

Tell us what you think

ALTERNATIVE PROVISION REVIEW

Results from Insight@hullcc.gov.uk

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CHILDREN AND YOUNG PEOPLE

Hull City Council is reviewing how Alternative Provision (AP) works for children and young people.

As part of this review, children and young people who have attended Alternative Provision, now or in the past two years, were invited to share their experience of what works well, what could be improved, and what the service could look like in the future.

The survey was open for eleven weeks between November 2025 and February 2026.

Overall, 27 children and young people have completed this survey. This does not meet the minimum sample size required for the responses to be valid and reliable. The responses do not therefore meet corporate standards, and care should be taken when looking at the results which are likely to be different if the survey was repeated.

About Respondents

Q. How old are you?

	No	% All Respondents
14	8	32.0%
15	14	56.0%
16	3	12.0%
17	-	-
18	-	-
19	-	-
20	-	-

Q. What sex were you registered at birth?

	No	% All Respondents
Female	8	36.4%
Male	14	63.6%

Q. Is the gender you identify with the same as your sex registered at birth?

	No	% All Respondents
Yes	20	95.2%
No	1	4.8%

- Gender fluid

Q. Are your day-to-day activities limited due to a health problem or impairment which has lasted, or is expected to last, at least 12 months?

	No	% All Respondents
Yes, a little	2	7.4%
Yes, a lot	5	18.5%
No	20	74.1%

Q. Which of the following best describes you?

	No	% All Respondents
White - British / English / Welsh / Scottish / Northern Irish	26	96.3%
Other White (please state)	1	3.7%
Black / Black British	-	-
Asian / Asian British	-	-
Mixed / Multiple ethnicities	-	-
Arab	-	-
Other	-	-

A Bit about You

Q. Which of the following best describes you?

	No	% All Respondents
I am currently attending Alternative Provision (AP)	22	88.0%
I have attended Alternative Provision (AP) in the last two years	3	12.0%

Q. Which school did you go to before attending alternative provision?

	No	% All Respondents
Liberty (Archbishop Sentamu)	1	3.7%
Newland School for Girls	-	-
Ron Dearing UTC	-	-
Winifred Holtby	4	14.8%
Kingswood	3	11.1%
St Mary's	-	-
Boulevard Academy	1	3.7%
Sirius North	3	11.1%
Sirius West	3	11.1%
Hull College (14 – 16)	-	-
Marvell College	2	7.4%
Trinity Academy	2	7.4%
Other	11	40.7%

Other:

- Cottingham High
- Kelvin Hall
- kelvin hall
- kelvin hall
- Malet lambert
- south holderness tech collage
- Stockwell Academy
- Wolfreton

Q. What alternative provision have you attended in the last two years?

	No	% All Respondents
Compass Academy	8	32.0%
Aspire Academy	9	36.05
Rise Academy	7	28.0%
Sullivan Centre	3	12.0%
Boulevard Centre	4	16.0%
Euler Academy	-	-
The Hub	-	-
Whitehouse PRU	1	4.0%
Other	1	4.0%

Other:

- Home home tutor

About School**Q. How important are each of these to you at school?**

	Responses	Not important at all	A little bit important	Very important
Having teachers who understand how you learn best	26	-	15.4%	84.6%
Getting help when you find something difficult	26	-	30.8%	69.2%
Learning things that are useful for your future	26	-	7.7%	92.3%
Being challenged to do your best	26	7.7%	30.8%	61.5%
Having friends	26	7.7%	50.0%	42.3%
Being listened to	26	3.8%	7.7%	88.5%
Feeling like you belong	26	7.7%	26.9%	65.4%
Small class sizes	26	11.5%	46.2%	42.3%

Q. Is there anything else that is important to you at school?

- Being treated fairly.
- Being understood and being comfortable
- Fidgets
- good food at lunch and break and something to actively do at break times
- having people care how im doing with check ups
- Learn about what you want. They help you with what job you want to do when leave school.
- Learning
- Making sure that the school food is good
- na
- no
- No it rubbish

Q. Would the following have made you happier at school and made you want to come every day?

	Responses	No not at all	Yes a little bit	Yes a lot
A reduced timetable e.g. where you start school later and / or finish school earlier	27	25.9%	37.05	37.0%
A part-time placement where you do something different away from the school e.g. half a day a week	27	22.2%	22.2%	55.65
Having a specific person to talk to when your upset or have things on your mind	27	22.2%	22.25	55.6%
More practical and creative learning e.g. hands on projects, outdoor education, feel good activities like sports, art and music	27	18.5%	40.75	40.75
Having my parents / carers more involved e.g. home and school working more closely as a team	27	55.6%	22.25	22.2%
Quieter or smaller class sizes	27	14.8%	37.0%	48.1%

Q. Are there any other changes that could have been made at school that would have made you happier and made you want to come every day?

- Better school dinners, I only like Friday dinners
- Better understanding of my feelings. All teachers to be understanding - some were but some were not very nice at all. It felt like they minimized my feelings, and they weren't as big as they were.
- Dealing with incidents better. Be allowed to regulate and listen to my opinion.
- dealing with situations properly
- I dont like been on site all day without allowed out at lunchtime.
- More direct help when stuck with a problem
- Move me to s full time special school instead of making these suffer
- no
- none uniform because i can express myself with my own clothing
- Not be on top of me all the time. I had a negative reputation. I felt targeted.
- not having to come to school everyday
- Smaller building, map to get around, someone to help if I was lost or needed help getting to my next classroom
- Therapy dogs

About Alternative Provision

Q. What do you like best about alternative provision?

	No	% All Respondents
Learning in a different way to my old school	15	55.6%
More one-to-one support from staff	12	44.4%
Being able to work at my own speed	14	51.9%
Doing more practical hands-on learning	9	33.3%
Friendships	12	44.4%
Smaller class sizes	18	66.7%
Movement breaks e.g. short breaks for exercise / stretching	14	51.9%
Frequent access to breakout places away from the main classroom	10	37.0%
Buddy system e.g. paired with another student as friends / guides	4	14.8%
Trusted adult e.g. an adult you feel safe talking to / you can rely on	14	51.95
Breakout pass e.g. a special pass you can use when you feel stressed, anxious or overwhelmed in the classroom	6	22.2%
Reduced timetable e.g. starting later and / or finishing earlier	11	40.7%
I don't like anything about alternative provision	1	3.7%
Not sure	2	7.4%

Q. Is there anything else you like about alternative provision?

- better relationships with staff
- Different rewards systems.
- I like the different vocations on offer in the afternoon.
- It is like heaven.
- More chilled
- no
- No
- nothing to kick off about
- Rewards such as Starbucks and Wings
- smaller site less students and taxi home
- The Whitehouse helped me enjoy school again.
- Would like better dinners
- You get to do stuff you wouldn't normally do like go to McDonalds. Less strict teachers. More understanding. Can take breaks when needed.

Q. Is there anything you don't like about alternative provision?

- barley any people and its a small building
- dinners - i struggle with the food
- Doing these type of surveys.
- Don't really learn a lot but that's down to me.
- Even though the classes are small, kids do not behave in them and the teacher is always in and out trying to sort them out. I am just sat there waiting
- Its an old building and not like a proper school
- Less of a break in the morning and dinner. Less options to do practical subjects such as bricklaying, construction, mechanics that is integrated in the timetable.
- More food - I'm on the same portions as a Year 7
- No
- wearing uniform

Going Back To School

Q. Which of the following would make you feel happiest returning to school?

Please select up to five things that would make you feel happiest

	No	% All Respondents
More help when I don't understand something	10	40%
More time to learn things at my own pace	7	28.0%
Teachers who understand how I learn best	14	56.0%
Doing practical or hands-on learning	6	24.0%
Having more creative subjects like art or music	-	-
Going on trips or doing outdoor learning	8	32.0%
Learning skills that help me in real life	8	32.0%
Feeling like I belong	7	28.0%
Having space to take a break when I need it	12	48.0%
Being able to talk to someone when I'm upset	7	28.05
A calmer and quieter place to learn	7	28.0%
Less pressure from tests or homework	5	20.0%
More time to talk about how I feel	5	20.0%
Friendships	6	24.0%
Help with the cost of my school uniform	3	12.0%
I'm not sure	3	12.0%

Q. Would the following be helpful when returning to school?

	Responses	No not at all	Yes a little bit	Yes a lot
Slow return back to school, e.g. 1 day per week, then 2 days per week	27	18.5%	33.3%	48.1%
Planned timetable of activities for the first few weeks so you know what you are going to do	26	7.75	42.3%	50.05
Smaller class sizes	26	7.7%	23.1%	69.2%
Movement breaks e.g. short breaks for exercise / stretching	26	3.85	38.5%	57.7%
Frequent access to breakout places way from the main classroom	25	12.0%	32.05	56.0%
A buddy system to make new friends	25	56.0%	32.0%	12.05
Someone to talk to that you trust	26	7.7%	30.8%	61.55
A breakout pass e.g. a special pass you can use when you feel stressed, anxious or overwhelmed in the classroom	27	14.85	29.6%	55.6%
A reduced timetable e.g. starting later and / or finishing earlier	27	18.5%	22.2%	59.3%
Help with your school uniform	25	40.0%	40.0%	20.0%

PARENTS AND CARERS

Hull City Council is reviewing how Alternative Provision (AP) works for children and young people.

As part of this review, parents and carers of children of children who have attended Alternative Provision, now or in the past two years, were invited to share their experience of what works well, what could be improved, and what the service could look like in the future.

The survey was open for eleven weeks between November 2025 and February 2026.

Overall, 13 parents and carers have completed this survey.

This does not meet the minimum sample size required for the responses to be valid and reliable. The responses do not therefore meet corporate standards, and care should be taken when looking at the results which are likely to be different if the survey was repeated.

About Respondents

Q. How old are you?

	No	% All Respondents
Under 16	-	-
16 - 24	-	-
25 - 34	1	7.7%
35 - 44	9	69.2%
45 - 54	-	-
55 - 64	2	15.4%
65 - 74	1	7.75
75 +	-	

Q. What sex were you registered at birth?

	No	% All Respondents
Female	10	76.9%
Male	3	23.1%

Q. Is the gender you identify with the same as your sex registered at birth?

	No	% All Respondents
Yes	12	100.0%
No	-	-

Q. Are your day-to-day activities limited due to a health problem or impairment which has lasted, or is expected to last, at least 12 months?

	No	% All Respondents
Yes, a little	-	-
Yes, a lot	3	23.1%
No	10	76.9%

Q. Which of the following best describes you?

	No	% All Respondents
White - British / English / Welsh / Scottish / Northern Irish	13	100.0%
Other White (please state)	-	-
Black / Black British	-	-
Asian / Asian British	-	-
Mixed / Multiple ethnicities	-	-
Arab	-	-
Other	-	-

A Bit about You

Q. How many of your children / young persons have attended Alternative Provision in the last two years?

	No	% All Respondents
1	10	83.3%
2	2	16.7%
3	-	-
4	-	-
5	-	-
6 +	-	-

Thinking about your child / young person with the most recent experience of Alternative Provision:**Q. Which of the following best describes you?**

	No	% All Respondents
My child / young person is currently attending Alternative Provision (AP)	10	76.9%
My child / young person attended Alternative Provision (AP) in the last two years	3	23.1%

About Your Child / Young Person

Q. Which school did your child / young person go to before attending alternative provision?

	No	% All Respondents
Liberty (Archbishop Sentamu)	-	-
Newland School for Girls	-	-
Ron Dearing UTC	-	-
Winifred Holtby	1	7.7%
Kingswood	-	-
St Mary's	1	7.7%
Boulevard Academy	-	-
Sirius North	2	15.4%
Sirius West	-	-
Hull College (14 – 16)	-	-
Marvell College	-	-
Trinity Academy	-	-
Other	9	69.2%

Other:

- Biggin primary
- Estcourt Primary Academy
- Harland house in Bridlington
- Neasden primary school
- No school for nearly 3 years
- Northcott Special School
- Stoneferry primary
- Thanet primary school

Q. What alternative provision has your child / young person attended in the last two academic years?

	No	% All Respondents
Compass Academy	1	8.3%
Aspire Academy	-	-
Rise Academy	1	8.3%
Sullivan Centre	2	16.7%
Boulevard Centre	4	33.3%
Euler Academy	-	-
The Hub	-	-
Whitehouse PRU	3	25.0%
Other	3	25.0%

Other:

- Ings Primary ASC Resource Base
- Life Skills Hub
- Local Works Limited

Your Child / Young Persons Most Recent Experience of Alternative Provision

Q. How old was your child / young person when they attended alternative provision?

	No	% All Respondents
Primary school: Reception to Year 2 (5 to 7 years old)	-	-
Primary school: Year 2 to Year 6 (7 to 11 years old)	3	27.3%
Secondary school: Year 7 to Year 9 (11 to 14 years old)	7	63.6%
Secondary school: Years 10 and 11 (14 to 16 years old)	1	9.1%

Q. Before attending alternative provision did your child / young person have an Education, Health and Care Plan?

	No	% All Respondents
No, and one wasn't applied at the alternative provision	3	23.1%
No, but one was applied at the alternative provision	1	7.7%
Yes	9	69.2%
Not sure / don't know	-	-

Q. How did / does you your child / young person attend alternative provision?

	No	% All Respondents
Part time whilst attending school	3	23.1%
Part time whilst not attending school	3	23.1%
Full-time in alternative provision	7	53.8%
Not sure / don't know	-	-

Q. Approximately how long did / is your child / young person attending alternative provision for?

	No	% All Respondents
1 Half Term	-	-
1 Term	-	-
2 Terms	1	9.1%
1 Year	1	9.1%
Longer than 1 Year	8	72.7%
Not sure / don't know	1	9.1%

Before Attending Alternative Provision

Q. What steps did the school take to help your child / young person before they attended alternative provision?

	No	% All Respondents
Needs assessment e.g. finding out what support your child / young person needs to have their needs met within the school environment	4	33.3%
Low level mental health support, e.g. ELSA, Lego Therapy, etc.	5	41.7%
Smaller class sizes	4	33.3%
Movement breaks e.g. short breaks for exercise / stretching	5	41.7%
Frequent access to breakout places away from the main classroom	6	50.0%
Buddy system e.g. being paired with another student as friends / guides	-	-
Trusted adult e.g. an adult your child / young person can feel safe talking to and rely on	5	41.7%
Breakout pass e.g. a special pass your child / young person can use when they feel stressed, anxious or overwhelmed in the classroom	3	25.0%
Reduced timetable e.g. starting later and / or finishing earlier	3	25.0%
There were no interventions in place	4	33.3%
Not sure / don't know	-	-
Other	2	16.7%

Other:

- Spent majority of the time outside classroom doing work on a desk outside the classroom with a TA
- Unable to attend - things in place briefly didn't help - not enough support earlier on

Q. How helpful was that support??

% Shown is % of Respondents Whose Child Accessed Specified Support

	Responses	1 – Not at all	2	3	4	5 - Very	Not sure / don't know
Needs assessment	4	-	-	25.0%	-	75.0%	-
Low level mental health support	5	-	60.0%	-	-	40.0%	-
Smaller class sizes	4	-	-	-	-	100.0%	-
Movement breaks	5	-	20.0%	-	-	80.0%	-
Frequent access to breakout places away from the main classroom	6	16.7%	-	-	-	83.3%	-
Buddy system	-	-	-	-	-	-	-
Trusted adult	5	20.0%	-	-	-	80.0%	-
Breakout pass	3	33.3%	-	-	-	66.7%	-
Reduced timetable	3	-	33.3%	-	-	33.3%	33.3%
Other	1	100.0%	-	-	-	-	-

Q. Which of the following do you think would be the most helpful in reducing / preventing your child / young person's suspensions and exclusions whilst at school?

Please select up to five boxes

	No	% All Respondents
A reduced timetable e.g. where your child / young person starts school later and / or finishes school earlier	4	33.3%
A short term part-time placement where your child / young person do something different away from the school e.g. half a day a week	3	25.0%
Further support from teaching staff, e.g. Head of Year or Pastoral support	3	25.0%
Using screening and observations to spot / identify needs quickly	4	33.35
Pastoral support – providing mentoring and emotional support	4	33.3%
Trauma-informed practice – training staff to respond to behaviour with empathy.	6	50.0%
Flexible curriculum - offering practical and creative learning options	7	58.3%
Restorative approaches - helping children talk through conflicts and repair relationships	1	8.3%
Engaging families – involving parents / carers in planning and support	2	16.7%
Working with other services – collaborating with health, social care, and youth services	3	25.0%
Personalised behaviour plans – creating tailored strategies for each pupil	4	33.3%
In-school support spaces – using nurture groups or inclusion units	4	33.35
Staff training – equipping staff with skills in SEND and de-escalation	7	58.3%
I am unsure	-	-
None of these	1	8.3%

Q. Are there any other things which you think were / would have been helpful to reduce / prevent your child / young person's suspensions and exclusions whilst at school?

- All of the above is applicable and should be in place regardless - lack of funding doesn't allow this in mainstream school. Personally lack of awareness and a nurturing approach may have helped. Long wait times for help, having the help earlier on - ie CAMHS etc. may have helped us not be in the situation we were in before my daughter went into burnout.
- Better support and training instead of giving up instantly
- Do their job and not hold my child down so other boys can kick her and then not cover it up until I get a subject access request. And the school solicitor not ring me and sending threatening letters. And staff doing what they say. The head teacher seems not to care the chair of governors seems to run the school she does not have a say. They made other lives hell. The school needs intervening. I put a complaint in and all I got was a letter full of cover up if you want to see any documents I have a lot
- Having support for ADHD and autism. Understanding what behaviour this can lead to and not punishing a child for showing behaviors that are linked to this. For example, punishing a child with ADHD for shouting an answer out in class or for not being able to maintain eye contact.

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- May help if a sensory/relax room was accessible for all students like you see in PRUs and all traching staff to have SEMH needs training and extra staff to support children who need extra time.
- My child does not have exclusion or suspensions in school. They are not a behavioural child. They are diagnosed Audhd and mainstream school wasn't right. There is no correct place for my child due to being places with disruptive behavioural students. What would help my child would be a SEMH school without disruptive children. They should be separated.
- Pastoral support – providing mentoring and emotional support A short term part-time placement where your child / young person do something different away from the school e.g. half a day a week Engaging families – involving parents / carers in planning and support Restorative approaches - helping children talk through conflicts and repair relationships
- Read through the ECHP plan if a child has one... Listen to parents/guardians; communication with 1-1 and teaching staff; 1-1 as it should be; not 1-7.. The child has an mECHP, pays for teaching assistant for themselves not for half the class who misbehave. Reduced timetable, staff training and understanding with empathy. Create a personalised timetable, consistency with staff, safe spaces where a member of staff will be available any time.
- Training teachers on sensory processing disorder because there was on understanding and trying to get a uniform that the school was ok with that my son was ok with was not easy at all and then a teacher in thr ark made him very up set about it.
- Understanding her disability is the biggest system failed her still awaiting an ehcp, no diagnosis as compass academy stated it was her own choices. Horrid school. Boulevard centre much better very understanding of her needs, especially sensory

Whilst Attending Alternative Provision

Q. Did / does your child / young person receive any of the following support at the alternative provision?

	No	% All Respondents
Learning in a different way to their old school	8	66.7%
More one-to-one support from staff	10	83.3%
Being able to work at their own pace	10	83.3%
Doing more practical hands-on learning	8	66.7%
Friendships	6	50.0%
Smaller class sizes	11	91.7%
Movement breaks e.g. short breaks for exercise / stretching	9	75.0%
Frequent access to breakout places away from the main classroom	9	75.0%
Buddy system e.g. being paired with another student as friends / guides	2	16.7%
Trusted adult e.g. an adult your child / young person can feel safe talking to and rely on	8	66.7%
Breakout pass e.g. a special pass your child / young person can use when they feel stressed, anxious or overwhelmed in the classroom	9	75.0%
Reduced timetable e.g. starting later and / or finishing earlier	5	41.75
Not sure / don't know	-	-
None of these	1	8.3%

Q. How helpful was / is that support?**% Shown is % of Respondents Whose Child Accessed Specified Support**

	Responses	1 – Not at all	2	3	4	5 - Very	Not sure / don't know
Learning in a different way to their old school	8	-	-	-	-	100.0%	-
More one-to-one support from staff	10	-	10.0%	-	-	90.0%	-
Being able to work at their own pace	10	-	10.0%	-	-	90.0%	-
Doing more practical hands-on learning	8	-	-	-	12.5%	75.0%	12.5%
Friendships	6	-	-	16.7%	16.7%	66.7%	-
Smaller class sizes	11	-	9.1%	-	-	90.9%	-
Movement breaks	9	-	11.1%	-	11.1%	77.8%	-
Frequent access to breakout places away from the main classroom	9	-	-	-	-	88.9%	11.1%
Buddy system	2	-	-	-	-	100.0%	-
Trusted adult	5	-	20.0%	-	-	80.0%	-
Breakout pass e	5	-	20.0%	-	20.0%	60.0%	-
Reduced timetable	5	-	20.0%	-	-	80.0%	-

Q. Did / does your child / young person receive any other helpful support from the alterative provision?

- All she gets is 4 mins a team 2 days aweek they cant meet any of her ehcp its a joke she was doing stag provision that she loved but they want let her do it any more she was getting so much out of it. I feel that hullcc have let her done and Zoe Bottomley her send work at the time lied to me over and over
- Being able to communicate with a life coach, have mini trips to places away from school, trusting staff at the school even the caretaker, office staff, kitchen staff and cleaners... they all respect and empathise with the pupils within the school. As a parent being able to ring up, talk to staff, adress any new needs that need to be addressed for extra support.
- Help with managing emotions/disappointments - Staff being able to take breaks and another staff member take over when it gets too much or their methods were not working. Staff who have a very strong relationship with child who is in distress and has more suces in calming and talking to child.
- It was poor and they did not want to attend as SEN / SEMH are mixed with children who are poorly behaved which led to bullying. Quality of teaching was very poor as non of them are actual teachers. Food given was also poor quality cheap food that was the same every day.
- Not that iv been informed of
- Overall the staff seem more knowledgeable and equipped to support my child and their individual needs. He's treated as an individual rather than a whole class.
- The saff understand and the uniform dos not stop him form going in to school here. And teachers been a bit more laid back

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- The school staff are amazing but because of the mixed behavioural and Neurodiverse children the behavioural children cause disruption and safeguarding issues that then mean my daughter cannot be supported in the correct way.
- Therapy dogs and mind jam gaming
- Yes shes been horse riding , ice skating doing childcare very many more opprtunities at boulevard centre

Returning to School

Q. Did you see / have you seen your child / young person's re-integration plan?

	No	% All Respondents
Yes	1	7.7%
No	12	92.3%

Q. How would you rate the following aspects of your child's / young person's re-integration plan?

% Shown is % of Respondents Who Have Seen Plan

	Responses	Very poor	Poor	Neither	Good	Very Good	Not sure / don't know
The communication you received from the alternative provision	1	-	-	-	-	100.0%	-
The communication you received from the new school	1	-	-	-	-	100.0%	-
Details of any changes / adjustments that will be made when they return to school	1	-	-	-	-	100.0%	-
Details of the dedicated person identified to support your child during the transition	1	-	-	-	-	100.0%	-
The speed of re-integration, e.g. part-time in school, part-time in alternative provision to slowly adjust	1	-	-	-	-	100.0%	-

Q. How helpful do you think the following would be / would have been in helping your child / young person return to a mainstream school after attending alternative provision?

% Shown is % of All Respondents

	Responses	1 – Not at all	2	3	4	5 - Very	Not sure / don't know
Slow transition back to school	11	18.2%	-	9.1%	9.1%	27.3%	36.4%
Planned timetable of activities for the first few weeks so expectations are set	11	18.2%	-	9.15	-	36.4%	36.4%
Needs assessment	11	18.2%	-	-	-	45.5%	36.4%
Low level mental health support	11	18.2%	-	-	-	36.4%	45.5%
Smaller class sizes	11	18.2%	-	-	-	54.5%	27.3%
Movement breaks	10	10.0%	-	-	-	70.0%	20.0%
Frequent access to breakout places away from the main classroom	11	18.2%	-	-	-	54.5%	27.3%
Buddy system e.g. being paired with another student as friends / guides	11	18.2%	9.1%	-	-	36.4%	36.4%
Trusted adult	11	18.2%	-	-	-	45.5%	36.4%
Breakout pass e	11	18.2%	-	-	-	54.5%	27.3%
Reduced timetable	11	27.3%	-	-	-	36.4%	36.4%

Q. Which of the following do you think are the most important in helping your child / young person return to a mainstream school after attending alternative provision?

Please select up to five that you think are most important

	No	% All Respondents
Learning in a different way to their old school	4	44.4%
More one-to-one support from staff	7	77.8%
Being able to work at their own pace	6	66.7%
Doing more practical hands-on learning	4	44.4%
Forming friendships	1	11.15
Smaller class sizes	7	77.8%
Movement breaks	1	11.1%
Frequent access to breakout places away from the main classroom	3	33.3%
Buddy system	-	-
Trusted adult	3	33.3%
Breakout pass	4	44.4%
Reduced timetable e.g. starting later and / or finishing earlier	2	22.2%
Not sure / don't know	-	-
None of these	-	-

PROFESSIONALS

Hull City Council is reviewing how Alternative Provision (AP) works for children and young people.

As part of this review, professionals were invited to complete a survey to let Hull City Council know about what is working well, what needs to be improved and what provision needs to look like moving forward.

The survey was open for nine weeks between November 2025 and January 2026.

Overall, 102 professionals have completed this survey.

Due to the small sample size, care should be taken when looking at the results, specifically when broken down by specific subgroups or response categories, which have much smaller sample sizes and are therefore subject to much larger confidence intervals.

About Respondents

Q. Which of the following best describes you?

	No	% All Respondents
I am not employed by a School Multi-Academy Trust	54	53.5%
I am employed by a School Multi-Academy Trust	47	46.5%

About Non-School Staff

54 Respondents

Q. What sector do you work in?

	No	% All Non School Staff
Education	35	64.8%
Health	11	20.4%
Early Help / Social Care	3	5.6%
Youth Justice	2	3.7%
Police	-	-
Fire Service	-	-
Voluntary Sector Non-AP Provider (please state)	-	-
Private Company Non-AP Provider (please state)	-	-
Other (please state)	3	5.6%

Other:

- Funded Charity
- Local Authority
- Local Authority

Breakdown of Education sector:**35 Respondents**

	No	% Education Sector
Educational Psychologists	1	2.9%
Virtual School	7	20.0%
Education Welfare	2	5.7%
SEND Team	19	54.3%
Transport	-	-
Integrated Physical and Sensory Services	-	-
Outreach Services	-	-
Post 16 / Transitions	-	-
Early Years inclusion Team	-	-
Other (please state)	6	17.1%

Other:

- Admissions
- Connexions / Post 16 SEND Transition
- School
- School Admissions
- School Admissions
- Schools

Breakdown of Health sector:**11 Respondents**

	No	% Health Sector
Mental Health in Schools Team	2	18.2%
Sensory Processing	1	9.1%
Neurodiversity	1	9.1%
0 - 19 Service	2	18.2%
Community / Acute Paediatrics	1	9.1%
Children's Well-being Practitioners	-	-
Speech and Language	-	-
CAMHS	4	36.4%
General Practitioners	-	-
Children's Community Nursing	-	-
Other (please state)	-	-

Breakdown of Early Health / Social Care sector:**3 Respondents**

	No	% EH / Social Care Sector
Early Help	-	-
Social Work	2	66.7%
Disability Social work	-	
Family Hubs	-	
Children's Home	1	33.3%
Youth Development Centre	-	
Other (please state)	-	

Q. What involvement do you have with children and young people in alternative provision?

	No	% All Non School Staff
My role supports the alternative provision setting / staff	7	13.0%
My role supports children and young people in alternative provision	28	51.9%
Other (please state)	19	35.2%

Other:

- Allocating school places
- Allocation of places to PRU's via the FAP Panel
- Both of the above
- I refer students to AP
- I support children with EHCP's
- Indirect
- Manager in the Connexions team with responsibility for post 15 high needs funding for learners with an EHCP
- My role encompasses a little of both
- My role supports with finding placements for children and young people in alternative provision
- Overseeing education health and care plans
- Oversight of children and young people with EHCPs
- Placements etc
- Referral to AP and transition support or preventing EHE
- SEND caseworker – ensuring EHCP is up to date
- SEND team.
- Social work
- Supports both
- We support the children who use alternative settings, and we can train or support alternative settings as well
- Working alongside alternative provisions to meet young people's mental health needs

About School Staff

47 Respondents**Q. What type of school setting do you work for?**

	No	% All School Staff
Mainstream Primary with Nursery Setting (FS1)	17	36.2%
Mainstream Primary	8	17.0%
Mainstream Secondary	14	29.8%
Mainstream Primary – Resource Base / SEN Unit	3	6.4%
Mainstream Secondary – Resource Base / SEN Unit	1	2.1%
Special School	2	4.3%
Other (please state)	2	4.3%

Other:

- Mainstream Primary and Mainstream Secondary
- Multi Academy Trust

Q. What is your role within the school?

	No	% All School Staff
CEO	1	2.1%
Headteacher	19	40.4%
Assistant Headteacher / Vice Principle	10	21.3%
Designated Safeguarding Lead	5	10.6%
Inclusion Lead	6	12.8%
SENCO	13	27.7%
Teacher	6	12.8%
Teaching Assistant	-	-
Other (please state)	6	12.8%

Other:

- DDSL
- Director
- Executive Headteacher
- Progress Leader ADT
- SENSO
- Special School Improvement Lead

Q. Have you used any of the following types of alternative provision for pupils within your school(s) within the last two academic years?

	No	% All School Staff
School Commissioned: Full-Time (4 or 5 days per week)	22	46.8%
School Commissioned: Part-Time (Up to 3 days per week)	28	59.6%
School Commissioned: Day Provision	13	27.7%
After Suspensions / Permanent Exclusions	11	23.4%
Not sure	2	4.3%
None of these	8	17.0%

Q. Do you utilise alternative provisions more or less than you did 2 years ago?

	No	% All School Staff
A lot less	7	15.6%
A little less	7	15.6%
The same	14	31.1%
A little more	10	22.2%
A lot more	7	15.6%

Of those 14 school staff who use alternative provision less than they did 2 years ago:

Q. Why do you think this is?

	No	% All School Staff Using Less AP
Budget restraints	3	23.1%
We have set up our own internal provision	3	23.1%
Increased reasonable adjustments and adaptations to the curriculum	6	46.2%
Other (please state)	6	46.2%

Other:

- Availability
- Do not currently have any pupils who need it
- Having to go to panel restricts access to ap/change of paperwork so unable to move forward with commissioning a place
- Needs of the children have changed. We go through peaks and troughs of cohorts of children who display behavioural difficulties. Currently we have a much more settled school cohort than 2 years ago.
- Varying cohorts

Of those 17 school staff who use alternative provision more than they did 2 years ago:**Q. Why do you think this is?**

	No	% All School Staff Using More AP
Escalating behaviour	12	75.0%
Increase in complexity of pupils	16	100.0%
Other (please state)	2	12.5%

Other:

- Poor parenting, particularly parents who want a diagnosis for the way their children behave which result in little support and challenge by parents to ensure their children are behaving well
- We have become a magnet school for a number of reasons, one of which, we consider, is our deeper understanding of SEMH needs. This means that we have an increase in children with highly complex needs, including diagnosed SEND, attachment and trauma difficulties. As a result of this, the many provisions that we have in school are overwhelmed and we need to source alternative provisions.

All Respondents**102 Respondents****Q. Which alternative provision providers have you worked with within the last two academic years?**

	No	% All Respondents
Whitehouse PRU	45	44.1%
Compass Academy	28	27.5%
Aspire Academy	34	33.3%
Rise Academy	39	38.2%
Boulevard Centre	34	33.3%
Sullivan Centre	41	40.2%
An unregistered provider (please state)	22	21.6%
Not sure	2	2.0%
None of these	11	10.8%

Unregistered:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Wild Interventions (12) • Life Skills Hub (6) • Fast Forward (4) • Be You (2) • Motorvation (2) • Orchard Training (2) • Rewilding Youth (2) • yEngage (2) • Barnados (1) • CASE Training (1) | <ul style="list-style-type: none"> • Felix House (1) • FFVT (1) • Kings Inter High (1) • Kip McGrath (1) • NISAI (1) • Stag (1) • Vision Motors (1) • Vulcan (1) • Wansbeck Wizards (1) |
|--|--|

Whitehouse PRU

45 Respondents

% Shown is % of Respondents Who Have Worked With Named AP

Q. Thinking about the children / young people that attended Whitehouse PRU, what worked well and what did not work well in terms of supporting those children / young people?

	Worked Well	Did Not Work Well	Not Sure
Needs assessment	67.4%	9.3%	23.3%
Low level mental health support	52.3%	11.4%	36.4%
Smaller class sizes	90.7%	-	9.3%
Movement breaks	86.4%	-	13.6%
Frequent access to breakout places	83.7%	2.3%	14.0%
Buddy system	31.0%	4.8%	64.3%
Trusted adult	69.8%	2.3%	27.9%
Breakout pass	48.8%	2.3%	48.8%
Reduced timetable (later start time, earlier finish time)	60.5%	4.7%	34.9%

Q. Thinking about the children / young people that attended Whitehouse PRU, what worked well and what did not work well in terms of their re-integration back into mainstream provision?

	Worked Well	Did Not Work Well	Not Sure
Clear re-integration plan in place and agreed by all parties	46.5%	30.2%	25.6%
Strategies and adjustments provided by the AP	58.1%	11.6%	30.2%
Strategies in place in the AP translate into a mainstream provision	32.6%	34.9%	32.6%
Gradual re-integration back into the mainstream setting	44.2%	34.9%	23.3%
Support for child / young person during transition period	55.8%	18.6%	25.6%
Support for the setting during transition period	50.0%	26.2%	23.85

Q. Is there anything else that worked well about Whitehouse PRU?

- Avoiding permanent exclusions due to their ongoing support.
- being able to visit the child.
- Communication and using CPOMS to log daily events
- Communication between settings
- Communication with the Whitehouse for FAP pupils is always good, however once allocated we do not need any further involvement unless it comes back to panel for re-integration
- Good communication with the VS Helpful support for transition to secondary both whilst YP are in Y6 and once they move to Y7
- I think it is difficult to answer the questions above with the options stated. e.g. clear re-integration plans and etc were put in place for children, but these were not always successful for each child that attended the WH. Strategies were put in place to support transition but then some chn were unsuccessful in adhering to plans in the mainstream setting.
- I was only in Whitehouse for a short period of time to teach ,however the staff were responsive to childrens needs and stages of development.

OFFICIAL

- Professionalism and support from their staff to provide strategies and reassurance to our school staff. In addition we appreciated their support to bridge challenges with hard to reach parents.
- Staff really get to know the children and work to help them overcome barriers to education and ease the behaviour due to triggers. They use strategies which could be easily adopted in mainstream settings and gather the information on why the child is experiencing this behaviour that challenges. This should help inform the mainstream setting, so as to allow them to put adequate adjustments and support in place for the child's return.
- supporting the child emotional wellbeing
- The staff are all very supportive in trying to find the best solution for the child. They work well with all partners including school, child and parents.
- The strategies used at Whitehouse PRU are effective and have supported our pupils extremely well in the past. The main support that they can offer that is not sustainable to maintain/implement within a mainstream environment is the smaller class sizes with enhanced ratios.
- understanding of sensory processing however this did not also transition into mainstream
- We find the service to be excellent and they have supported us brilliantly in school.
- Weekly updates from class teachers Communication with parents Regular meetings with staff

Q. Is there anything specific that needs to be improved about Whitehouse PRU?

- better support for children re-entering mainstream
- Children on short term placements seem to remain there, which creates an issue when their EHC plan is issued as the placement will then suddenly end meaning the child is at risk of perm ex at their mainstream setting, or we name a mainstream but they continue to attend the AP without us being aware.
- Clear communication around placement length and discuss with mainstream first before speaking to parents/children.
- Communication - often difficult to get reports/feedback/ speak to key worker Support in setting - this can at times be 'ad hoc' and without consistency the child struggles Outreach visits - being mindful that outreach has been sought because all school strategies/skill set has been exhausted.
- communication from Whitehouse around curriculum and attendance for the pupil
- Communication is not always the best
- Communication- would email regularly for updates and would get nothing in response.
- Consistent and effective communication between school and WH
- continue to develop strategies and environment to meet sensory needs
- More places.
- Previously, Whitehouse have supported pupils undergoing EHCP assessment. When the plans are finalised, these pupils need to reintegrate back into mainstream due to Whitehouse PRU not supporting EHCP pupils despite this provision being much more appropriate for the child.
- Strategies that are often suggested are not appropriate for the mainstream classroom as they take up a fulltime adult which often classes do not have.
- the lack of supervision of the children on occasion, on more than one occasion children were able to exit the building even though it was all locked doors
- The only issue is the sheer cost of getting pupils there for placements. This can run into thousands of pounds if it is a placement in an effort to prevent permanent exclusions. Particularly jarring when permanently excluded children who are offered a place would get this included. Support with transport would really help us.
- The success of the placement is very much dependent on the class teacher at the Whitehouse the child is placed with. We have had mixed success and the responses above are based on a very successful placement of a child who has since been admitted to a specialist provision. I could have easily clicked the 'did not work well' for another child who we have had at the Whitehouse whose placement has not impacted on behaviour as well. The communication between the class teacher from the Whitehouse was not as strong as the first child. I also think that getting children to the Whitehouse is an issue if parents are unwilling to support the travel arrangements
- There have been no clear transition plans when returning back to mainstream. We have had children return full time with no forewarning. We receive little communication from the staff. It is difficult to get information from staff and paperwork.
- Transition back to mainstream could be supported better.

OFFICIAL

- Unfortunately, many of the children do not seem to be reintegrated back into mainstream. This needs to be investigated and reasons why understood. For example, is this reluctance from the mainstream setting, or an acceptance from the PRU?
- We found any transition back very difficult. Children find it hard to readjust to the busier and noisier classrooms with less adult support. The part time placements are very difficult to manage and we have not managed this successfully.
- we have some feedback from settings that returning to mainstream once an EHC plan is finalised can be quite abrupt
- When a child had finished their placement at the Whitehouse we did not receive a re-integration plan. The child just arrived back in September without any gradual re-integration or support. The parent was told that this would be put in place but it was not.
- When provision cannot be transferred e.g. small classes with high level of support

Compass Academy

28 Respondents

% Shown is % of Respondents Who Have Worked With Name AP

Q. Thinking about the children / young people that attended Compass Academy, what worked well and what did not work well in terms of supporting those children / young people?

	Worked Well	Did Not Work Well	Not Sure
Needs assessment	56.0%	12.0%	32.0%
Low level mental health support	59.3%	3.7%	37.0%
Smaller class sizes	81.5%	-	18.5%
Movement breaks	52.0%	8.0%	40.0%
Frequent access to breakout places	65.4%	7.7%	26.9%
Buddy system	36.0%	12.0%	52.0%
Trusted adult	66.7%	3.7%	29.6%
Breakout pass	44.0%	8.0%	48.0%
Reduced timetable (later start time, earlier finish time)	56.05	12.0%	32.0%

Q. Thinking about the children / young people that attended Compass Academy, what worked well and what did not work well in terms of their re-integration back into mainstream provision?

	Worked Well	Did Not Work Well	Not Sure
Clear re-integration plan in place and agreed by all parties	34.6%	11.5%	53.8%
Strategies and adjustments provided by the AP	46.2%	11.5%	42.3%
Strategies in place in the AP translate into a mainstream provision	32.0%	16.0%	52.0%
Gradual re-integration back into the mainstream setting	38.5%	23.1%	38.5%
Support for child / young person during transition period	44.4%	18.5%	37.0%
Support for the setting during transition period	30.8%	19.2%	50.0%

Q. Is there anything else that worked well about Compass Academy?

- As we receive such limited regular information about students who go there apart from academic data, it is impossible for me to say.
- Clear support for student who has complex SEMH needs - without an EHCP in place. Additional support provided and us as the main school have been kept upto date about the progress of student and support offered. She has not reintegrated back into mainstream.
- Clear communication with all colleagues. Excellent provision. Also always available for advice.
- communication between both settings is very effective, regular visits to the setting to see students
- Compass Academy again really know their learners and put appropriate support in place. They are flexible with some of the city's most challenging learners to place. Staff are well trained and experienced and the setting have build a strong working relationship with the SSA&R Team.
- Compass' dedicated team work hard to engage our students and prepare them for return to our school.
- Compass has a lot of space within their setting, allowing children to have space to regulate at moments of crisis.

OFFICIAL

- From what I have witnessed at Compass is a whole system approach and the child is at the centre. The needs of the child appears to be taken into consideration at all times.
- Regular communication with the Virtual School
- the children tend to do well there but there is difficulty echoing this on return. Often I find that mainstream is not the right provision due to the needs of the child. Very often SEMH.

Q. Is there anything specific that needs to be improved about Compass Academy?

- A building more comfortable building for young people to learn in.
- availability of provision (not enough places)
- Clearer information around the wider offer including the SEMH support available for young people
Clearer information around transitioning to mainstream or KS4
- communication with school so we know what is working well for the student.
- In my experience, I have found it much less frequent that children reintegrate back into mainstream from attending Compass Academy so it is hard to comment on re-integration plans and strategies to be implemented back in the mainstream environment.
- Reintegration back into mainstreams.
- Similarly, the children tend to not return to mainstream settings. Many get EHCPs and then require specialist settings. IT is also difficult for some that the provision ends at Yr 9, which may be in the middle of them making progress.
- Unfortunately, due to staffing commitments, phased returns are not always possible and strategies to support are not always detailed enough. Time, resources and support need to be given to Compass to enable them to do this effectively.
- Very supportive
- We both need to do the transition back better

Aspire Academy

34 Respondents

% Shown is % of Respondents Who Have Worked With Named AP

Q. Thinking about the children / young people that attended Aspire Academy, what worked well and what did not work well in terms of supporting those children / young people?

	Worked Well	Did Not Work Well	Not Sure
Needs assessment	58.1%	6.5%	35.5%
Low level mental health support	50.0%	6.3%	43.8%
Smaller class sizes	78.1%	-	21.9%
Movement breaks	64.5%	-	35.5%
Frequent access to breakout places	51.5%	6.1%	42.4%
Buddy system	19.4%	6.5%	74.2%
Trusted adult	68.8%	-	31.3%
Breakout pass	28.1%	9.4%	62.5%
Reduced timetable (later start time, earlier finish time)	50.0%	12.5%	37.5%

Q. Thinking about the children / young people that attended Aspire Academy, what worked well and what did not work well in terms of their re-integration back into mainstream provision?

	Worked Well	Did Not Work Well	Not Sure
Clear re-integration plan in place and agreed by all parties	41.4%	13.8%	44.8%
Strategies and adjustments provided by the AP	51.6%	6.5%	41.9%
Strategies in place in the AP translate into a mainstream provision	36.7%	6.7%	56.7%
Gradual re-integration back into the mainstream setting	34.4%	18.8%	46.9%
Support for child / young person during transition period	41.9%	12.9%	45.2%
Support for the setting during transition period	34.5%	13.8%	51.7%

Q. Is there anything else that worked well about Aspire Academy?

- Again, as this is not communicated by the AP effectively it is impossible to comment.
- As with Compass - a dedicated team who are working to re-engage students in learning.
- child spoke fondly of the provision
- children do well when they are there because this provision fits their needs.
- Clear communication with all colleagues. Excellent provision. Also always available for advice.
- Clearly providing a good learning environment, they have acted well when children/YP have concerns.
- communication and reviews
- communication between both settings is very effective, regular visits to the setting to see students
- Fantastic support for CLA from trusted staff
- Good communication HT meetings to discuss progress and behaviour of students - main school still involved in education. Offer of support is good and students attendance has improved significantly
- Vocational hair and beauty option has supported a number of our students
- Great contact and communication, especially from Emma.

OFFICIAL

- I have found that the bespoke offer for specific cohorts within Aspire works well. Their nurturing Y7 pathway supports more vulnerable learners away from the main building of the setting, and they gradually build up to accessing the 'main' Aspire offer over a prolonged period of time.

Q. Is there anything specific that needs to be improved about Aspire Academy?

- As with Compass, what doesn't work is when we attempt to phase students back into our setting. There is not enough time, resources or support to make this as effective as it should be.
- Clear planning to transition CLA back to mainstream
- curriculum offer- don't offer science as standard at ks4
- I don't have any personal experience of working with a child that has an EHCP who has transitioned back into mainstream from Aspire so I can't comment on the re-integration or transition period elements of this form.
- Placements ending when we can't meet needs
- The students struggle to come back in because they don't complete a full timetable. They also expect to be able to pick and choose what lessons they attend. They will just walk out of lesson with no supervision
- Understanding that young people who have been in a AP can not go into a main stream education setting for P16, as going from the specialist learning environment to a normal class size with a new group of people to work with on a full time timetable is not successful.

Rise Academy

39 Respondents

% Shown is % of Respondents Who Have Worked With Named AP

Q. Thinking about the children / young people that attended Rise Academy, what worked well and what did not work well in terms of supporting those children / young people?

	Worked Well	Did Not Work Well	Not Sure
Needs assessment	68.4%	2.6%	28.9%
Low level mental health support	71.1%	-	28.9%
Smaller class sizes	78.9%	-	21.1%
Movement breaks	55.6%	-	44.4%
Frequent access to breakout places	64.9%	-	35.1%
Buddy system	29.7%	2.7%	67.6%
Trusted adult	71.1%	-	28.9%
Breakout pass	51.4%	-	48.6%
Reduced timetable (later start time, earlier finish time)	59.5%	5.4%	35.1%

Q. Thinking about the children / young people that attended Rise Academy, what worked well and what did not work well in terms of their re-integration back into mainstream provision?

	Worked Well	Did Not Work Well	Not Sure
Clear re-integration plan in place and agreed by all parties	38.2%	14.7%	47.1%
Strategies and adjustments provided by the AP	45.7%	11.4%	45.7%
Strategies in place in the AP translate into a mainstream provision	40.0%	14.3%	45.7%
Gradual re-integration back into the mainstream setting	42.9%	17.1%	42.9%
Support for child / young person during transition period	47.2%	16.7%	36.1%
Support for the setting during transition period	40.0%	17.1%	42.9%

Q. Is there anything else that worked well about Rise Academy?

- always able to visit the children if needed to in school time, support staff very proactive to support the children in and out of school. above and beyond. School very good at communicating with other agencies. Positive experience of multi agency working with this establishment.
- As with both Compass and Aspire - there is a dedicated team working with children who have found engaging in education challenging.
- Clear communication with all colleagues. Excellent provision. Also always available for advice. Short-term Step-Out Programme was beneficial for students
- clear communication with the childrens home at all times. good understanding of the childs needs via the school.
- Communication aand safeguarding
- communication between both settings is very effective, regular viists to the setting to see students
- Communication between Rise academy and the Local Authority
- Communication from Rise is the poorest of all the APs so again, it is impossible comment.
- Different children on different sites, suitable to needs

OFFICIAL

- Fantastic support from trusted adults ELSA and simialr support clearly embedded Reduced timetables are in place in a measured way, regularly reviewed and increased CLA have transitions from Rise to mainstream and thsi is planned & successful
- Generally good communication and support for pupils has been good. workied well with some of our vulnerable studnets with behavioural issues
- It it the right fit for many students who are there. Smaller classes, smaller provision.
- positive working relationship with CAMHS, scope to adapt provision to meet needs of the child.
- Rise are proactive with consultations and provide specifics when requiring support
- staff are good at building relationships with young people and communicate well with other professionals within the network
- Staff know students well.
- The Y7 Rising Stars provision offers a bespoke pathway for their younger learners and works well.

Q. Is there anything specific that needs to be improved about Rise Academy?

- Again, as with both Compass and Aspire, the difficulty lies in the reintegration back into mainstream. There are not enough resources available to make this effective, and often other parties impact on the ability to make this a smooth, steady transition.
- Communication when planning next steps to further education. The careers advice given internally was not realistic and led to students failing to maintain education. If a young person is at rise they would need lots of support to return to mainstream college or require a more bespoke setting.
- hearing the child's voice
- I don't have any personal experience of working with a child that has an EHCP who has transitioned back into mainstream from Rise so I can't comment on the re-integration or transition period elements of this form.
- I have no personal experience of trying to reintegrate learners back into mainstream from Rise.
- It is the same issue with students not wanting to do a full timetable
- Often timetables change quite suddenly and it feels like this happens often within a short space of time. I understand that some of this is outside of the control of Rise as it is due to other providers
- Re integration
- Understanding that young people who have been in a AP can not go into a main stream education setting for P16, as going from the specialist learning environment to a normal class size with a new group of people to work with on a full time timetable is not successful.
- Wider offer of academic subjects

Boulevard Centre

34 Respondents

% Shown is % of Respondents Who Have Worked With Named AP

Q. Thinking about the children / young people that attended Boulevard Centre, what worked well and what did not work well in terms of supporting those children / young people?

	Worked Well	Did Not Work Well	Not Sure
Needs assessment	56.7%	3.3%	40.0%
Low level mental health support	66.7%	-	33.3%
Smaller class sizes	71.9%	-	28.1%
Movement breaks	53.1%	-	46.9%
Frequent access to breakout places	53.1%	-	46.9%
Buddy system	38.7%	3.2%	58.1%
Trusted adult	56.3%	3.1%	40.6%
Breakout pass	37.5%	3.1%	59.4%
Reduced timetable (later start time, earlier finish time)	50.0%	3.1%	46.9%

Q. Thinking about the children / young people that attended Boulevard Centre, what worked well and what did not work well in terms of their re-integration back into mainstream provision?

	Worked Well	Did Not Work Well	Not Sure
Clear re-integration plan in place and agreed by all parties	41.9%	12.9%	45.2%
Strategies and adjustments provided by the AP	48.4%	9.7%	41.9%
Strategies in place in the AP translate into a mainstream provision	37.9%	13.8%	48.3%
Gradual re-integration back into the mainstream setting	43.3%	13.3%	43.3%
Support for child / young person during transition period	41.4%	17.2%	41.4%
Support for the setting during transition period	41.4%	17.2%	41.4%

Q. Is there anything else that worked well about Boulevard Centre?

- Communication and safeguarding
- not successful reintegration
- Regular meetings Regular updates with parents
- Unfortunately, we have not experienced any of the above when students have reintegrated back into our setting.
- We have not ever reintegrated a student back.
- Wider, wrap around offer for SEMH support is comprehensive and helpful for young people
- Worked well with supporting students on second occasions. Always on hand to offer advice and suggestions

Q. Is there anything specific that needs to be improved about Boulevard Centre?

- communication
- I don't have any personal experience of working with a child that has an EHCP who has transitioned back into mainstream from Boulevard Centre so I can't comment on the re-integration or transition period elements of this form.
- My child has a placement but has not started at the provision as yet due to ongoing building works, therefore know very little about the child's plans.
- Not sure
- There needs to be clearer boundaries on when placements start and end, what the period of reintegration is and what support is being offered. Our experience is that children are just placed back.
- Understanding that young people who have been in a AP can not go into a main stream education setting for P16, as going from the specialist learning environment to a normal class size with a new group of people to work with on a full time timetable is not successful.
- Young people at Boulevard who are CLA tend to have EHCPs and therefore transition to mainstream has not been an option, it would be good at ARs to explore this further Wider curriculum offer especially for GCES, as whilst SEMH offer is comprehensive the curriculum offer can limit options for young people

Sullivan Centre

41 Respondents

% Shown is % of Respondents Who Have Worked With Named AP

Q. Thinking about the children / young people that attended Sullivan Centre, what worked well and what did not work well in terms of supporting those children / young people?

	Worked Well	Did Not Work Well	Not Sure
Needs assessment	66.7%	2.6%	30.8%
Low level mental health support	78.0%	2.4%	19.5%
Smaller class sizes	80.5%	2.4%	17.1%
Movement breaks	69.2%	2.6%	28.2%
Frequent access to breakout places	61.5%	5.1%	33.3%
Buddy system	47.4%	2.6%	50.0%
Trusted adult	68.3%	2.4%	29.3%
Breakout pass	46.2%	7.7%	46.2%
Reduced timetable (later start time, earlier finish time)	70.0%	5.0%	25.0%

Q. Thinking about the children / young people that attended Sullivan Centre, what worked well and what did not work well in terms of their re-integration back into mainstream provision?

	Worked Well	Did Not Work Well	Not Sure
Clear re-integration plan in place and agreed by all parties	39.5%	10.5%	50.0%
Strategies and adjustments provided by the AP	39.5%	10.5%	50.0%
Strategies in place in the AP translate into a mainstream provision	32.4%	13.5%	54.1%
Gradual re-integration back into the mainstream setting	34.2%	15.8%	50.0%
Support for child / young person during transition period	39.5%	18.4%	44.7%
Support for the setting during transition period	42.1%	15.8%	44.7%

Q. Is there anything else that worked well about Sullivan Centre?

- children do well when there
- Clear communication with all colleagues. Excellent provision. Also always available for advice.
- Clear understanding of what they are able to provide as part of the core offer
- Communication and safeguarding
- communication between both settings is very effective, regular visits to the setting to see students
- communication with the CAMHS team, building community and employment skills, managing risk situations
- Familiar staff to build up relationships with the pupils. Regular meetings to review the provision.
- Fantastic SEMH wrap around support
- Please see previous comments regarding the Boulevard Centre
- Staff were brilliant.
- Support when student attends
- Supportive, knowledgeable staff. Transition to college. Offering longer placements
- The childrens needs are put first . Staff nurturing. Young people appear to enjoy the setting.
- They do not return to us from S Centre.

Q. Is there anything specific that needs to be improved about Sullivan Centre?

- At present it is felt many young people begin to make huge progress when accessing the support at Sullivan, which can not be mirrored at mainstream and then leads to young people requiring more support in CAMHS, when it is felt more an education challenge, and would not require mental health service with this in place. We recognise Sullivan can only offer short term provision, however are finding this leads to more young people staying longer in the CAMHS service, and increasing anxiety from the beginning when they feel they are getting an option outside of a mainstream were they may have experienced bullying etc. Sullivan Centre's provision is brilliant, and we hear this from families regular, it is felt more support from the local authority to support Sullivan to offer longer term placements that do not require a young person to be under CAMHS would be of huge benefit
- Clearer understanding of key staff around a young person and what is included in the core offer
- communication with professionals could be better. With some of the children I have supported at Sullivan, there appeared to be some flexibility around some boundaries however others were maintained without appearing to fully consider the needs of the child. I believe that with better communication and multi-agency working, that would have been more beneficial for the young person.
- Criteria for admission
- Ensuring that when incidents occur, they listen to all children involved. There was an incident that a young person I work with was involved in, but she was not spoken to and was ultimately punished and removed from school site with no communication to her.
- home tuition service is a very limited offer
- many of the young people I meet who do not have an EHCP in place yet but would benefit from a longer term commitment from an alternative provision - the 12 week review cause high level of anxiety and difficulties with maladaptive coping strategies
- On occasion, non-compliant consult responses for children.
- Please see previous comments regarding the Boulevard Centre
- Understanding that young people who have been in a AP can not go into a main stream education setting for P16, as going from the specialist learning environment to a normal class size with a new group of people to work with on a full time timetable is not successful.

Priorities and Suggestions

All Respondents

102 Respondents

Q. Which of the following are most important to you in a good alternative provision?

Please select up to five options only

	No	% All Respondents
Safeguarding legislation in place and followed in line with guidance	64	62.7%
Meeting Individual Needs- Tailored education plans that reflect the pupil's academic, social, emotional, and behavioural needs	79	77.5%
Flexibility in curriculum and delivery, including vocational and therapeutic elements- enables positive outcomes	50	49.0%
Curriculum offer matches closely to the mainstream curriculum to aid transition back to school	19	18.6%
A clear, written and discussed re-integration plan	31	30.4%
Focus on re-engagement with learning, improved attendance, and progression to further education, training, or employment.	51	50.0%
Support successful transitions, including reintegration into mainstream education where appropriate	50	49.0%
Provide Holistic Support	17	16.7%
Address mental health, wellbeing, and personal development alongside academic learning	56	54.9%
Embeds specialists such as therapists, youth workers, and job coaches into delivery	10	9.8%
Expertise in SEND and trauma-informed practice.	49	48.0%
Ensure access to full-time education and entitlement to free school meals, where eligible	10	9.8%
Other (please state)	3	2.9%

Other:

- Communication / multi-agency working
- Outcomes and value for money, transparent costings
- Tend not to get involved in this side of the process

Non-School Staff Only**54 Respondents**

Q. How important are the following as part of your role in supporting children and young people in alternative provision?

% Shown is % of Non-School Staff

	1 – Not at all	2	3	4	5 - Very
Upskilling staff to help meet the needs of children and young people	2.0%	9.8%	7.8%	11.8%	68.6%
Aiding identification of unmet needs	2.0%	5.9%	9.8%	15.7%	66.7%
Share Insight – Provide evidence-based research and policy updates	3.9%	3.9%	25.5%	27.5%	39.2%
Support Planning – Help with action plans, strategies, and reports	2.0%	8.0%	6.0%	36.0%	48.0%
Facilitate Collaboration – Assist with tools for multi-agency working	2.0%	5.9%	9.8%	33.3%	49.0%
Empower Voice – Encourage youth and family participation	2.0%	3.9%	3.9%	33.3%	56.9%
Promote Best Practice – Highlight successful AP models and approaches	2.0%	6.0%	16.0%	20.0%	56.0%
Aid Staff Development – Create training materials and reflective tools	3.9%	19.6%	5.9%	17.6%	52.9%
Monitor Impact – Help track outcomes and quality standards	4.0%	12.0%	8.0%	26.0%	50.0%

Q. How could you / your team support children and young people further in alternative provision?

- allowing exploration without and EHCP, as currently struggling to get alternative provision until severe escalation.
- Continue to advocate for our children, do not let drift and delay happen as our children has already missed lots of time within the school life and further delays like waiting for EHCP to be in place or placements identified taking the best part of full academic year is not acceptable.
- I am the vocational pathway lead. I am part of a team that support our students in alternative provision. This ranges from one to one support, Welfare visits, provision meetings, safeguarding, health & safety and curriculum inspections.
- Increased working with alternative provision to support staff in delivering interventions to support emotional and mental health within the setting and ensuing that there is access to this support when away from the setting also - within community hubs etc across the city
- Listening to the voice of the child and being an advocate for the child. Identifying health needs and providing a tailored approach to support the young person. Working in partnership with the young people, school itself, parents and other agencies in supporting the young person. Helping the child feel empowered to be responsible for their own health and provide them with knowledge to make informed choices regarding their health.
- maintain communication and multi-agency working.
- monitoring plans, Annual Reviews,
- More discussions and way forwards for reintegration's
- sensory champions model- could be better joined up between home, school and health. We dont currently input into reintegration planning and this could be useful alongside more tailored recommendations which is not a model of the sensory champions currently.

- share EHE plans and issues identified
- specialist lived experience professionals who can provide training/support to staff and to youngsters and families, for instance we have a bespoke offer in the Demand Avoidant Profile/PDA
- Support for equipment needs as required
- The VS work closely with APs holding PePs and additional educational meetings for our young people who attend each setting, we also meet 1/2 termly with each setting to have overview meetings, all of these communications are valued by the VS.
- To provide ongoing advice and training in trauma-informed practice and share skills and expertise with multi-agencies to support individuals' needs.
- Training for progression at p16
- visible to the staff and young people in the AP , developing relationships and support where needed.
- We provide transition support for those at risk of NEET.
- We share information relating to young people's speech and language needs if they have been assessed within our team which could inform teaching. We will work alongside the school to ensure that we are not disrupting the child's education by asking them to attend appointments
- Work closer together with the provisions to ensure young people are not feeling private home schooling is an only options which leads to them isolated and not having opportunity to develop social skills
- Work more closely planning for the future post 16, together with support from SEND to ensure appropriate provision is found.
- Working in collaboration to ensure there is a SMART plan which includes reintegration back to mainstream

School Staff Only

54 Respondents

Q. As a school, have exclusions and suspensions increased or decreased over the last 3 years?

% Shown is % of School Staff

	Decreased significantly	Decreased a little	Stayed the same	Increased a little	Increased significantly
Exclusions	18.6%	9.3%	44.2%	16.3%	11.6%
Suspensions	17.8%	13.3%	22.2%	35.6%	11.1%

Q. Why do you believe this has occurred?

Decreased / Stayed The Same

- We have adapted our curriculum and CPD and reviewed all areas of our school offer
- The Whitehouse and Steps to success outreach support to help students.
- Adapted provision
- More support for SEN - needs understood more widely
- Work on Belonging Clear routines Support provided by school improved - School councillor/MHST/Turn2Us...
- A clear focus on developing a sense of belonging and inclusion for pupils. Staff working hard to identify a pupils needs an to meet them. Suspension being an informed decision not a default response. Will the suspension impact positively on a pupils behaviour?
- current pupil needs are being met in school
- Improved systems, processes in the school. Change of school culture. Better able to meet needs in school with universal and bespoke offer.
- In school provisions are more effective. A significant level of staff development in trauma informed practice and relational approaches.
- We have a trauma informed approach

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- Cohort of children in the schools showing different behaviors. More knowledge of SEND needs in schools and more adaptations in place.
- Commitment of special school HTs to adapt provision to meet needs of pupils and make significant environmental and curriculum adaptations
- Strong whole school culture of inclusion. Good staff CPD of how to manage pupils with SEND needs. View of behaviours as communication.
- We have only had one short term suspension which was for 3 days this academic year. We have not had any other exclusions or suspensions in the past 3 years.
- We rarely suspend pupils and when we do it tends to be repeated suspensions of an individual in response to a specific need/danger

Increased

- We have children with complex SEMH needs in our school that are in desperate need of special school/specialist hub
- support availability is limited. mental health and SEMH needs are extreme
- Behaviour is on a downward spiral. Lack of parental support and blame culture
- Complex environmental factor and unmet SEN needs leading to challenging behaviour
- Complexities of children's needs. Lack of parental support. Lack of professional services and funding to support children's individual needs.
- Number of complex SEN students
- Behaviour is getting worse every year
- Demands on mainstream to meet significant level of complex need and limited places for specialist support across the city.
- Complexity of need of a number of students. As a magnet school for SEND, we have more students than other local secondaries with higher levels of SEMH need. This is on top of our usual SEND cohort. We are also in an area experiencing disadvantage, as well as higher levels of trauma as a result of this. We have seen that our safeguarding logs have also increased in terms of home concerns. Students are now attending in Y7 with very little social skills, resilience and are highly dependent on adults managing their emotional regulation, which was not the case in previous years. I personally consider that this is due to the lack of outside agency support available as the child grows up. In previous years, we have had Sure Start centres, more flexibility with social care and mental health support.
- Improving behaviour expectations
- SEND needs not being fully met in mainstream setting Lack of money/resources to support children All money and resources are targeted at supporting children with significant needs and delivering EHCP targets, children working just below ARE are no longer able to receive the support that they need breakdown in parental relationships as they feel like the system works against them parental expectations have changed over time
- A minority of pupils flout the school's behaviour policy and, as they have limited boundaries in the home, do not respond to internal sanctions. As a school, we try everything possible, including alternative school placements, before a suspension. Although suspensions in my setting remain low, there has been a steady increase over the last two years.
- Behaviour escalation, lack of services to provide support quickly to children in need.
- Increase in cohort size, change in demographics, increase in students with SEN who we are unable to meet needs, challenging behaviour through primary school being mirrored at secondary, increase in expectations.
- Increase in needs, lack of places for special school places (despite children being identified for these places), tighter budgets meaning less staff.
- Not enough support in the city as a whole. Parenting
- Rising SEMH need, resulting in more severe (not frequent) behaviour challenges
- Students challenges in regards behaviour have become more challenging, social challenges have increased, social media input and poor parenting who look to blame education rather than the discipline that starts at home.
- Suspensions have increased due to one off violent incidents which have occurred at our school.
- It is purely down to the individual children involved.
- post Covid, challenging behaviours which are not effectively addressed at primary level.
- lack of specialist provisions available outside main steam

