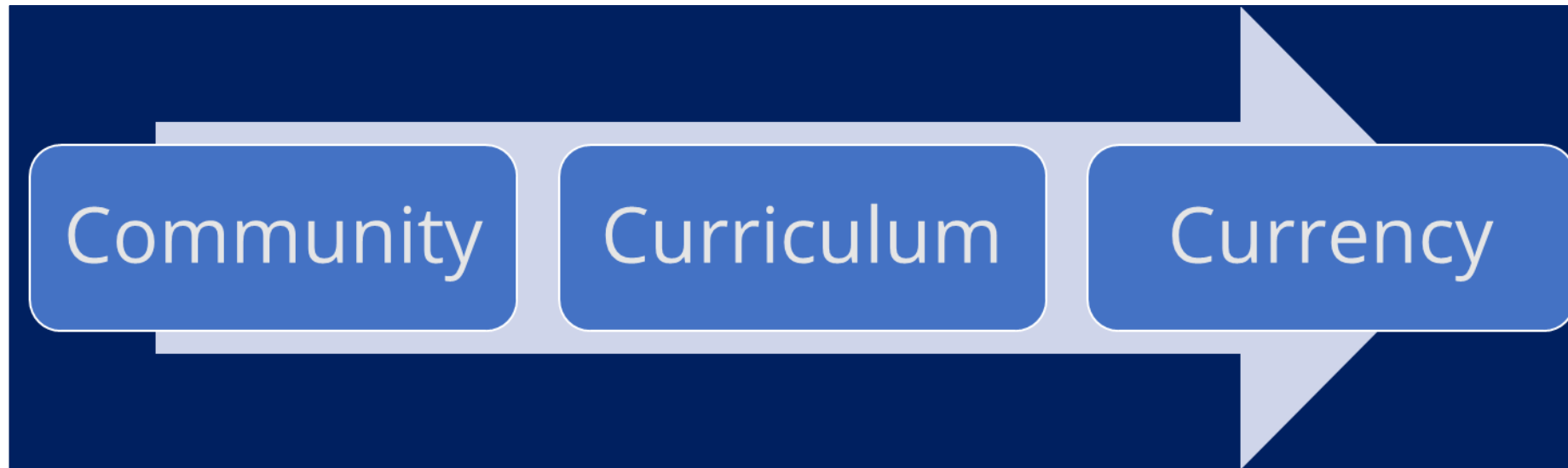


Benefits of using the toolkit

Local authorities may use all or tailored sections of the Alternative Provision Quality Toolkit to:

- enable AP leaders to carry out robust self-evaluation and improvement planning
- directly quality assure and improve AP schools and providers
- ensure quality and suitability during commissioning
- examine practice in your locality
- assess the preparedness of prospective AP schools and providers prior to opening
- support peer review between AP leaders.

Framework



Community

1. Workforce development and wellbeing

Recruiting, retaining and developing high quality staff within a supportive school culture.

2. Home and family engagement

Establishing strong relationships with parents and carers that support them and lead to improvements in pupil attendance and engagement, behaviour, learning and attainment.

3. Partnership working

Safeguarding and meeting pupil needs through strategic partnership working with local authorities, mainstream schools, external AP providers and other agencies.

4. Research and innovation

A commitment to continual development, innovation and the application of evidence-based practice, such as trauma informed approaches for pupils who have Adverse Childhood Experiences.

Curriculum

5. Pupil induction

A robust induction, increased understanding of backgrounds and needs, supports decision making and facilitates the development of positive relationships.

6. Attendance and engagement

The culture and systems of attendance and engagement that ensure high aspirations for pupils, timely interventions and sustained improvement over time.

7. Supporting pupils' needs

Building relationships, understanding and adeptly supporting pupil needs including their literacy, SEND, physical and mental health and wellbeing.

8. Quality of education

A well-planned, broad, ambitious and tailored curriculum that enables pupils to learn, progress and develop in preparation for their next stage.

Currency

9. Personal development

Opportunities and support to develop the behaviours, skills and character necessary for pupils' current and future success - resilience, confidence, self-management and teamwork.

10. Qualifications

Enabling all pupils to attain a broad, ambitious and valuable portfolio of qualifications.

11. Assessment of need

Equipping pupils, parents/carers and future education professionals with the knowledge and understanding necessary to address pupils' needs at home and in future learning environments.

12. Appropriate transition

Robust planning, communication and support that facilitates successful transitions to mainstream, other AP or specialist provision, when appropriate.

13. Post-16 destinations

The preparation of pupils for their next steps after year 11 including Careers Education, Information and Guidance (CEIAG), employability skills and transition support.

Explorative Questions - example

8. Quality of education	How does the education you provide set students up for success in the future?
	How do you tailor the curriculum to support the specific learning needs of individual pupils?
	How do you incorporate diverse viewpoints and perspectives when developing pupils' cultural capital?
	How well prepared are pupils/ students for the next stage of learning, education or training?

Recording and exploring

Community: Recognises that AP schools and providers are part of the wider educational eco-system that safeguards and supports pupils. Strong relationships and effective partnerships are crucial components of AP quality.

Benchmark	Strengths	Development areas	Sources of evidence	Actions
1. Workforce development and wellbeing. Recruiting, retaining and developing high quality staff within a supportive school culture.				

Next Steps

- <https://www.integrated.org.uk/wp-content/uploads/2022/03/AP-Quality-Toolkit-2022-compressed.pdf> – Appendix 3
- Excel formatted tool to help explore and select which elements may be helpful locally - to be circulated
- Consider if the toolkit would be helpful in your local authority – in part or whole
- Feedback to the regional team on ideas and how we can further support.

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