



Targeted Provision's Standards for Unregistered Alternative Provision

Contents

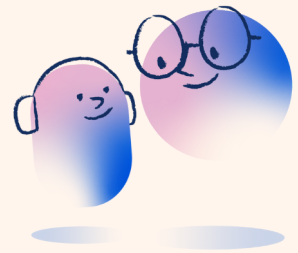
A Note on Alternative Provision	3
Our Mission at Targeted Provision	4
Targeted Provision's Standards	6
Theme 1: Safeguarding	7
Theme 2: Health and Safety	12
Theme 3: Admissions, guidance and support	13
Theme 4: The Quality of Education	15
Theme 5: The Outcomes of children	16
Additional Theme: Data Protection	17
The Future	18
A Case Study: The Impact of our support	19
Disclaimer: How we intend these standards to be used	20

A Note on Unregistered Provision

We are aware of differing views amongst stakeholders in the sector about what constitutes an unregistered alternative provision (AP) and whether unregistered APs are illegal schools.

Our interpretation is:

An unregistered alternative provision is any educational setting that is geared towards providing holistic or alternative education to children and young people on a part-time basis, either as an additional educational offering or as part of a package of support for young people who require ongoing medical or therapeutic input and therefore will only access part-time education on a long-term basis. Some unregistered APs will have their own venues or settings, others will operate from wherever the child or young person requires support (for example their home, school or a community hub). There is currently no regulatory body with whom alternative provisions operating in this way can register.



On the other hand, an illegal school is an unregistered setting that provides full-time education to children and young people and could therefore register with the Department of Education.

Unregistered Alternative Provision is commissioned nationally to provide support for young people with a wide range of circumstances and needs. It is flexible and can often meet the needs of young people who are not able to attend a physical setting. [In 2023, it is estimated that of the 67,600 AP places commissioned, 17% of these were with unregistered providers.](#)

Our Mission at Targeted Provision

Targeted Provision is one of the largest unregistered alternative provisions in England. We have supported 8000 young people since 2019, and work with most local authorities.

We deliver bespoke education packages to all of our young people. The method of delivery, curriculum, and desired outcomes of each package will differ from child to child and will be agreed between the commissioning local authority or school, and our SEND Specialists.

We exist to support children and young people whose needs are not met by the mainstream education system. By offering flexible education, delivered by trauma-aware professionals and monitored by SEND Specialists, we offer children and young people who are at risk of becoming disengaged the chance to build a relationship with a trusted adult and continue their educational journey so that they can integrate with society. We are a crucial part of the strategic team around each child we support.

The kinds of young people who we see making significant progress with our support are:

- Those who have become disengaged from school, those who are excluded, and those who are emotionally based school avoiding (EBSA).
- Those who have experienced trauma and dysregulation, and require the support of a trusted adult to make the most of their education (for example Looked After Children, or those with a Social Worker).
- Those waiting to transition to a special school place when it becomes available.
- Those whose additional needs are complex and cannot be met in a school setting. For example children and young people who receive EOTAS (Education Other Than At School) or those with life-limiting illnesses.

The outcomes we support these children and young people towards vary depending on their needs. Some will be supported to continue successfully at their mainstream setting, others will be working towards a successful mainstream reintegration. Others will never be able to attend a mainstream or full-time setting due to the complexity of their needs. All of these young people deserve access to high-quality education that is safe, tailored to their needs, and aspirational.

Our Mission

We grew out of a need for better interim provision for young people with additional needs. Our team of senior special school leaders, teachers and tutors recognised, based on their experience, the need to provide staff working with these cohorts with specialist training, skills and strategies, so that they could best meet the needs of each young person they worked with. It has been our mission since inception to improve the quality of education available to the most vulnerable children in society; those who are not offered school places due to their needs, or who are unable to leave their homes.

We've come a long way; since September 2020 we have supported nearly 1000 young people to return to a suitable full-time setting. Those who have not returned to full-time education have either remained with us long-term on EOTAS packages or have moved on to other alternative provisions to meet changing needs or circumstances. A small number, sadly, have not engaged with our support due to personal, family, or logistical barriers. We work every day to improve our offer so that this most vulnerable cohort is kept safe. We have developed industry-leading safeguarding and lesson reporting systems and now have 3200 tutors safely recruited across the country.

We have also seen, as has been well documented in the media, an increase in the number of young people falling out of mainstream school, and an escalation in the complexity of their needs.

We have responded accordingly; reviewing and improving our policies and procedures with regard to safeguarding, attendance, and mental health support, and developing accredited Social, Emotional and Mental Health training for our teaching staff.

The “Wild West”

We have seen a rise in the number of unregistered alternative providers offering support to this vulnerable cohort and with it, increased concern from the commissioning schools and local authorities. Unregistered Alternative Provision as a sector has been referred to as the “wild west”; Who is the provider? What do they offer? How will the young person's progress be monitored? Will they be safe? Will they ever return to the mainstream system? We've seen local authorities let down by providers who have been deemed illegal schools by Ofsted, and local authorities concerned by changing or conflicting interpretations of the guidance around the number of hours or weeks that a child should be receiving unregistered provision.

In response to these growing concerns, the DfE has suggested that a set of National Standards be developed, to regulate unregistered provision. We welcome this with open arms; we want every school and every local authority commissioner to have full transparency around what we offer, how we keep our young people safe, and how we support their emotional well-being and education. It is our hope that this transparency will lead to more safe and effective commissioning of unregistered APs, so that it is used as a necessary intervention, at the right time, to support a young person to remain engaged with their education and able to make progress towards qualifications and employment. Moreover, we believe that one set of national standards, applied to all unregistered alternative provisions, would greatly reduce the time and resources required to manage the data held about young people receiving this type of support.

Targeted Provision's Standards

To move the conversation forward, we have put together a suggested set of National Standards, which we will refer to as Targeted Provision's Standards. These standards follow the same themes as the DfE's suggested standards, and show how we, at Targeted Provision, go about ensuring the quality of our provision.

All standards come from national education legislation, including:

- Keeping Children Safe in Education, 2024
- NSPCC Safer Recruitment Training and Guidance
- The Ofsted Handbook
- The Independent Schools Standards
- Gov's Alternative Provision guidance (2013)
- Working Together to Improve School Attendance and Working Together to Safeguard Children

We hope that by sharing these standards, we can demonstrate the quality that commissioners should expect from alternative provisions and that providers like ourselves will come to be seen as a key strategic partner in the national effort to make education more inclusive. These standards have been endorsed by [PRUSAP](#) and the [NAHE](#) and have been written with the advice of Steve Shaw, Independent Consultant and Ex HMI of SEND and AP at Ofsted, and [Safeguarding Network](#). We have also consulted Maraget Mullohholland, Honorary Norham Fellow at the University of Oxford and Inclusivity and Special Educational Needs Specialist.

Theme 1: Safeguarding and the Wellbeing of Children

Targeted Provision's Standard	Our Source
Safer Recruitment	
Training: All members of the Recruitment Team are Safer Recruitment trained, and this training is regularly updated.	KCSiE 2024 (56-57) NSPCC Safer Recruitment Training and Guidance
Application	
All methods for attracting candidates (job posts, adverts, emails, web pages, referral schemes, etc) include a clear safer recruitment and safeguarding statement that makes clear the rigour of our processes	KCSiE 2024 (57) NSPCC Safer Recruitment Training and Guidance
All candidates must apply via an application form to ensure a standardisation of their information. Their qualifications, CPD, specific experience, subjects, and age groups are all collected here and compared against their work history. We ensure this work history stretches back at least 10 years or until the point of their graduation. We require any gap in work history to be explained.	KCSiE 2024 (58) NSPCC Safer Recruitment Training and Guidance
All completed applications are reviewed against an existing database of all tutors who have failed interviews or left our books in the past year and any candidate who at any point was identified as posing a safeguarding risk. Where a duplicate is identified, their application is rejected to prevent unsuitable or dangerous candidates from gaining access to a vulnerable young person.	NSPCC Safer Recruitment Training and Guidance
The candidate's completed application is reviewed collectively to check that all qualifications, CPD, and specific experience match the candidate's work history and that all gaps are appropriately accounted for.	KCSiE 2024 (59) NSPCC Safer Recruitment Training and Guidance
Only candidates who demonstrate specialist experience and are suitably qualified are invited forward to interview.	KCSiE 2024 (58-59)
Our invitation to interview reiterates our commitment to Safer Recruitment and Safeguarding and signposts candidates to our Safer Recruitment Policy	KCSiE 2024 (57) NSPCC Safer Recruitment Training and Guidance
Pre-Interview checks	
Our Interview Booking Process collects candidate references (a minimum of 2) and ensures it includes their most recent employer and (where they are not the same) the most recent employer that involved working with children. References are only accepted if they are validated from a professional email domain and come from a senior member of staff or HR. Only professional references are accepted. References must collectively cover 2 years of direct employment.	KCSiE 2024 (59) NSPCC Safer Recruitment Training and Guidance
Candidates provide a safeguarding declaration confirming whether they have been known to pose a risk to children or young people, if they have been subject to an investigation or asked to leave a position due to their conduct toward children, if they have any relevant convictions, cautions, reprimands or final warnings, and that they will notify us within 24 hours if any of these points change.	KCSiE 2024 (58) NSPCC Safer Recruitment Training and Guidance
Candidates confirm their fitness to work	KCSiE 2024 (63)

