
DUAL PLACEMENT AGREEMENT
The Alternative To Exclusion
(TATE) Pathway

RÆDWALD
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DATE: /10/22

DUAL PLACEMENT AGREEMENT

Between: and the Raedwald Trust

Date Placement Agreed:

Date Placement Starts (pupil on roll):

Placement End Date:

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

The Alternative to Exclusion (TATE)

Purpose: This curriculum supports pupils who have complex barriers to learning that mean they are:

- Struggling to access a mainstream offer and are either at risk of permanent exclusion (PEX) or have been permanently excluded and have a newly identified mainstream school roll.
- Requiring targeted support to integrate into mainstream school through the Managed Move process.
- Requiring targeted support to integrate into mainstream school as they are new into area or previously EHE.
- Requiring targeted support through transition into Year 7 from primary school.

Curriculum offer:

The setting aims to work closely with the home school, to offer a co-constructed curriculum, with the clear aim of meeting the educational and emotional needs of each pupil. Specific aspects of the curriculum will be prioritised to ensure that pupils can continue to access examinations and are well-prepared for wider life. If required, this will include a focus on the core academic subjects of Reading, Writing, Mathematics, Science and statutory entitlement of RE, the curriculum will be heavily weighted towards delivering PSHE/RSHE and 1:1 Thrive to support their social and emotional development.

A key aspect of the curriculum identity will be the degree of flexibility and extent to which learning is planned and adapted in collaboration with pupils, their families, and the home school.

The curriculum diet and method of delivery will depend on the duration and nature of a pupil's placement. The ultimate aim is to support pupils to re-engage with learning within/through their home school to support full reintegration. The setting will use its best endeavors to minimise any disruption to a pupil's education and ensure, where possible that the curriculum a pupil receives is in line with that of their peers.

Timetabling will be led by the home school, so that students are able to access lessons based at their home school. The emphasis of all sessions will be tailored to address the therapeutic, social, or emotional needs of the pupils. Regular opportunities to engage in a range of activities designed to support the building of relationships, confidence, emotional resilience, and self-esteem will be offered to pupils. The delivery of the curriculum will be dependent on the pupils' presentation. Timetable variations would be agreed in line with home schools and families.

Reading and the curriculum:

The setting will have a strong reading ethos and reading for pleasure will be actively promoted and celebrated. Pupils will be offered a book on admission, and they will be able to access daily reading sessions which focus on the study of a range of texts. For those who need it, phonics will be taught using a systematic synthetic phonics programme, such as Little Wandle. School staff and pupils will also be able to access reading and phonics computing applications via Kindle and other digital aids.

It will be important for pupils to have access to a wide range of fiction and non-fiction texts. Drawing from the RT Readers for Life literature spine and associated lessons may be appropriate. Reading sessions will be adapted to match the attainment of pupils and text study will focus on developing the comprehension skills of inference and retrieval. Every effort will be made to ensure pupils access texts at an appropriate level.

Additional information:

For pupils attending the TATE pathway, this is a 30 day (up to 10 hours per week) placement. The intention is that the setting will work alongside pupils to support full integration into a mainstream setting. Decisions have been made to reflect the profile of the students this pathway will serve. Please refer to the TATE pathway Programme of Study and Curriculum overview to understand deliberate decision making about curriculum coverage on www.raedwaldtrust.org.

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 session
 - **Code D:** *Dual Registered [Used when the pupil is attending the home school]*
 - **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 suspension or permanent exclusions of the pupil if he/she is attending the Raedwald Trust sessions
- 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 dates for placement reviews.
- Support applications for transport submitted by parents/home school.
- Work in partnership with home school Designated/Deputy Safeguarding Lead to obtain, monitor and share safeguarding concerns.
- Provide a weekly progress report to home school in order to communicate progress during the hours spent with the AP 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 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 TATE 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 suspensions or permanent exclusion of the pupil if he/she is attending the home school.
- Ensure the Raedwald Trust site Designated/Deputy Safeguarding Lead 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.
- Provide Raedwald Trust with name of key worker/key person for referred pupil
- Complete and return weekly a report to update Raedwald Trust site on progress and achievement whilst accessing the home school site and to indicate the level of support required in any outreach visit.
- Maintain responsibility for administering any standardised assessments throughout the duration of pupil placement.
- Attend and host mid and end of placement review meetings.
- 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.

- I agree to the terms and conditions of educational support as outlined in this Dual Placement Agreement:

Signed: Angela Ransby

Headteacher, St Christopher's Academy, Raedwald Trust

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

Signed: _____

Headteacher, Home School

Print Name: _____

Date: _____

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

Important Information: Email and Phone contacts

	Mainstream School	St Christopher's Raedwald Trust
Lead Contact		

Attendance		
SEND		
Safeguarding		

First Review Date: