
**DUAL PLACEMENT
AGREEMENT**
Springboard Pathway



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DATE

DUAL PLACEMENT AGREEMENT

Between: _____ and Raedwald Trust.

Placement Start Date _____

Placement will end by: _____

Pupil Name: _____

The support and provision of education for pupils with additional needs requires a partnership approach, with each partner agreeing to certain roles and responsibilities.

Upon receipt of referral, the Raedwald Trust and the Local Authority will determine which pathway will best meet the needs of the pupil. This will be established through:

- Review of Inclusion Referral Form
- Discussions with school staff and/or Family Support services at the Local Authority
- Review of documentation provided at time of referral

If it is determined that a pupil's needs cannot be met in one of our current pathways, a separate agreement may be negotiated (in exceptional cases) by the Local Authority.

For the purposes of this document, "home school" refers to the mainstream setting where the pupil is on-roll. Placement end date is set for the maximum length of time the pupil should be educated at a particular Raedwald Trust site as per pathway expectations. This end date may be brought forward if Raedwald Trust teams feel that an earlier reintegration is appropriate for the child/young person.

The subsequent agreement relates to the pathway identified below.

DPA Pathway Overview

Springboard Pathway

Purpose: To support pupils to succeed in their current mainstream school placement. Pupil placement will be 2 days per week at a Raedwald Trust site and 3 days per week with the home school.

Overview:

A short, early intervention for a pupil who is attending a mainstream school and has the potential to be successful but needs an intensive short-term intervention to enable this. School will already have completed Step 1 & 2 of the Graduated Response, including consultation with the Local Authority and accessing specialist services where appropriate.

Curriculum: Across key stages 1, 2 and 3, this 12 week curriculum aims to deliver fundamental knowledge and skills in key areas of literacy and numeracy through a 2 day Raedwald Trust placement. The curriculum is delivered through a Project Based approach and is derived directly from the EYFS

profile and the National Curriculum up to the end of Key Stage 3. It is designed as a concentric curriculum where learning is revisited to enable progression and long term knowledge acquisition. Subject programmes of study span from EYFS to Year 9 objectives dependent on the age/stage at admission. Units of learning are led by a driving question posed to pupils. The curriculum is experiential and each unit has a trip, visitor or experience linked to the unit.

The Raedwald Trust agree to:

- Notify the Local Authority of the date of admission of pupil (confirmed by the RT Admissions team) once the educational pathway has been determined.
- Work in partnership with home school to determine use of B, C or D attendance coding while attending a Raedwald Trust site.
 - **Code D:** *Dual Registered [Used when the pupil is attending the Alternative Provision (AP), on a temporary basis, for all sessions that the pupil is expected on the AP site].*
 - **Code B:** *Off-site educational activity [Used when the pupil accessing AP attends another off-site activity organised but not supervised/delivered through the AP setting or home school].*
 - **Code C:** *Leave of absence authorised by the home school or AP setting.*
- Ensure the home school is made aware immediately of any Fixed Term Exclusions or permanent exclusions of the pupil if he/she is attending the Raedwald Trust site.
- Fulfil Raedwald Trust dual registration responsibility to home school which includes:
 - Weekly timetable update
 - Weekly report on pupil attendance
 - Attendance number that can be contacted by home school on a daily basis.
 - Weekly Keyworker contact with home school to discuss progress and strategies.
- Sharing/providing assessment data and liaising or working with other agencies as required. This includes supporting home school with regards to EHCP Annual Reviews and/or EHCP referrals.
- Work with colleagues to:
 - set initial home school staff visit dates to the allocated Raedwald Trust site.
 - set dates for a mid-placement and end-of-placement meeting. The end-of-placement meeting will be held at the home school.
- Support applications for transport submitted by parents/home school.
- Work in partnership with home school Designated Safeguarding Lead to obtain, monitor and share safeguarding concerns.
- Provide a weekly “assessment of achievement” report to home school in order to communicate progress during two days at Raedwald site.
- Provide a comprehensive end of placement report at the end of the pathway placement.
- Engage pupils in a progressive curriculum where programmes of study have been derived from the EYFS Profile and the National Curriculum.
- Provide a curriculum overview and programmes of study detailing specific coverage of subjects and objectives during pupil’s placement. This will also specify areas that are not taught through the Springboard pathway, which the home school are therefore responsible for delivering.

It is expected that Home Schools and their Governors will:

- Work in partnership with RT to determine use of B, C, D attendance coding.
 - **Code D:** *Dual Registered [Used when the pupil is attending the Alternative Provision (AP), on a temporary basis, for all sessions that the pupil is expected on the AP site].*
 - **Code B:** *Off-site educational activity [Used when the pupil accessing AP attends another off-site activity organised but not supervised/delivered through the AP setting or home school].*
 - **Code C:** *Leave of absence authorised by the home school or AP setting.*
 - Ensure the Raedwald Trust site is made aware immediately of any Fixed Term Exclusions or permanent exclusion of the pupil if he/she is attending the home school.
 - Ensure the Raedwald Trust site is made aware immediately of any Safeguarding concerns that arise whilst attending the mainstream setting.
 - Provide Raedwald Trust with contact information for allocated staff with attendance responsibility.
 - Share/provide assessment data and continue to liaise or work with other agencies as required. This includes overseeing and submitting paperwork for EHCP Annual Reviews and/or EHCP referrals.
 - Send a member of staff to visit pupil at the Raedwald Trust site at least once during the 12 week placement.
 - Provide Raedwald Trust with name of key worker/key person for referred pupil who will be visiting pupil on-site. Home school will ensure that any member of staff is able to provide DBS information and photo ID for verification upon first visit to RT site.
 - Complete weekly return report to update Raedwald Trust site on progress and achievement whilst accessing the home school site.
 - Maintain responsibility for administering any standardised assessments throughout the duration of pupil placement.
 - Attend and host mid and end of placement meetings as appropriate.
 - Implement and feedback on advice and strategies provided by Raedwald Trust site including support for reintegration.
 - Engage in any follow-up feedback/data collection requested by Raedwald Trust following the end of a pupil placement.
 - Ensure a full curriculum is delivered to the pupil, through use of the Springboard Curriculum, to confirm areas that home school remain responsible for delivering.
- I agree to the terms and conditions of educational support as outlined in this Dual Placement Agreement:

Signed: _____

Head Teacher, Raedwald Trust site

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- I agree to the terms and conditions of educational support as outlined in this service level agreement:

Signed: _____

Head Teacher, Home School

Print Name: _____

Date: _____

Please sign, take a copy of the agreement and return the copy to Raedwald Trust.

Important Information

Keyworker:

Keyworker email:

Initial Planning Meeting date (if appropriate):

First Review date:

Second Review date (if appropriate):