- Mental health of parents and the impact this has had on young people
- Number of pupils presenting with high needs and unable to cope in large classes

Of those who believe that exclusions and / or suspensions have increased (either a little or significantly):

Q. What strategies have you applied to try and reduce numbers of suspensions and exclusions?

- A lot more support in place for students
- All that have been advised, introduced trauma-informed practise for whole school
- As a mainstream provider, we work hard to meet the needs of our students and have a significant number of provisions that other setting don't have (although could if they chose to). We have a specific inclusion provision that works with students with SEMH needs (anxiety, distressed behaviour), specific nurture groups that have small groups (two in KS3, two in KS4) which focus on cognition and learning, life skills and preparation for post-16. We have a number of bought in provisions to support mental health, as well as MHST. Staff have all undergone trauma informed training, and we now have a "Trauma Champion" who is leading in this area. We have close contact with Oakfield and regularly speak to the team there on how best to support students. We liaise with our EP team, and have previously bought in a private Behaviour Specialist EP to support with a group of students moving forward. We have developed a behaviour curriculum that is used in tutor time, to develop the skills of our students. We make significant amounts of reasonable adjustments when we recognise that there is a need (diagnosed or not) and will utilise other sanctions in order to work with the child and their family.
- As a school, we are very inclusive but the students push the boundaries time and time again
- CPD Use of emotional/pastoral support focus on age not stage of learning awareness of cognitive demand
- Early engagement with families and other agencies. Expert advice from Trust colleagues - we have a 'High Needs Panel' that meets monthly to discuss the most complex pupils. Individual behaviour and de-escalation plans.
- Early identification of needs Ensuring that the correct needs are identified so the correct support can be put in place working closely with families working with other schools in our Trust
- ELSA, Part-time timetables.
- huge support network in school.
- Inclusion and wellbeing team Flexible timetables Upskilling staff eg training in WRAP/ELSA
- Increased staffing. Further staff training. Two small enhanced provisions.
- Internal moves; parental engagement; individual behaviour plans; high-reward
- Internal suspensions Behaviour policy review Graduated approach for the hard to reach Elsa
- New in-house facilities such as the Home for students with SEMH, intervention room, sensory room etc
- Not excluded any child for years. Suspension is the last resort as I am aware suspending children is not always the best thing to do.
- Numerous waves of intervention, in house ragged Timetable within specialist areas, parental meetings with a range of staff, OSD, agency support, behaviour report card systems.
- Steps to Success outreach In school interventions Reduced TT
- T & L strategies in the classroom
- Tiered behaviour support approach, engagement with Trauma informed training, parental engagement and support.
- Use of part time timetables. Steps to sucess PRU placements Other outreach ie northcott etc
- we have not suspended previously, they have now occured where students who had access to specialist provision in ks2 have been thrust back into mainstream secondary as there is no longer space in provisions.
- We look at each child individually, and try to identify the struggles throughout the school day then implement strategies to support the child. We use professional services where possible (EP). Staff are well trained to support SEN- we will accept all trainings offered that we think will be effective to support the needs of our children. Bespoke curriculums if required. Our school will go above and beyond to prevent our children being suspended/ excluded. We try to work with parents to prevent this also.

All School Staff:**Q. What do you think the Local Authority can do to aid schools in the reduction of suspensions and exclusions?**

- Additional financial support for school to support meeting pupils needs as well as safety
- Allow a budget for short-term intervention for high needs children so the transitions can be better supported. The funding/support can then be withdrawn over time as the pupil settles
- Be more communication. Ensure that all secondary schools are given the same variety of students needs and support mainstream schools with this
- EHCP process to be completed within timescales and realistic funding provided for additional adult support
- Ensure children are in the right setting for their needs. Support schools when they are unable to meet needs so that schools are not left with the only option of suspensions.
- Further places for children with SEMH needs who have an EHCP
- Increase number of places available at PRU. Ensure outreach workers are incredibly skilled and are offering advice above and beyond what a school is already doing.
- Increased places/outreach support across the city Support for children when EHCPs have been agreed but awaiting final plans
- Listen when schools are asking for support with specific children
- Make external professionals available (funded) such as Educational Psychologists etc. Provide funded CPD based around researched strategies to support pupils with SEMH needs.
- More funding into SEND
- More specialist SEN places
- More specialist agency support and outreach, more ofsted registered AP places.
- More support for families and joint up working with schools
- More Whitehouse places
- More work on behaviour in primary schools. More accountability to the parents
- Offer more places at behaviour units for pupils.
- Outreach from PRU to work with students identified by the school before it reaches the point of directing education. CPD for staff now dealing with challenging students with additional needs. Support in embedding in-school provisions such as SEMH hubs
- Provide adequate funds for EHCPs- have repeatedly expressed when this is not the case and nothing changes. Outreach services to be clear in communication and most crucially, increase sufficiency so that children are supported BEFORE it gets to crisis point. For example, enough placements for Whitehouse to support children who could then successfully reintegrate. Due to lack of places, seems only when children reach crisis point they get a place by which point, they then are not able to successfully reintegrate. More special school places would allow spaces in these shorter term placements to be freed to do this.
- Provide faster support
- Provide funding to support the children that are at risk of having to go to an AP so that we can implement different strategies in school
- Provide more AP options that are available before it is too late,
- Respond quickly to changing resource needs to prevent placement break down Continue to support schools in professional development journey Commission research into break down of school places across key stage 3
- Review allocation to alternative provisions.
- Seek out and replicate best practice by visiting each school and sitting down to better understand what their relative strengths/weaknesses/needs/context are. To suggest all school should take pupils through FAP according to a tally systems is a ludicrously crude system. Support schools will the most challenging cohorts by giving them equitable access to alternative provision and other means of support.. Transparency over which schools have what pupils at AP and the access of places to be centrally controlled based on need, not relationships between school leaders. Ensure a more equitable distribution of pupils with the most acute needs and backgrounds across all schools in the city and do not allow some to engineer their intake. Less PP/FSM/SEND leads to less suspensions and exclusions - this is a national trend reflected clearly in the data for our city.

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- SEN support services readily available - practitioners to work alongside and model Funding for appropriate staffing levels so interventions can be used and smaller groupings class sizes
- set out clear boundaries that students have. make sure staff are supported. quick sanctions that are implemented consistently. do not let the parents dictate the ways forward
- specialist interventions for the children who have experienced extreme trauma
- Step in where schools have high levels of suspensions or exclusions. Be proactive in raising concerns with CEOs / MATs where individual schools do not demonstrate inclusive practices. Do more to ensure that children in AP do re-integrate back into mainstream provision.
- Support more with early intervention and speed up the process for getting support from partner agencies.
- Support schools in delivering actionable support for children at risk of extreme behaviours.
- Support schools quicker to upskill staff to, in turn, help de escalate situations. To ensure that referrals for Steps to success are dealt with swiftly.
- Support schools with outreach and emotional wellbeing support for vulnerable pupils
- There needs to be a developed working relationship that recognises that decisions need to be made quickly, that resources are required to support this and clear guidance needs to be in place to support. It would be useful if the staff making these decisions could come and visit schools to see what provisions they have in place and make informed decisions. Other settings need to be held to account to ensure fairness across the city. The LA SEND team need to recognise that complexity of need in some of the magnet schools in the city and work with them to ensure parity and fairness of resource.
- We need more support in the way of services to support needs of children- therapies etc. Assessment tools- we can use to determine interventions and best ways forward for our children. Effective training- that will help to support the needs of our children. Sometimes chn's behaviour is escalating way too much before they attend an AP and we cannot get the support of parents to consider this as a possibility.
- When we as a school ask for support we really need it. There is a disproportionate number of studnets in AP from some schools across the city - there needs to be parity across the schools.
- Work closely with all schools, support schools in ensuring that all graduated responses have been exhausted and work with schools to consider OSD/ MM is used effectively. Offer AP support in schools as outreach
- Work with MPs to lobby parliament for a funding increase Ensure SEND sufficiency in the city meets requirements Look at school closures in areas where pupil numbers are not sustainable, these school buildings could then be utilised to create educational settings to meet the needs of children who can not cope in a mainstream setting. Admit that there is a problem and accept that not all children can thrive in a mainstream setting and work towards creating education places that can meet the needs of children.
- Work with us more.

Q. How does your school quality assure alternative provision?

% Shown is % of School Staff

	Policy check	Safeguarding / welfare visit on a regular basis	Curriculum check on a regular basis
Registered Providers	89.2%	100.0%	86.5%
Unregistered Providers	93.8%	100.0%	93.8%

Q. Does your school do anything else to quality assure alternative provision?

- Alternative provision checklist
- Alternative provision used has Ofsted inspection which gives us an idea of quality of provision
- Attendance checks, Letters of assurance and DBS clearance, Half Termly reports following visits including parent voice, Value added documents to evaluate suspension rates and attendance data.
- Checklist and regular visits
- Daily attendance calls and logs, termly data collections, ensure all letters of assurances are provided.
- HT meetings Do not use unregistered providers
- pupil feedback
- Regular review meetings.
- regular visits, weekly meetings,
- School improvement reviews by the MAT and school leaders quality assuring provision.
- School Staff attend with the students to AP providers Senior Leaders regularly communicates , attends and Quality assures the provisions
- We do not use any unregistered providers. It's unclear what is meant by 'policy check' here.
- We do not use unregistered providers. When we have tried to communicate re curriculum updates, communication is sparse and poor.
- We have a quality assurance document provided by our trust which, once completed has to be authorised by a senior member of the executive team,
- We have not used alternative providers
- We have only worked with Whitehouse PRU
- We only use registered providers
- We only use Whitehouse- communication
- We require weekly update emails from PRU class teacher Half termly visits to PRU Invite PRU staff to any meetings for the child

Questions for CEOs and Headteachers

9 Respondents

Q. How familiar are you with the new DfE guidance 'Arranging Alternative Provision' February 2025?

	No	% of CEO / Heads
Never heard of it	1	5.0%
Heard of it but don't know anything about it	4	20.0%
Know a little bit about it	8	40.0%
Know a fair amount about it	6	30.0%
Know it well	1	5.0%

Of those 15 CEO / Headteachers who said they know at least a little bit about the DfE Guidance:

Q. How much do you agree that the guidance reflects the current needs of pupils in AP settings?

	No	% of CEO / Heads With Awareness of Guidance
Strongly disagree	-	-
Disagree	1	6.7%
Neither	11	73.3%
Agree	3	20.0%
Strongly agree	0	-

Those who disagree:

- Some children need AP as their primary setting, not a short term stay

Those who agree:

- AP needs stronger quality assurance
- It is very clear about the roles and responsibilities of the different stakeholders in arranging and delivering alternative provision.

Q. What challenges do you foresee in implementing the new guidance?

	No	% of CEO / Heads With Awareness of Guidance
Staffing capacity	11	73.3%
Staff knowledge	7	46.7%
Child / young person needs	7	46.7%
12-week placements	2	13.3%
Buy in from parents / carers	6	40.0%
Curriculum planning	3	20.0%
Hull landscape	9	60.0%
Other (please state)	-	-

Q. What opportunities does the new guidance present for improving AP provision?

- AP in Hull has stopped being an intervention and has morphed into full time, long term educational provision for pupils. This is especially true for secondary age pupils. This isn't in the best interests of children and results over time in mainstream provision that is less and less well suited to the needs of a more diverse school population. This new guidance should be used to challenge this in our area and to ensure that pupils do not get 'stuck' in AP simple because the curriculum offer is more suited to them in this setting. Schools should be adapting their offer to meet the needs of the pupils they have.
- better transition
- The guidance is clear, all schools should adhere to this consistently.

Q. Are there elements of the guidance that align well with your current strategic goals?

- Inclusion. Pupils belonging to their home school and not being separated from their peers.
- Students should always be sent with the vision that they will return to the mainstream setting when and if appropriate
- Well-being and support for pupils.
- Yes, that we offer a wholly inclusive education for all -especially those with SEND.

Q. What type of support / training or professional development needs would help your setting meet the expectations of the new guidance?

% Shown is % of CEO / Heads With Awareness of Guidance Who Answered Question

	Quality Assurance Processes	Upskilling / Additional Support / Training to Meet More Complex Behaviours Within Mainstream Schools	Additional support to Re-integrate Pupils Into Mainstream School	Other	None
Registered	46.2%	84.6%	76.9%	-	-
Unregistered	28.6%	57.1%	57.1%	-	28.6%

Q. What role should local authorities or other partners play in supporting implementation of the new guidance?

- CPD
- Ensuring the guidance is adhered to. Supporting with re-integration.
- Further funding to allow AP staff to help with transition.
- Sadly, the current climate in the UK means that schools are picking up many of the societal issues due to how accessible we are. The LA and partner agencies should look at how they better support schools in dealing with the increase in complex behaviours being seen - especially in our youngest children.
- Se previous comments.
- Support much more with reintegration and offer a backup plan if this fails.
- support transition

Q. What is your timeline for aligning your commissioning of alternative provision with the guidance?

	No	% of CEO / Heads With Awareness of Guidance
0 – 12 months	8	57.1%
12 – 24 months	1	7.1%
24 months plus	1	7.1%
Unsure	4	28.6%

Q. How will you monitor and evaluate progress toward meeting the guidance requirements?

- As we do currently.
- External scrutiny from School improvement partners Peer Reviews
- Follow the fair access protocol.
- Keep oversight of pupils accessing AP as a Trust through our pupil risk register and ongoing Exec team oversight functions.
- Staff and pupil interviews. Learning walks and book looks.
- This will be done by the Trust safeguarding lead

Final Questions For all Respondents

102 Respondents**Q. How much do you agree with the following?****% Shown is % of All Respondents**

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
Part-time places would work to provide early intervention for those at risk of permanent exclusions	4.1%	6.1%	14.3%	48.0%	27.6%
Part-time places would work to support re-integration back from alternative provision	3.2%	4.2%	14.7%	49.5%	28.4%

Those who disagree:

- In my experience part time placements are not successful. The placements are too different and the children really struggle to know where they belong.
- Invariably there is no effort to reintegrate the CYP back into mainstream school
- it can be very difficult for a child/young person to operate between two settings and have consistency in the implementation and strategies they need. Mainstream has clearly been too challenging at that moment. Mainstream cannot duplicate the provision of the AP.
- Once a student gets to permanent exclusion criteria mainstream policy's and sanctions have usually been exhausted unless of one off incidents. To have students attend a mainstream AP on a Part time basis can institutionalise the students against mainstream education to create to much of a greater gap.
- Options in schools have already been explored before AP is commissioned
- Places are so difficult to get that they are often allocated past the point of 'early intervention'. Mostly, if a setting such as Whitehouse PRU is effective, but mainstream settings are still extremely challenging, it is because the provision is right.
- unsure if this would be difficult for children and families to manage as part of reintegration plan
- when a child goes part-time in any way shape or form it is virtually impossible to get them back full-time.

Those who agree:

- A gradual re-integration is more likely to be successful due to numbers, adult child ration etc
- AP should be an intervention - not a long term solution.
- as it would help better with supporting children experiencing issues in mainstream
- As long as the support is in place from the AP i think the transition can work well if we are able to provide the same support in a mainstream that they had in the AP setting
- As routine for children is key to helping them feel safe, good oversight is needed of children of school age and part -time is better than no schooling, also this is less rejection for the child and shows the school do care and want the child to be part of their establishment.
- Because students need a phased approach to réengage with learning and to reintegrate into mainstream when they are ready
- Careful support from both settings to be able to establish and implement successful and realistic strategies from one setting to another
- Children as risk of PEX can remain with own cohort and support network while accessing interventions needed to help them work through issues or unmet needs while keeping the goal of managing in mainstream education. Working with the AP a school can mimic what strategies AP has put in place to help manage behaviours. Those moving back don't feel anxious about having their support network suddenly removed as they transition back to mainstream.

