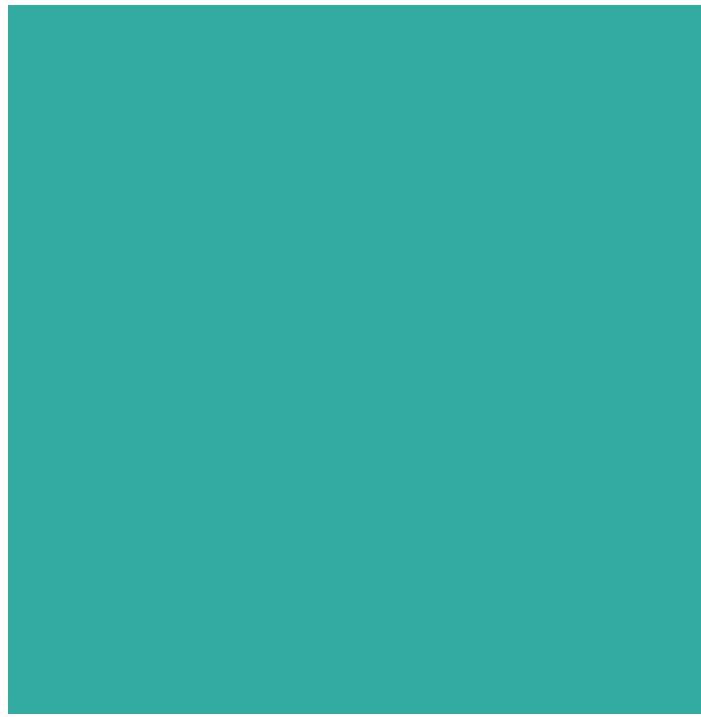

**DUAL PLACEMENT
AGREEMENT**
Parkside Key Stage 4
Focused Pathway

RÆDWALD
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DATE



DUAL PLACEMENT AGREEMENT

Between: _____ and 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 dates are set out in the schedule below for key dates; this shows the maximum length of time the pupil could 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

Focused Pathway

Purpose: A one to three term placement to support pupils to succeed in their current mainstream school placement or a new school following a permanent exclusion. This is a co-constructed programme with home/receiving school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer. The programme will offer building blocks to help a learner succeed in their home school, maintaining a strong connection to home school throughout their placement.

Throughout the placement, Raedwald Trust will remain subsidiary to the mainstream school roll. Pupils will access up to 4 days/week of learning at the Raedwald Trust site but also continue to access learning through their home school for up to 1 day/week. Outreach support will be available, for up

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to 1 hour per week, for those pupils who are accessing on-site learning at their home school. Outreach support can take place as part of phone or TEAMS call or observation on site at the home school.

Transition arrangements back into full time home school education will be discussed in line with the pathway calendar detailed below.

Key dates:

Terms	Weeks	Required Actions/Deadlines for completion	
1	1-6	Entry assessment/Transition unit	
	7	Placement review (1st) Transition plan in place where needed	
	9	Deadline for extending term 1	
	10	Continue programme (accessing 1 day at home school)	Exit report to school
	11 - 12		Supported transition into school 2 days
	13		Supported transition into school 3 days
2	14	Placement Review (2 nd) Transition plan in place where needed	Week 14 End of placement – full return to home school or continue programme
	16	Deadline for extending term 2	
	17	Continue programme (accessing 1 day at home school)	Exit report to school
	18 - 19		Supported transition into school 2 days
	20		Supported transition into school 3 days
3	21	Final Review (3 rd) Transition plan in place	Week 21 End of placement – full return to home school or continue programme
	22 - 36	Continue programme	
	36	Exit report	
	37-38	Transition Week: 2 full days in mainstream	
	39	Transition Week: 3 full days in mainstream	
End of placement - Full return to homeschool			

Curriculum: This 1 to 3 term curriculum is taught through discreet subject teaching as appropriate. It is derived directly from the National Curriculum for Key Stage 3 and 4. It is designed as a concentric curriculum (revisited but taught explicitly) or sequential (chunked and taught once for mastery) dependent on different subject areas. Conscious decisions about subject delivery have been made to ensure long term knowledge acquisition that are appropriate to the age/stage of development of pupils. Subject programmes of study span from Year 7 to Year 11 objectives dependent on the age/stage at admission. All pupils will access daily, explicitly taught reading lessons. These are delivered using our Raedwald Trust Readers for Life Curriculum.

