

---

**TRANSITION DUAL  
PLACEMENT AGREEMENT**  
*Haven Pathway: 1*

---

**RÆDWALD**  
T · R · U · S · T

A stylized graphic on the right side of the page. It features a black silhouette of a hand holding a yellow flower. The hand is positioned as if supporting the flower from below. The flower has several yellow petals. The entire graphic is set against a light grey background that forms a horizontal bar behind the text.

DATE 26.01.24

---

---

## DUAL PLACEMENT AGREEMENT

### BACKGROUND

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

1. Raedwald Trust (RT)
2. [Mainstream school name]

Dual Placement Start Date:

Dual Placement End Date:

Transition Review Date:

Pupil Name:

### *Important Information*

Email and Phone contacts

	Raedwald Trust	Mainstream School	Other Professional
Lead Contact			
Attendance			
SEND			
Safeguarding			
Level 6 Careers Advisor	N/A		N/A

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.

## Pathway Overview

### Haven Pathway: Strand 1

Purpose: A placement for up to 24 weeks to support pupils who are without a school roll following permanent exclusion from mainstream education. The placement will support pupils who have received their first permanent exclusion and where the intention is to place him/her in a new mainstream school through the SCC Fair Access Panel. Pupils will receive targeted curriculum support through the Raedwald Trust. The programme will offer building blocks to help the pupil fill any gaps in learning and support their transition into a new mainstream school, once identified.

When a new mainstream is identified and roll status confirmed, Raedwald Trust will enter into a Dual Placement Agreement with the newly named mainstream school. Pupils may access up to 15 hours of learning through the Raedwald Trust but may also access learning provided through the mainstream school.

At 7-week intervals, a meeting between all Dual Placement stakeholders will be held to discuss pupil presentation, progress and planning for a return to mainstream education. Transition arrangements back into full time home school education will be discussed in line with the pathway calendar detailed below. The amount of time the pupil has accessed support through Haven pathway (prior to dual-roll status) will factor in to wider discussions and the calendar 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 <sup>nd</sup> ) 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		
	22-23		Supported transition into school or other provision 3 days
	24		Supported transition into school or other provision 4 days
End of placement - Full return to mainstream or other provision			

---

**Curriculum:** This 12-to-24-week 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 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 mainstream school who may provide additional therapeutic and/or alternative interventions to support the social, emotional and mental health needs of the pupil.

In the event that Haven Transition is not required, an earlier exit date may be enacted with agreement from SCC EDAC Team

**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.

**All copyright in these materials are owned by the Raedwald Trust**

- 
- 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 (*see template attached*).
  - Work in partnership with home school 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 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 (*see template attached*).

- 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.
- 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.
- Coordinate Year 11 Level 6 careers advisor support to ensure statutory careers guidance is satisfied.

.....

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

Signed:

*Head Teacher, Raedwald Trust*

.....

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

Signed:

*Head Teacher, [Mainstream School Name]*

Print Name:

Date:

.....

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

---

## **APPENDIX 1:**

### **Careers Guidance**

Careers Guidance is crucial in preparing young people for the opportunities, responsibilities and experiences of life in order to help them make a successful transition to adulthood and prepare them for next steps. This document highlights how we will support students moving forward and what will remain the responsibility of the home school in this agreement.

As part of commitment to provide Careers Education and Guidance through Haven pathway we will include the following elements:

1. A planned programme of careers that is embedded across the curriculum
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Personal careers guidance from a Level 3 qualified adviser

Responsibility of the home school:

1. Encounters with further and higher education
2. Careers Fairs and Post 16 information events
3. Encounters with employers and employees
4. Experience of workplaces
5. Personal careers guidance from a Level 6 qualified adviser

Raedwald Trust will ensure that students receive lessons which promote careers in each of its core lessons, in line with our PSHE curriculum overview. In PSHE there will be lessons on careers and transition which will focus on developing skills such as CV writing, application process, opening a bank account and other life skills.

Careers advice and guidance will be offered through a Level 3 qualified careers guidance professional (CGP) and any students in Yr11 will have at least one careers interview. The CGP could, where

---

appropriate, support students in Yr11 to apply for post 16 courses, training opportunities and apprenticeships in collaboration with the pathway home school.