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- early intervention and support
- Early, short term intervention could be the difference between a child not attending a setting again and being able to continue through education. I think the key aspect that is missing in Hull currently is that it is an agreed amount of time with a clear reintegration plan, not an placement that can just continue for years with no clear exit plan.
- Experience and data evidence based on years of working on meeting the needs of complex students with identified SEMH needs
- For some of the CYP within this group changes and transitions require lots of practice and confidence in regard to emotional management and the CYP feeling that they will not fail - if this processed is rushed this can become overwhelming for the CYP and also impact upon relationships with those people who are supporting them in the transition.
- for the child and staff to get extra support
- Gradual integration works well
- having a gradual transition would be better than an abrupt change for a young person. Similarly, if part time placements could be utilised to avoid PEx this is also a positive step to ensure pupils are receiving education and allows the SEND team time to source a more suitable full time placement
- I do not agree with this in all cases but in most cases, I feel they could contribute to supporting the child's needs.
- i do sometimes feel AP is an end solution- if there were more places or PT the view towards reintegration would need to be adressed more thoroughly
- I have tried these strategies at post 16 and they can work.
- I often think that when young people have been out of education for a long time having an 'all or nothing approach' is unhelpful. It should always be the aim that they are in full time but encouraging them to attend on a part time basis whilst supporting them to develop relationships and attachments would be more trauma informed
- I only agree with the reintroduction if they build back up to completing lessons. I have a y10 who has just returned from aspire. He is supposed to complete one lesson a day and I haven't had him in my classroom yet. He just refuses to come in so I lose my ta support so he can be supervised
- I think it allows children to still have the social interaction without the pressure of it being a long term fix
- If the support was offered sooner it would have a quicker impact
- If they were early intervention then yes but they are not, they are when the child and school are at crisis point and thus, they do not then successfully reintegrate.
- if unable to access full time as part of intervention planning when at risk of exclusions
- it has been proven to work in many other local authorities. their is a clear evidence base.
- It is better to tackle a problem early and avoid it escalating to a permanent exclusion
- It makes the transitions back less daunting for the learners. They have finally found a place which is flexible and tailored to their needs, they are starting to make progress and a sudden return to a mainstream setting where they may be expected to fit straight in with common behaviour management policies and a less bespoke offer is difficult and could be triggering, undoing the progress they have made.
- It supports transition
- It would be a stepping stone in any direction, allow to try and scope for movement.
- its an holistic way of looking at education not one size fits all. It is complicated and should give over some time to look at the whole issues rather than just education
- Many of the youngsters are neurodivergent and/or have mental health challenges and a full time package may NOT meet their needs and would therefore be more harmful than helpful.
- Not all students fit into 'one box' and tailored reintegration that is person specific would aid in meeting needs
- Opportunities for children to access a higher level of bespoke support for a fixed time period can help identify unmet needs and teach strategies to support the child in being able to access the education environment. This can prevent permanent exclusion from the mainstream setting and allow a circuit-break to the negative cycle of fixed-term exclusions.
- Part-time places can help young people transition from and to mainstream
- Part-time places offer both the school and child some respite to re-set and look at how best needs can be met.

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- Part-time places, if available, would give the student the opportunity to gain the necessary support needed, which could prevent further escalations to the previously seen behaviour, potentially preventing full-time placements being sought out or permanent exclusion.
- Prevent relationships from completely breaking down. Sometimes transferable solutions to be found in smaller specialist setting.
- Provide high level of intervention and intensive support in a smaller setting with a higher ratio of staff than mainstream
- Provides support to help pupil keep their foot in the door of the mainstream.
- Reduces the pressure on the children to cope with a full day in school.
- Some pupils require support which is difficult to facilitate in mainstream academies due to number of pupils and staffing/timetabling constraints
- Some students really struggle with the academic side of education so engage in risky, negative behaviour to avoid the classroom. Vocational placements provide an opportunity for these students to thrive, have a sense of achievement and feel pride in their work.
- Sometimes a student needs and step out and a reset. Parttime would enable more focused intervention when in school setting
- Sometimes it helps break thge cycle and then helps build the cihld back up
- Sometimes mainstream setting need an opportunity to pause, to prevent situations escalating
- Specialist staff would more quickly be able to unpack any needs that mainstream providers are struggling with and provide referrals to other agencies/signposting and strategy support.
- Students who are at risk of PX are unlikely to have their needs met in a mainstream provision and need more bespoke support. This service may mean they can return to mainstream once their educational and emotional needs are met.
- the trauma informed support
- There is a huge difference between mainstream and AP and this gap can be too broad to bridge
- this allows for staff to be upskilled by staff in PRUs
- This would continue to allow children/ young people have purpose to their weeks. There are young people I have worked with that have shared being out of education has led them down the wrong path or impacted their mental health significantly.
- To undertake therapeutic and other sessions including resilience and SEMH support.
- Would help to reduce permanent exclusions

Q. What else do you think could be done differently to support a higher percentage of pupils re-integrating back into education?

- a better joint up approach between schools and ensuring that all schools have internal offers, which are strong.
- A comprehensive outreach offer in place to ensure staff in mainstream have an understanding of the range of strategies and interventions in AP that are successful when supporting young people, alongside a commitment from mainstream schools to engage in Outreach support and implement strategies into mainstream practice. In addition, it is essnetila that mainstream settings see themsleves as working in partnership with APs as opposed to taking a step back when a YP attends AP
- A fixed term to id this. These placements are long not short term and CYP do not leave
- A flexible approach to learning. Embedding emotional support.
- A slower process of reintegration, mainstream staff having more trauma informed training and specialist provision withing mainstream to act as a middle ground between the two, a hub type provision. If the YP couldn't manage mainstream before an alternate provision, what will have changed?
- A willingness from some Headteacher and Trust Executives to act in a more ethical manner for the good of pupils, families and municipalities across the whole of the city.
- additional funding and opportunities for wider experiences/vocational experiences similar to those experienced in the AP so child/young person has success and feels less academic pressure
- All teachers and staff involved in education being trauma informed. Less rigid school policy ie locking school toilets so they cannot be accessed. More working to meet the individual needs, ie smaller class sizes, more time outdoors, more practical sessions, use of fidgets allowed (if a child needs to stim, let them, who does it hurt playing with a fidget. Dyslexia testing to be completed sooner. Many children show signs and struggle, yet it takes a long time for the screener test to be completed. By this time, the child loses confidence. More lunchtime clubs which appeal to young people.

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- Better reintegration process
- Clearer expectations
- Close partnership with secondary school and support the smooth transition
- Close, ongoing liaison between all services and settings with regular reviews. Introduce a QAF for challenge and support
- Continue outreach support once transition complete
- EHCP process completed in timescales . LA EP support reinstated in schools
- Firmer re-integration plans that provide timescales but accept that these need to be flexible and adaptable to be responsive to the needs of the child or young person
- Focus on AP being a short term support intervention and not a goal. As many thrive in smaller classes and with alternative curriculums the AP can become a vision for some as an educational setting that their child can thrive in.
- For me the key to success is swift action being taken for the children ie placements being identified, if drift and delay happens it put the children at further risk of not returning.
- Forward planning and reintegration being the key.
- From my experience, some mainstreams do not entertain or consider the prospect of some pupils returning to them once they have commissioned a place in an AP.
- Funding for support with adults to work with these children
- Funding to support the schools implementing similar strategies in the mainstream environment as to that in the AP
- Getting in early!! Not waiting until everyone is at breaking point.
- Greater inclusive practice in mainstream schools, especially secondary, who appear to have no intention of allowing children to return or join from AP.
- Having clear goals for the young person from the start. Many of the young people I work with are not aware whether they will be going back to their previous school
- Having to adjust to meet their needs.
- I strongly believe that pupils will only have a successful re-integration if this is done as part of a transition and supported by a familiar face from the alternative provider, who can offer/model strategies to upskill school staff.
- I think alternative provision needs to be looked at positively and seen as an appropriate pathway for the students that thrive.
- I think the complexity of children's needs is becoming very demanding on teachers, as well as educating the rest of their classes. Sometimes pupils need a more nurturing approach, smaller classes can benefit children but not always possible with staffing. A big thing is the child needing possible outreach support services, therapies in place to support their individual needs. I think a struggle is the child going from small classes back to full sized classes and giving the child the staff ratio/ reassurance they require to support them throughout the school day.
- If the staffing was available, staff from the PRU would come to reintegrate with the student and remain to support them during this period.
- less time out and a co-ordinated plan and then a period of holding time in transition - blended.
- mainstream education needs to be much more inclusive and understanding of pupils needs. This needs to start at the very top of the Academy trust or school and be in place in every area of school life. Unless this takes place, we can never meet the needs of pupils so that they can re-integrate back into education.
- MDT planning from the start with clear goals to work towards and input from mainstream.
- money for smaller groups like at an AP. Parental support to help manage their children better.
- More access to AP places
- More flexibility and less consequence for not attending school in the first place - an increase of schools looking at the bigger picture as to why attending school is difficult as opposed to assuming behaviours are about being 'naughty' rather than about trying to express an unmet need.
- more inclusive options in mainstream
- More joint up working with other services
- More liaison between schools/professionals/families
- more places smaller classroom sizes , however i am aware how this is also not possible due to teaching demands , staffing and space
- More spaces for these pupils to attend settings more appropriate. Whether this comes through PRUs or investment in developing mainstream settings to provide space and staff to support these vulnerable pupils effectively.

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- Not really applicable to my job role
- Often the mainstream setting sees AP as a way of moving children on. There is often no intention of having them back. Work needs to be done to involve them in the process and develop understanding that this is a period of almost treatment/therapy and reflection for the learner, with a view to being supported to return back to their mainstream education. They can learn from the investigation and newly found understanding of behaviours and triggers which the AP staff will have done.
- outreach staff
- Outreach support
- Planned transition. Young person's views being considered.
- Providing mainstream settings with specific trauma informed approaches to learning, allowing time for therapies and regulation.
- PRU staff spending more time in mainstream setting with pupil as part of reintegration
- Quicker processing of EHCPs.
- reducing the gap in provision of school between that offered/available through alternative provisions vs the expectations/demands required to be able to engage in mainstream education.
- Short full time placements with a sharp focus on helping the child to be able to manage in a mainstream school.
- Smaller mainstream provisions with a focus on trauma informed education.
- Staff communication between both settings to transfer strategies across.
- Staff to continue putting their time and effort into these children rather than almost stopping because they are not in education. Potentially another team based in schools specifically for this, we know staff in education are very busy and there are always things happening however, some young people I have worked with have shared feelings of being forgotten or not cared about because of staff not being consistent.
- The additional support in the provisions to fully unpick ACE, undiagnosed SEN, to allow students to be successful if they are ready to return- this is not the best outcome for all students.
- The challenge is that the children in Whitehouse PRU are having their needs better in smaller class sizes etc but we are not able to accommodate this in mainstream
- There needs to be more resource available to enable close liaison between the AP and MS settings.
- This is a virtually impossible question to answer as I would never send a child to an AP without exhausting all possible routes bar permanent exclusion.
- Transparency of data to show where pupils in AP have 'come from' in terms of previous school and how long they have been there. Shared expectations across the city on the need to accept pupils out of AP and for MATs to be aware of city wide data so that CEOs can challenge their individual schools where this is needed.

Q. Is there anything else you would like to tell us about alternative provision to inform the review?

- A one for all approach does not work. There needs to be flexibility built into systems for pupils with this profile of need.
- any alternative provision has to be a part of a team around the child including the child themselves and their families.
- APs in our City provide a much need service for vulnerable young people, often those with attachment and trauma needs alongside SEND. At certain points in the academic year it can appear as though our APs reach saturation point and this means there is limited capacity to work proactively with mainstream settings. APs are staffed by skilled practitioners who can disseminate their skill set, this would require a culture change so that mainstreams have scope to work in this way and see AP as a wider offer encompassing Outreach, training and skills, as opposed to a place based package alone.
- Education is in a very poor state. Teachers have to deal with more SEND needs, more social problems kids experience outside of the classroom. All education does is blame teaching and learning, this obviously isn't the case otherwise there wouldn't be any issues in the system. It's at breaking point and more and more teachers will leave.
- I do feel that there needs to be a greater transparency in the current AP system. By this, I mean that there needs to be a form of equity in the system and how places are allocated to the most in need. I would suggest that all AP requested places, are taken to a panel for the referral to be triaged by a central AP board, with experts from the AP schools, and other external agencies. This would allow the students who are most in need to access the bespoke, appropriate AP provision.

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- I feel strongly that AP is a viable, long-term option for some students, if the curriculum is correct and the offer aligns with the child's aspirations. I do not feel that all AP placements should be temporary and I can see the benefit of a vocational/practical offer alongside a traditional curriculum; however, the city has a dire record at reintegrating children back into mainstream from AP, especially 11+, and for children who up until Year 7 have spent their entire time in mainstream.
- I strongly feel that secondary head teachers need to improve behaviour standards in their schools, drive an excellent and appropriate curriculum and ensure teaching is strong. This would reduce the need for AP. It is not brain surgery what is needed but it takes significant effort and relentlessness! There should also be parity in LA offer of places across schools.
- I worry about the children in Hull not reaching their full potential due to lack of specialist placements, and professional's not identifying quick enough if the provision can meet the child's needs, resulting in negative experiences for the children and the education provider. I worry there are too many systems in place in order to identify a school place for some of our vulnerable children swiftly.
- It is a shame that this review has not included other providers within the local area which are registered (life skills hub, becklands)
- Mainstream schools in general are failing our young people by being too big, being too strict. Schools are needing to have their own send hubs in schools.
- More spaces needed - YP not held in AP for long periods of time that then cause a block to other YP trying to access it. A more flexible accessible support criteria.
- More transparent discussions with schools around children being offered places at special school / resource base hubs
- One of the things that I believe strongly works well with our APs in the city is the actual size of setting. Most of the schools in the city are very big spaces, and often children with complex SEMH needs find these big spaces overwhelming.
- other APs are not signed up to the Sensory Champions offer which could be supportive
- The short time I have spent at Compass I have witnessed children being treated with respect and dignity. Staff are very caring and understanding towards the children. I have been greeted with open arms into the school by both staff and children and working here is my favourite day of the week. I have the full support of the head and her team to search for health needs and deliver a bespoke support for the young person which is showing increasing success. The profile of the school has been completed, identifying health needs which then created a plan of how best to deliver the care needed for the young people.
- There aren't enough registered provision places to meet demand. Early intervention is essential. AP accessibility should not just be about accessing education during suspensions.
- There is very limited support for children with SEMH needs, it seems to be that once children are in the AP, they are continuing within this till they leave education. If this fails, it seems as though they can end up EOTAS.
- There needs to be a more clear process for this to work for all secondary schools within the city. Clear guidance and support to re-integrate back into mainstream.
- They are a valuable resource!
- Whitehouse have continued to provide high quality support year on year to assist our top of the triangle pupils. We are extremely appreciative of their support.

PROVIDERS

Hull City Council is reviewing how Alternative Provision (AP) works for children and young people.

As part of this review, both registered and unregistered AP providers were invited to complete a survey to let Hull City Council about what is working well, what could be improved and what provision could look like moving forward.

The survey was open for nine weeks between November 2025 and January 2026.

Overall, 31 providers have completed this survey.

Whilst this is a valid and representative sample of providers, care should be taken when looking at the results, specifically when broken down by specific subgroups or response categories, which have much smaller sample sizes and are therefore subject to much larger confidence intervals.