Due to the nature of a short-term fractional placement, we are not able to offer pupils the full breadth or depth of curriculum coverage across all subjects. There are also certain subject areas which we do not offer. On Focused pathway, we do not offer Modern Foreign Languages therefore the responsibility for delivery of this subject area remains with the mainstream school, as appropriate. Please see our website for our programmes of study and subject policies which outline

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the specific decision making about our curriculum. Please also review our curriculum overviews to understand the sequencing of learning throughout pupil placement.

For pupils who remain with us during GCSE examinations, mainstream schools will make the exam entry and pupils can sit exams in their home school or a transfer arrangement (if all involved believe this would be most suitable for the pupil) can be agreed for them to sit exams at Parkside. If this arrangement is requested, home school would be responsible for this application. If access arrangements are required, mainstream schools would be responsible for the submission of Form 8 JCQ applications and other relevant exam board applications; access testing costs and responsibilities can be discussed at appropriate review meetings.

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 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 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 report on pupil attendance
 - Attendance number that can be contacted by home school on a daily basis
 - Weekly Keyworker contact with home school for outreach support
- 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 develop reintegration plans into mainstream school. This will include:
 - setting initial home school staff visit dates to the allocated Raedwald Trust site.
 - setting dates for a mid-placement and end-of-placement meeting. The end-of-placement meeting will be held at the home school and will be used to plan the specific reintegration plan.
- Support applications for transport submitted by parents/home school.
- Provide a weekly progress report to home school in order to communicate progress during four days at Raedwald site.
- Work in partnership with home school Designated Safeguarding Lead to obtain, monitor and share safeguarding concerns.

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- 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 via the Raedwald Trust website, 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 Building pathway, which the home school are therefore responsible for delivering.
 - If appropriate, administer end of key stage examinations as a delegated responsibility of the mainstream school.

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 termly during the 1 to 3 term placement.
- Provide Raedwald Trust with name of key worker/key person for referred pupil. Home school will ensure that any member of staff is able to provide DBS information and photo ID for verification upon visit to Raedwald Trust site.
- Complete and return weekly report to update Raedwald Trust site on progress and achievement whilst accessing home school provision. Indicate the level of support required for the following week's outreach.
- Maintain responsibility for registering and administering any standardised assessments throughout the duration of the pupil placement. If appropriate, the mainstream setting may delegate responsibility for exams administration to the RT site.
- 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.

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- Ensure a full curriculum is delivered to the pupil, through use of the Focused Pathway Curriculum, to confirm areas that home school remain responsible for delivering.
- Make arrangements for their pupils to sit exams; either at home school or placement school to serve as a satellite. If a satellite arrangement is requested, home school would be responsible for this application. If access arrangements are required, mainstream schools would be responsible for the submission of Form 8 JCQ applications and other relevant exam board applications; access testing costs and responsibilities can be discussed at appropriate review meetings.

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

Signed: _____

Head of School, Raedwald Trust site

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

Email and Phone contacts

	Home School	Parkside Key Stage 4, Raedwald Trust
Lead Contact		Key worker: to be assigned. Headteacher: Kirsty Osborne

		kosborne@raedwaldtrust.org
Attendance		
SEND		Emma Osborne (SENCo/DDSL) eosborne@raedwaldtrust.org
Safeguarding		Carey Fish (DSL) cfish@raedwaldtrust.org Kayleigh Southgate (DDSL) ksouthgate@raedwaldtrust.org