
PLACEMENT AGREEMENT

Haven Pathway: 3



RAEDWALD
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DATE

PLACEMENT AGREEMENT

BACKGROUND

The parties agree that providing education for pupils with additional needs requires a partnership approach with each party undertaking assigned roles and responsibilities. This placement agreement is between:

1. **Raedwald Trust (RT)**
2. **Alternative Tuition Service (ATS) SCC**
3. **Education Access Team (EAT) SCC**

Date Placement Agreed:

Date Placement Starts (pupil becomes registered with RT):

Maximum Placement Length:

Placement Review Dates (between RT/ATS/EAT):

Pupil Name:

Pupil DOB:

Year Group (at placement start date):

COMMENCEMENT and PUPIL ENGAGEMENTS

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

- Review of the Inclusion Referral Form
- Discussions with previous (PEX) school staff and/or teams within the Local Authority
- Review of documentation provided at time of referral
- Wider discussions with relevant external agencies

Following a review of available information (and if placement is deemed appropriate by both RT and SCC), RT will provide a copy of the Placement Agreement which, once signed and returned to RT by SCC, will place an obligation on SCC to accept the terms of support and place an obligation on RT to supply the support in accordance with the terms of this placement agreement.

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 Provider Development Team.

For the purposes of this document, "Partner" refers to the teams within Suffolk County Council (ATS and EAT). 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 as per pathway expectations. This end date may be brought forward if/when an appropriate on-roll school is identified for the pupil to transition to.

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The subsequent agreement relates to the pathway identified below.

Pathway Overview

Haven Pathway: Strand 3

Purpose: A placement for up to 2 years to support pupils who are without a school roll following permanent exclusion from mainstream education. The placement will support pupils who have received two permanent exclusions and, subsequently, are unable to be placed back in mainstream education during the subsequent period of time. This pathway is also for complex pupils who are designated LAC and would otherwise be unsuitable or incompatible with all other existing PRU pathways. Pupils will receive targeted 1:1 curriculum support through the Raedwald Trust for 15 hours per week whilst Partners remain accountable and responsible for maintaining oversight of the educational offer. The programme will offer building blocks to help the pupil fill any gaps in learning and support their transition into a new mainstream or specialist school, once identified.

Throughout the placement, Raedwald Trust will place double PEx pupils on the school register, however pupils will remain without a school roll until a new mainstream school is agreed and confirmed. It is possible that LAC pupils will have a mainstream roll; in this instance, Raedwald would hold the pupil on register only and would not be subsidiary to the main school roll. Pupils may access up to 15 hours of learning through the Raedwald Trust but may also access learning provided through the Partner. Raedwald Trust will not hold responsibility for the curriculum delivered whilst the pupil accesses wider Partner provision/services. At 7-week intervals, a meeting between all Placement Agreement stakeholders will be held to discuss pupil presentation, progress and recheck that implementation schedules continue to meet need and remain on track.

Transition arrangements back into full time home school education or on to a new provision 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	
	8	Continue programme	Exit report to school
	9-10		
	11 - 12		Supported transition into school or other provision 3 days
	13		Supported transition into school or other provision 4 days
2	14	Placement Review (2 nd) Transition plan in place where needed	Week 14 End of placement – full return to mainstream school or continue programme
	15	Continue Programme	Exit report to school
	16-21		

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	22-23		Supported transition into school or other provision 3 days
	24		Supported transition into school or other provision 4 days
3	25	Final Review (3 rd) Transition plan in place	Week 25 End of placement – full return to mainstream school or continue programme
	26	Continue programme	Exit report to school
	27-36		
	37-38		Supported transition into school or other provision 3 days
	39		Supported transition into school or other provision 4 days
4	40	Placement review (4 th) Transition plan in place where needed	Week 40 End of placement – full return to mainstream school or continue programme
	41	Continue programme	Exit report to school
	42- 50		
	51-52		Supported transition into school or other provision 3 days
	53		Supported transition into school or other provision 4 days
5	54	Placement Review (5 th) Transition plan in place where needed	Week 54 End of placement – full return to mainstream school or continue programme
	55	Continue programme	Exit report to school
	56-61		
	62-63		Supported transition into school or other provision 3 days
	64		Supported transition into school or other provision 4 days
6	65	Placement Review (6 th) Transition plan in place where needed	Week 65 End of placement – full return to mainstream school or continue programme
	66	Continue programme	Exit report to school
	67-75		
	76-77		Supported transition into school or other provision 3 days
	78		Supported transition into school or other provision 4 days
End of placement - Full return to mainstream or other provision			

Curriculum: This 1 – 6 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 is 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. Decision making about the curriculum offer will be determined on an individual basis through discussion with the pupil, family and a robust Induction Assessment process. However, as a minimum, pupils will access English, maths, science, PSHE, R.E. and P.E. For pupils in Key Stage 4, additional support for post-16 transition will be incorporated into the PSHE curriculum structure as well as wider consideration about GCSE and vocational qualifications. Conscious decision making about the curriculum is detailed within programmes of study; curriculum sequencing is detailed within subject curriculum overviews. Through Raedwald Trust, curriculum delivery may be through a combination of direct instruction and live online teaching. The curriculum offer may be further enhanced through the Partners who may provide additional therapeutic and/or alternative interventions to support the social, emotional and mental health needs of the pupil.

For pupils who remain with us during GCSE examinations, with agreement from Partners, Raedwald Trust may make exam entries for pupils who can sit exams as external candidates (if without a mainstream school roll). If access arrangements are required, Partners would be responsible for supporting 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 Partners 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 Partner is made aware immediately of any suspensions of the pupil if he/she is attending the Raedwald Trust site.
- Fulfil Raedwald Trust responsibility to the Partners which includes:
 - Weekly report on pupil attendance

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- Attendance number that can be contacted by the Partner on a daily basis
 - Weekly Keyworker contact between the Raedwald Trust and Partners
 - Sharing/providing assessment data and liaising or working with other agencies as required. This includes supporting Partners with regards to EHCP Annual Reviews and/or EHCP request for assessment.
 - Work with colleagues to develop reintegration plans once a new mainstream school roll is confirmed. This will include:
 - setting initial mainstream school staff visit dates with the pupil and Raedwald staff.
 - setting dates for supported transition back into mainstream education.
 - Support applications for transport submitted by parents/Partners.
 - Work in partnership with Partner Designated Safeguarding Lead to obtain, monitor and share safeguarding concerns.
 - 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 Haven pathway.
 - If appropriate, administer end of key stage examinations as a delegated responsibility of the Partner.

The Education Access Team agree to:

- Ensure a member of staff is allocated to the pupil and contact details are shared with Raedwald Trust and ATS.
- Maintain oversight of the curriculum offer and provide regular feedback to/from associated members of social care, carers, home school and Raedwald Trust.
- Work in partnership with all stakeholders to secure additional provision that would complement/support wider curriculum offer if this is appropriate/beneficial to the pupil.
- Work proactively to secure a new mainstream school roll as quickly as possible for the pupil.
- Attend regular review meetings and maintain regular contact with Raedwald Trust to update on progress with naming of new mainstream school settings or onward specialist provision.

The Alternative Tuition Service agree to:

- 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 Safeguarding concerns that arise whilst accessing learning through ATS support.
- Provide Raedwald Trust with contact information for allocated staff with attendance responsibility within ATS.

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- Provide Raedwald Trust with name and contact information for the Designated Safeguarding Lead (and their Deputy) within ATS with whom the Raedwald Trust can liaise directly regarding any safeguarding concerns that arise.
 - Provide Raedwald Trust name and contact details of professionals already working with pupils (e.g., Family Support Practitioner, Social Worker etc.), including what level of intervention the pupils are at (CAF/CIN/CP/CiC) to enable multi-agency working and sharing of safeguarding information, as appropriate.
 - Share/provide assessment data and continue to liaise or work with other agencies as required. This includes working with Raedwald staff 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. ATS 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 reports to update Raedwald Trust site on progress and achievement whilst accessing ATS provision (if this is in place).
 - Maintain responsibility for registering and administering any standardised assessments throughout the duration of the pupil placement. If appropriate, ATS may delegate responsibility for exams administration to the RT site.
 - Attend and host placement review meetings that are required per individual pathway outline.
 - Engage in any follow-up feedback/data collection requested by Raedwald Trust following the end of a pupil placement.
 - Make arrangements for pupils to sit exams and work in collaboration with Raedwald Trust to determine examination entries to secure aspirational and ambitious qualifications for all pupils. If access arrangements and testing is required, this will be discussed as an additional costing to the placement.

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

Signed: _____

Headteacher, Raedwald Trust site

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

Signed: _____

Headteacher, Specialist Education Services (SES)

Print Name:

Date:

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

Signed: _____

Education Access Team Manager

Print Name: _____

Date: _____

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

Important Information

Email and Phone contacts

	Raedwald Trust	Alternative Tuition Service	Education Access Team	Other Professional
Lead Contact				
Attendance			N/A	
SEND			N/A	
Safeguarding			N/A	