About Respondents

Q. What type of alternative provision do you work for?

	No	% All Respondents
Registered	20	64.5%
Unregistered	11	35.5%

Q. What is your role within the alternative provision setting?

	No	% All Respondents
Headteacher / Lead	9	29.0%
Senior Leadership Team	8	25.8%
SENCO / Attendance Lead	1	3.2%
Designated Safeguarding Lead	5	16.1%
Directly working with pupils, e.g. Teacher, Mentor, Teaching Assistant, etc.	18	58.1%
Other (please state)	3	9.7%

Other:

- Attendance Officer
- Careers Leader
- Director

Unregistered Providers

20 Respondents

Q. As an unregistered alternative provision provider, what do you believe are the key strengths and areas of expertise that underpin your service?

	No	% Unregistered Providers
Tailored curriculum	9	81.8%
Flexible timetables	7	63.6%
Activity based / vocational curriculum	9	81.8%
Improved well-being and self-esteem	10	90.9%
Trauma-informed approach	10	90.9%
Other (please state)	2	18.2%

Other:

- 1:1 or 2:1 support from practitioners who have experience of working with disengaged and vulnerable young people. We provide a bespoke, interim transitional service based around the young person's needs and their transition focus, as provided by our commissioner (Hull CC) We work creatively and collaboratively.
- Specialist experience. Meeting the needs of children with complex needs.

All Providers

31 Respondents

Q. How do you ensure quality and maintain high standards in your provision, particularly in relation to safeguarding, curriculum delivery, staff qualifications, and outcomes for children and young people?

	No	% All Respondents
Safer recruitment practices followed, i.e. two references, DBS checks, Single Central Record with checks.	31	100.0%
Designated safeguarding lead identified	31	100.0%
Internal audits completed	25	80.6%
Independent feedback mechanisms in place for children and young people	23	74.2%
Independent feedback mechanisms in place for parent carers	19	61.3%
Independent feedback mechanisms in place for staff (internal to your company)	21	67.7%
Independent feedback mechanisms in place for staff (external to your company)	15	48.4%
Staff CPD is in place, with minimum training expectations set	31	100.0%
Lesson Observations	27	87.1%
Section 11 Audit	8	25.8%
Other (please state)	1	3.2%

Other:

- Wider trust systems

Q. Which of the following are most important to you in providing a good alternative provision offer?

Please select up to five that you think are most important

	No	% All Respondents
Safeguarding legislation in place and followed in line with guidance	26	83.9%
Meet individual needs-tailored education plans that reflect the pupil's academic, social, emotional, and behavioural needs	25	80.6%
Flexibility in curriculum and delivery, including vocational and therapeutic elements- enables positive outcomes	17	54.8%
Curriculum offer matches closely to the mainstream curriculum to aid transition back to school.	1	3.2%
A clear, written and discussed re-integration plan	3	9.7%
Focus on re-engagement with learning, improved attendance, and progression to further education, training, or employment.	17	54.8%
Support successful transitions, including reintegration into mainstream education where appropriate	7	22.6%
Provide holistic support	7	22.6%
Address mental health, wellbeing, and personal development alongside academic learning.	22	71.0%
Embeds specialists such as therapists, youth workers, and job coaches into delivery.	6	19.4%
Expertise in SEND and trauma-informed practice.	18	58.1%
Ensure access to full-time education and entitlement to free school meals, where eligible	3	9.7%
Other (please state)	-	-

Q. What are your key challenges in meeting the needs of children and young people in your alternative provision?

	No	% All Respondents
Increase in demand from schools / Local Authority	11	36.7%
Complexity of pupils' needs	26	86.7%
High numbers of pupils with EHCPs	18	60.0%
Funding challenges	20	66.7%
Curriculum mismatches with schools	8	26.7%
Schools unwilling to re-integrate pupils	13	43.3%
Other (please state)	2	6.7%

Other:

- Some school are unwilling to use Unregistered AP's, and try to keep these young people learning "in house" as it saves them money. When the young person leaves school, it makes our role harder as mainstream schools are not specialists in SEN education, so we find that we are almost starting from scratch with English and Maths. Some young people are leaving school with unidentified neurodiverse needs, which leaves us in a position of trying to gain an EHCP for the young person.
- The referral / procurement system.

Of the 26 respondents who said the complexity of pupil's needs is a key challenge:**Q. In which area are you seeing most needs?**

	No	% Who identified Complexity of Pupil Need As Key Challenge
Social, emotional and mental health	15	57.7%
Unmet SEND needs	11	42.3%

All Respondents**Q. Would you say most schools ?****% Shown is % All Respondents**

	Yes	No
Visit on a half-termly basis	46.7%	53.3%
Undertake quality assurance visits	60.0%	40.0%
Support with re-integration planning	48.3%	51.7%
Maintain regular contact with pupils	50.0%	50.0%
Maintain regular contact with parent / carers	51.7%	48.3%

If you answered no to any of these, please explain your answer:

- Contact from dual registered school is limited. They don't reach out or visit their pupils. Pupils are aware of this and often ask "why haven't my school been to see me?"
- CYP often placed with us and then no contact from the school.
- I am unaware of some referral schools making inquiries after pupils have been referred, others are more forthcoming.
- I do not think that all referring schools maintain half termly contact with their students? Students being dual registered has its drawbacks.
- I feel once the children are in the setting that they are left to it from there mainstream school and not often see them visit or act supportively during transition.
- I have had no external visitors to the site I am at this academic year, it may be that they visit other sites to see my students though.
- Improved communication for CYP and families, wider participation with mainstream school whilst on roll still required and to be promoted where suitable
- In the school I work in I haven't seen many visits from the parent school nor other types of contact to check on progress.
- Main stream schools offer very little in the way of support for our pupils. Most ask for attendance updates in the form of attendance reports, but they do not ask for further information or assist in meetings/home visits when needed. Mainstream schools rarely come to visit their pupils. Many schools tell students they will be back in a number of weeks and then we have to tell them they are staying for longer, which completely breaks down any relationship we are trying to build with students.
- Many pupils do not see anyone from their designated school
- Not all dual registered students are met with often enough by their other provider so re-integration gets put back. Parents contact us regularly rather than their other provider.
- School learners only usually attend with us for two days per week, and are still on roll at the mainstream school. There is no need for re-integration planning.
- Some communication seems sporadic rather than planned and prioritised, pupils can become distressed when schools make contact due to this.
- Some schools visit termly - some visit more often depending on the needs of the learner. We deliver parent engagement days to help build positive relationships
- Uncertain as to whether this takes place effectively as we lead on contact once referred

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- We commission the majority of school AP places across ER. Most schools want the student out of school and there are only a few schools who actively involve themselves with the students education - usually only where it goes wrong and the student is likely to lose their place. Once the student is on our roll full time, the schools have no involvement at all.

Q. Which are the key areas where schools can improve to support pupils in alternative provision?

	No	% All Respondents
More regular contact with pupils and parents	14	46.7%
Further involvement in re-integration plans	20	66.7%
Ensuring reasonable adjustments on return	22	73.3%
Willingness to give pupils a second opportunity	20	66.7%
Other (please state)	3	10.0%

Other:

- Hybrid timetables where schools maintain responsibility for their students and the time in AP is limited across the week with some time back in school where appropriate.
- More 1-1 or TA support in lessons
- Schools could use AP's more regularly in order to meet the needs of the individual young person

Q. What do you think the Local Authority can do to aid schools in the reduction of suspensions and exclusions?

- Acknowledgement of the needs and work to support these by experienced staff.
- Clear guidelines and consistency regarding exclusion, prepare the young person for the transition, visit the new provision before attendance, if intention is to return to mainstream make this clear and achievable so that pupils don't feel tricked or misled.
- Crucially, mainstream schools also need help to adapt expectations for pupils with complex needs. This includes taking a more flexible approach to uniform, presentation and other low-level behaviours that often lead to unnecessary suspensions, and instead focusing on relationship-building, trauma-informed practice and restorative approaches. Training, modelling and capacity-building from experienced AP practitioners would support this shift. With earlier intervention, fair funding and consistent inclusive practice across the system, suspensions and exclusions can be significantly reduced while ensuring pupils remain engaged, supported and able to succeed in mainstream settings.
- Education has not fundamentally changed over the last 200 years. We still have young people, in a classroom with a teacher at the front. Mainstream school is set up for those who are academically gifted, not those who are gifted with practical skills. If young people excel in Maths and English we call them "talented and gifted". If young people struggle in these areas, but are good practically, we say that they need additional support. As a country we do not recognise the practical skills of some of our young people, and because their skills are not recognised, this can cause behavioural issues within mainstream education. Suspending and excluding young people is passing the problem onto someone else. In our provision we believe that there is a reason for every behaviour, and if a young person is displaying maladaptive behaviour, there is a reason for it. We work with the young person during their time with us, and gradually we figure out what is driving the negative behaviours, and help the young person work on these behaviours to find an alternative outlet to express them. Suspensions and exclusions are demoralising, and lead the young person down a road of rejection after rejection, which they focus on rather than their future and future career. We need to believe in our young people more, and provide them with education which suits them. Use unregistered AP's that are out there, and teach the young people how to be plumbers, auto technicians and electricians, but also add in Maths and English to provide the well rounded education. If we worked in a job we didn't like, we would leave and work elsewhere. Young people do not have an option to do this.
- Ensure that mainstream schools have tried all strategies and put in targeted and accessible support before suspension or exclusion.
- Funding for further support around those students at risk/identified as.

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- Improve discipline in schools have more consistency amongst teachers in how they deal with behaviour.
- Increase funding for schools so that they can access more APs
- Increased Youth and Pastoral works both internal and third party
- Look at trauma informed practice across all Hull schools - there may be less missed opportunities for support in mainstream this way. It can sometimes feel like KS4 students come to AP that don't always 'need' to be here and that permanent exclusion feels extreme, then we look at past experiences and identify ACEs that could have been spotted earlier and minimised risk of exclusion if other support in mainstream was available.
- More AP places made available
- More Social and Emotional support for young people in schools. More staff qualified and trained to support. Complete staff awareness and understanding of early trauma and its impact and whole school trauma-informed (NOT just lip service to this - full buy in from all stakeholders) A BETTER curriculum which is far more holistic
- More specialist support ie SEND places are required across the city in order for there to be a reduction in suspensions and exclusions, schools are doing their best with what resources and teaching staff they have
- Offer more flexibility in use of funding; be willing to spend on high quality provision rather than taking the cheapest option and continuing to traumatise young people with complex SEND with unmet needs and breakdown in placements.
- Provide a more inclusive and engaging curriculum in the first instance.
- Provide larger budgets for resources and staffing
- Provide more staff to children with complex needs.
- Put policy and guidelines in place for schools to follow
- Support flexibility of AP route. Mesh together reintegration plans with schools inc regular meetings. Ensure clarity of send panel decisions are prompt and not prolonged and that next steps are very clear in advance
- That's a really strong and timely direction especially for Hull, where the voluntary and community education sector is vibrant but often underused in the formal education system. Here's a refined version of how Hull City Council could help reduce suspensions and exclusions by working more closely with educational community organisations like us and others:
 1. Build a Hull Education Partnership Network Create a standing forum that brings together schools, alternative provision, and community education organisations to coordinate inclusion work. Share data and insights across the network, allowing community partners to target support for at-risk pupils earlier. Jointly plan transition and reintegration support, so excluded or struggling pupils have a wraparound system rather than being passed between agencies.
 2. Commission Community Organisations as Early Intervention Partners Offer micro-grants or joint service commissions to trusted education charities to deliver targeted mentoring, homework clubs, ESOL for families, and wellbeing sessions. Embed community tutors and mentors in schools for part of the week to provide culturally responsive and relationship-based support. Pilot "Inclusion Hubs" run jointly by schools and community partners in key neighbourhoods such as Orchard Park, Bransholme, and Hessle Road — places where disengagement risk is higher.
 3. Strengthen Cultural and Community Bridges Train school staff with community organisations on cultural understanding, migration experiences, and trauma. Use trusted community educators as mediators between schools and parents where there are communication or cultural barriers. Encourage co-designed projects (e.g. family learning events, community STEM clubs, or youth leadership programmes) that promote belonging and re-engagement.
 4. Coordinate Family Support and Parental Engagement Work with voluntary partners to deliver parenting courses and family support drop-ins within community spaces. Provide small, school-linked grants to organisations offering out-of-school engagement for pupils at risk of exclusion. Develop a referral pathway so schools can refer families directly to local learning centres or mentoring projects, rather than waiting for statutory thresholds.
 5. Recognise and Invest in Community-Led Expertise Map existing education-focused community provision and publish it as a shared local directory for schools. Offer joint training and CPD opportunities between school staff and community educators, building mutual understanding and trust. Establish long-term partnership agreements (rather than ad-hoc projects) so community organisations can plan sustainably and be seen as equal partners.
 6. Embed Community Voice in Policy Include representatives from community education organisations on the Local Authority's Inclusion and Behaviour Strategy Group. Involve young people and parents from these programmes in reviewing exclusion data and shaping local solutions. Celebrate collaborative success stories through council communications — shifting the narrative from punishment to partnership. In short, Hull's Local Authority could shift from monitoring schools to mobilising the city's full educational ecosystem. By

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positioning community organisations as equal partners in early intervention, engagement, and belonging, the city could meaningfully reduce exclusions while strengthening inclusion and wellbeing.

- Trained staff who can and know how to deal with students with more complex needs
- Vocational pathway places are expensive for schools. It is much cheaper to PEx a student. Keeping students in mainstream education should always be the cheaper option.
- We have only had referrals through the LA, not schools. It would be helpful if LAs could direct schools to us so that we can support re-engagement / transition. We did have several referrals from schools in January this year, but these were halted for 2 weeks when Hull CC put us on hold until their due diligence was completed. The schools have not re-referred I'm not sure why.

Q. How important do you think the following are in terms of assessing whether a child is ready to re-integrate?

% Shown is % All Respondents

	1 – Not at all	2	3	4	5 - Very
Increase in attendance	-	3.2%	12.9%	25.8%	58.1%
Progress in academic work	-	6.5%	51.6%	22.6%	19.4%
De-escalation in the amount of behaviour incidents	-	3.2%	3.2%	48.4%	45.2%
Increased engagement in school life (e.g. friends, attitude to learning)	-	-	6.7%	50.0%	43.3%
Child’s ability to regulate has improved	-	-	3.2%	41.9%	54.8%

Is there anything else which is important in terms of assessing whether a child is ready to re-integrate?

- Able to cope with adjustments made to meet their personal needs, improvement in mental health and when the correct services are intimate to support them
- Additional factors for ethnic minority pupils’ reintegration Sense of belonging: The pupil feels respected and represented within the school community. Trusting relationships: At least one trusted adult or mentor is in place. Family engagement: Parents or carers are actively involved, with clear, culturally appropriate communication. Bias awareness: Any previous misunderstandings or discrimination have been addressed. Safe environment: Bullying or racism risks are monitored and acted upon. Pupil voice: The child’s views and feelings about returning are heard and valued.
- At Venn Boulevard, the longer the child spends with us the less they want to go back as we meet needs.
- Does the child want to reintegrate? Does the curriculum in school meet their needs? Are schools able to offer an appropriate curriculum?
- Each case should be viewed individually and a bespoke mainstream timetable in place before a referral to an AP and on returning to mainstream
- Mental health and perception of school improved. Peer group around YP. Ability to have send needs met - understanding the piece around what will be different this time
- Students can seem ready to re integrate, however, once settling in a smaller and more understanding setting it can be difficult to return to mainstream. This means that de-escalation in amount of behaviour incidents may be due to the smaller and more manageable setting and returning to a larger/busier environment may be a trigger for escalation of behaviours again.
- That the support given is continued by the school following transition otherwise no lasting change.
- Their home life and social circle has improved and that there now making better choices outside of school and inside
- Their own self esteem and confidence
- We need to recognise that a young person may not wish to re-integrate into mainstream, as mainstream may not be able to provide them with the education that they need.
- Whether the school understand and can make the reasonable adjustments required to sustain improvements.

Q. How much do you agree with the following?**% Shown is % All Respondents**

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
Part-time places would work to provide early intervention for those at risk of permanent exclusions	-	6.5%	3.2%	58.1%	32.3%
Part-time places would work to support re-integration back from alternative provision	-	3.3%	-	60.0%	36.7%

Those who disagree:

- Need a complete break to reset
- The mainstream model needs to be able to adapt to the specialist interventions put in place otherwise the outcome will remain the same

Those who agree:

- Not all children can cope with a full day in a school or alternative provision setting, small steps need to be made - especially since COVID
- Although it can be challenging for pupils attending two settings it is vital they still have some contact during their week at the mainstream school.
- Baby steps, in my experience, always help to support at any level. If a timetable is reduced there has to still be the same level of pastoral support, if not more, to ensure the child engages with school and feels valued.
- Because it would be stopping an issue before it starts.
- Children need targeted support
- I agree as I feel a transition should be gradual and offer the child the opportunity to adjust. I do feel this wouldn't work for every child but it should definitely an option if all agencies feel this may be the way to reintegrate a child back into their mainstream setting.
- I believe the door should always be left for pupils to return to their parent school except in the most serious cases of misbehaviour.
- I have seen this be a great way to rebuild teacher student relationships, as well as a want from the students to learn.
- Identifying the challenge earlier will help to reduce the chances of PX.
- In both cases, part-time places can offer a bridge but only in conjunction with changes to learning and support environments.
- Less pressure to start with and more flexibility.
- Once a young person has become chronically disengaged, it becomes exponentially harder for them to reintegrate.
- Once students are off a mainstream roll and are on a vocational pathway, it is very difficult to reintegrate back. A hybrid model would allow continued integration with schools and would reduce the impact of a 'return' to school both on the school and the student.
- Our experience shows pupils spending time in both mainstream and AP at the same time have the highest chance of re-integration.
- Part-time will allow the student to recognise and reflect on their own actions and not feel abandoned by their referring school
- Part-time places provide a gradual and flexible transition, reducing pressure on pupils who may struggle with full-time reintegration or who are showing early signs of disengagement. They allow schools and families to maintain strong links while additional support such as pastoral, therapeutic, or academic is provided. This approach helps pupils rebuild confidence, routine, and trust, while preventing further exclusion.

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- Please see my previous comments. It is important that the young person is in some form of education. Mainstream schools are so focused on Ofsted grades that they forget that the young people are the clients, and they are provided with funding to meet the clients needs.
- Provides timely return to mainstream education
- Some permanently excluded children feel extremely rejected and that their exclusion was unjust and this can taint their opinion on mainstream education. Also, some permanently excluded children feel that PRUs are 'too much' or that they 'don't belong' in AP but it is too late. Part-time may work in specific instances but not all.
- Some students cannot access education fulltime for a wide variety of reasons. I think some attendance is better than none.
- Stepping stone and graduated responses tend to be more successful all round - flexibility of offer, build trust, cross over of transition support from AP
- Students are then given a chance from their school provider to re-engage in their setting and change their behaviours
- There is a strong case for some pupils to have a step out and then return, this should be on a child by child case
- Transition when done effectively over a period of time with shared interventions is more likely to secure positive outcomes

Q. What else do you think could be done differently to support a higher percentage of pupils re-integrating back into education?

- A solid plan which is adhered to. Schools improvement in trauma informed care and semh education. A tool kit of option to select from to put in place on their plan in order for the most relevant to be used. Support and time spent with staff from both ap and mainstream in both settings.
- Additional external support for the student once they are in school. Gradual re-integration over a period of 6-12 weeks with support from AP's. Possible use of reintegration mentors to support school, student and AP's.
- As I wrote previously, Mainstream settings often need guidance on adapting their expectations for pupils with higher levels of need. Flexibility around uniform, appearance and other low-level behaviours can prevent unnecessary suspensions and help pupils feel safer and more understood. Prioritising relationships, trauma-informed approaches and restorative conversations creates the conditions for success. AP expertise can support schools to build confidence and capacity in these areas.
- Being able to share what they have learnt outside of the normal classroom setting with their peers.
- Better communication between the referring school and the AP. An agreement that a student is only placed in AP for a designated time and reviewed by both school on a half termly basis.
- Better experienced staff that understand trauma, semh needs.
- Going back to school with a individualised plan and not just what outreach offers all children
- Increase funding of AP places which would allow additional staff to target and support with transition
- Mainstream school model needs to adapt to better meet need.
- Mainstream schools need to learn from alternative provision and ask themselves what is the behavior trying to tell us, rather than exclude exessivley.
- More peer support and a more hand holding service back into education is needed
- More staff training on complex SEN, more staffing, more resources, more of a drive to vocational subjects and supporting students' ways of learning with subject choices where possible.
- Permanent exclusion to be only used as a last resort.
- Providing staff time to accompany students during their re-integration and putting things in place

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- Stronger communication between schools. Continuation of representing their mainstream school in sporting/enrichment events. Children can feel they 'lose friends' when they leave their mainstream setting, or that their friends view them differently. Often they feel that they are labelled 'naughty' and this can feel shameful. Opportunities to engage with their school/around mainstream students could boost self-esteem and social skills (this could be based on engagement, behaviour and attitude within their AP setting).
- Stronger multi-agency coordination, ensuring schools, families, and community organisations work together on reintegration plans. Mentoring and key-worker support, giving each pupil a consistent adult advocate. Closer collaboration with community education providers (such as local learning centres, youth hubs, and mentoring charities) to provide continuity of care and belonging. Flexible, trauma-informed approaches that recognise emotional readiness as well as academic progress. Culturally responsive reintegration, ensuring pupils from ethnic minority backgrounds feel safe, represented, and supported to belong. Ongoing monitoring and pastoral follow-up after return, not just a single reintegration meeting.
- Support routine, expectations, self-esteem, social communication and positive relationships and activities. In addition to our transition focus, we also base our interventions around our 6 Cornerstones: to support the whole child / young person: Connection, Nutrition, Creativity, Movement, Reflection and Rest.
- They are waiting too long for decisions to be made at send panels this is meaning that some students are confused, delayed, distressed or negatively affected because process is not kept succinctly to timescales and decisions are delayed, all providers and LA must be clear on next steps and timescales in order to plan, funding agreements with provider must be clear and updates are often too late and delayed - this is very problematic. Being realistic with the path back to education, providing the resources and support for positive reintegration with aided transition from AP, mainstream to have more of a involvement during placement time - feel valued, and part of school community still, confidence and a robust plan in reintegration - confirming how previous obstacles can truly be overcome, assess where something else is needed eg specialist service or setting, a tightly worded risk assessment, familiar team around CYP, understanding/buy in from parents/carers and professionals, ensuring that education is bespoke and inclusive - focus on areas of strengths first
- Transitions that are not rushed, that allow for dynamic adaptation and steps backward as well as forward. Flexible time-frames. Avoiding rigid plans.
- Understanding the process and creating benchmarks for reintegration, having an understanding and framework from the school to see what constitutes to allowing the children back into school, also a phased return back into school would be best as change doesn't always sit well with the needs of the children. All the hard work done to improve attendance, self esteem and confidence could count for nothing.
- We need to provide education which fits the young person, not expecting a young person to work in a environment which they fight against.

Questions for Headteachers and Leads

9 Respondents

Q. How familiar are you with the new DfE guidance 'Arranging Alternative Provision' February 2025?

	No	% of Heads / Leads
Never heard of it	-	-
Heard of it but don't know anything about it	-	-
Know a little bit about it	2	22.2%
Know a fair amount about it	2	22.2%
Know it well	5	55.6%

Of those 9 Headteachers / Leads who said they know at least a little bit about the DFE**Guidance:**

Q. How much do you agree that the guidance reflects the current needs of pupils in AP settings?

	No	% of Heads / Leads With Awareness of Guidance
Strongly disagree	1	11.1%
Disagree	2	22.2%
Neither	2	22.2%
Agree	3	33.3%
Strongly agree	1	11.1%

Those who disagree:

- I agree with the vast majority of it but I think there is still a gap: those children and young people who have school-based trauma or needs which cannot be met in a group-setting, unless they have a medical need.
- I broadly agree that the guidance reflects many of the current needs of pupils in AP. The emphasis on suitability, reintegration planning, and clear commissioning arrangements is helpful. The recognition of in-school units, unregistered AP, and the need for robust safeguarding oversight also aligns well with the systems we operate. However, while the principles are sound, the guidance does not fully acknowledge the scale and intensity of need seen in AP settings, especially around SEMH, family breakdown, neurodiversity and therapeutic support. More practical detail would help bridge the gap between policy expectations and operational reality
- The guidance assumes that young people spend some time in AP, and then are integrated back into mainstream education, which is not right to do as we would end up placing the young person back into the area that could be the issue. The guidance has not taken into account that there are young people who will not be able to be integrated back into mainstream, as mainstream education does not suit them. Mainstream is set up for those young people who flourish academically, whereas those young people who are good practically have to wait until they leave school to show their skills. I feel that the new guidance will increase the use of EOTAS, as the new guidance will leave LA's with no other option, and this is wrong as it will limit the education of some of our most vulnerable young people.

Those who agree:

- Practices already in place
- Too many students attend AP in Y10 and never get the opportunity to go back to mainstream school, despite making significant progress. Time limitations on AP would reduce the 'out of sight out of mind' approach.

Q. What challenges do you foresee in implementing the new guidance?

	No	% of Heads / Leads With Awareness of Guidance
Staffing capacity	4	44.4%
Staff knowledge	2	22.2%
Child / young person needs	2	22.2%
12-week placements	5	55.6%
Buy in from parents / carers	1	11.1%
Buy in from schools	7	77.8%
Curriculum planning	2	22.2%
Hull landscape	2	22.2%
Other (please state)	1	11.1%

Other:

- None, but I am concerned that complex cases may not fit the criteria

Q. What opportunities does the new guidance present for improving AP provision?

- This has been needed, firstly I now have visits and audits from the ERLA and HULL LA, which haven't happened in the last 15 years I have been established
- Greater collaboration between settings, esp around QA
- Improved consistency and quality assurance across all AP providers
- More quality assurance and regulation and higher standards
- More students could access AP in addition to their academic studies. Depending on how it is accessed, AP could become an additional curriculum offer for schools and enable students to access vocational qualifications alongside their academic studies.
- The new guidance provides an opportunity for unregistered AP's to finally be recognised. We sit in a grey area of education where we provide education, but we cannot register as an Independent School as we do not provide a "broad and balanced curriculum". The guidance means that AP standards have to improve, and I think that this is an opportunity for the LA to have higher expectations of AP that what the guidance provides.

Q. Are there elements of the guidance that align well with your current strategic goals?

- 12 week placements.
- More purposeful use of short-term intervention and assessment placements
- Our mission is to eradicate chronic disengagement from the education sector and we have a vision of leaving no child behind so yes, it does align in that I feel it will reach more disengaged children and young people, but I'm not sure it will reach all?
- Standards
- there are parts

Q. What type of support / training or professional development needs would help your setting meet the expectations of the new guidance?

% Shown is % of Heads / Leads With Awareness of Guidance Who Answered Question

	Quality Assurance Processes	Upskilling / Additional Support / Training to Meet More Complex Behaviours Within Mainstream Schools	Additional support to Re-integrate Pupils Into Mainstream School	Other	None
Registered	-	-	100.0%	-	-
Unregistered	60.0%	20.0%	40.0%	20.0%	-

Other:

- Understanding of education setting requirements where CYP is being transitioned back into for joined up work

Q. What role should local authorities or other partners play in supporting implementation of the new guidance?

- N/A
- Early discussions and decisions made as to what commissioning will look like and the role of The Hub school within the commissioning process.
- LAs must maintain a clear map of suitable, quality-assured AP provision and ensure there is enough capacity across the area to meet rising, complex need — including SEMH pathways, short-term intervention placements and therapeutic support.
- LA's should be there to encourage and help AP's achieve higher than expected standards, but to also sanction the AP's that do not adhere to expectations.. It would be great if the LA could open their internal training to AP's such as mandatory safeguarding training, especially if this training is online learning. This would ensure that we are trained by the same LA to the same standards.
- Talk to us - meet with us in real life so that we can fully understand each other and we can navigate the referral/procurement system together.
- To assess the individual at the heart of it, and ensure that APs with little regulation have standards improved

Q. What is your timeline for aligning your commissioning of alternative provision with the guidance?

	No	% of Heads / Leads With Awareness of Guidance
0 – 12 months	6	75.0%
12 – 24 months	1	12.5%
24 months plus	1	12.5%
Unsure	-	-

Q. How will you monitor and evaluate progress toward meeting the guidance requirements?

- already in place
- As we are an Alternative Provider as opposed to an Alternative Provision, I'm not sure but I will take this to SLT and ask the question.
- Internal QA.
- QA/evidencing map
- To align the commissioning of alternative provision with the new DfE guidance, I will take a phased approach. Over the next three months, I will review our current AP pathways, documentation and referral processes to ensure they meet the expectations around suitability, safeguarding, reintegration and monitoring. This will include updating our commissioning paperwork, strengthening due-diligence checks and ensuring our Pathways Outreach offer fully reflects the standards set out in the guidance. Between three and nine months, I will begin embedding these changes across all new placements. This includes working more closely with the Local Authority and mainstream schools so that our roles and responsibilities are shared and understood. Reintegration planning, assessment placements and the use of alternative provision as an early intervention will also be more clearly defined. Within 9–18 months, these processes will be fully integrated into our strategic planning, staff training and quality assurance systems. Progress will be monitored through regular audits of referral paperwork, safeguarding checks, placement reviews and pupil outcomes. I will report termly to governors, meet regularly with the Local Authority to review commissioning arrangements, and use pupil progress, attendance and reintegration data to evaluate the effectiveness of our approach and ensure we remain compliant with the guidance.
- We have been audited by an LA already, and our policies and processes already achieve the required standard. As we work closely with schools, we have always aligned our provision with current legislation and expectations, and have done for the 17 years we have been operating,

Final Comments From all Respondents

Q. Is there anything else you would like to tell us about alternative provision to inform the review?

- Alternative Provision plays a vital role, but its success depends on strong links back to mainstream education and the wider community. AP should not be a destination but a bridge that offers high-quality teaching, therapeutic support, and clear reintegration planning from the start. To strengthen outcomes: Partnership working between APs, schools, and community organisations in Hull should be formalised to ensure continuity of support and shared accountability. Cultural and community inclusion should be embedded in AP, reflecting the diversity of pupils and helping them maintain a sense of belonging. Early intervention routes into AP (such as short-term or part-time placements) can prevent permanent exclusion, but need consistent funding and oversight. Post-return support must continue beyond reintegration including mentoring, family engagement, and community-based learning are essential to sustain progress. Hull has a strong voluntary and educational community sector that could play a much greater role in this process if recognised as a strategic partner rather than an external add-on.
- Alternative provisions are struggling due to high levels of staff sickness or injuries in work. This is due to the complexity of the children's needs and the lack of staff to fully support them.
- Alternative provisions take the time to build a relationship with the student and get to know not just them but their history to help support them correctly. Mainstreams do not appear to do this
- Alternative provisions work very hard at building relationships with pupils and must be willing to offer holistic, wrap around care.
- I believe it is necessary now more than ever to meet the rapidly changing needs of our young people
- I have known students that are referred to an AP at the start of Y7 and have never gone back into Mainstream education. This is unacceptable.
- I would really welcome a face-to-face opportunity to meet with the commissioners so that we can fully understand each other. Thank you.
- It's hard working in AP, it is physically and mentally exhausting. I do not just work 'as a teacher', I'm a mentor, a food provider, a parent figure, a social worker, a hugger, an emotionally-available adult at all times, even when I need someone to be emotionally available for me. There is no break, yes every day is different but the students' problems don't change, their trauma remains, their lives outside of school, can still spiral. That alongside their (often unidentified) SENMH needs leads for very challenging workload, physically, emotionally and mentally.
- N/A
- That are a fantastic opportunity to reengage learners in a safe place, created to understand them.
- The lack of funding for support staff in alternative provisions is shocking. We need more TAs and more funding for staff already in roles. Many members of support staff want to leave due to burnout and the emotional exhaustion from working with such complex students.
- There needs to be more of a link as to why the pupils are learning the subjects and topics in the classroom to wider life and possible jobs.
- They should be able to coach and guide mainstream settings around appropriate provision.