Candidates confirm their having read the latest update of KCSiE, at least Part One and Annex A	KCSiE 2024: Annex A NSPCC Safer Recruitment Training and Guidance
Interviewing	
At least 2 members of the Safer Recruitment trained Interview team review each interview.	NSPCC Safer Recruitment Training and Guidance
Interviews are conducted face to face, either online and recorded or with two people and a recording device if in-person	NSPCC Safer Recruitment Training and Guidance
The candidate's attitude to children and young people is investigated and any concerns in their attitude are highlighted and potentially result in a failed interview.	KCSiE 2024 (61) NSPCC Safer Recruitment Training and Guidance
The candidate's teaching/ tutoring, engagement, and regulation strategies are investigated and any concerns linked to these that could result in an unsafe environment for a vulnerable young person are highlighted and potentially result in a failed interview.	KCSiE 2024 (61) NSPCC Safer Recruitment Training and Guidance
The candidate's experience of common risks associated with AP tuition and knowledge of safeguarding are investigated and any concerns linked to these are highlighted and potentially result in a failed interview.	KCSiE 2024 (61) NSPCC Safer Recruitment Training and Guidance
DBS or other disclosures are verified, recorded, and passed forward to the Head of Recruitment for verification and further assessment.	KCSiE 2024 (59, 61)
References are verified and any concerns are investigated.	KCSiE 2024 (59)
Work history is verified and any gaps and discrepancies are investigated.	KCSiE 2024 (58)
Detailed notes of any further training requirements that emerge at the interview are taken and passed on to our Support Team to ensure all tutors meet a high minimum standard.	NSPCC Safer Recruitment Training and Guidance
Interviewers immediately follow the interview with an internet search of the candidate, checking major search engines and social media. Any concerning results are flagged for investigation.	KCSiE 2024 (59)
Compliance	
When recruiting qualified teachers, teaching qualifications are collected for all candidates and verified via their Teacher Reference Number.	KCSiE 2024 (58, 76)
We run our own safeguarding training for tutors to induct them into safeguarding best practices and our processes	NSPCC Safer Recruitment Training and Guidance
We collect Photo ID for all candidates and cross reference this with their image at interview and the profile picture we collect.	KCSiE 2024 (62) NSPCC Safer Recruitment Training and Guidance
We collect Proof of Address for all candidates.	KCSiE 2024 (58, 76)
We collect National Insurance details for all candidates	KCSiE 2024 (58)
We collect evidence of Right to Work for all candidates.	KCSiE 2024 (63) Employer's guide to right to work checks (8-17)
We perform a Digital ID Check to validate the identity of all candidates.	KCSiE 2024 (62) Government Guidance: Digital identity certification for right to work, right to rent and criminal record checks

	Employer's guide to right to work checks (17)
Prevent Duty Training Certificates are collected and must be dated within the past year.	KCSiE 2024 (156-158) Prevent duty guidance: Guidance for specified authorities in England and Wales (33-46) NSPCC Safer Recruitment Training and Guidance
Level 2 Safeguarding Training Certificates are collected and must be dated within the past 2 years with a Refresher in the past year.	KCSiE 2024 (35) NSPCC Safer Recruitment Training and Guidance
Where candidates have been abroad for more than 6 months in the past 5 years Certificate(s) of Good Conduct are collected for the relevant countries. Where a candidate has held a teaching position abroad, the provider should obtain a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Where the above are not available, the provider must evidence alternative methods of risk assessment which support informed decision making on whether to proceed with the appointment.	KCSiE 2024 (63, 76-77, 286-8) Criminal records checks for overseas applicants NSPCC Safer Recruitment Training and Guidance
Where the candidate has had multiple names proof of name change is collected.	KCSiE 2024 (76)
All candidate details are checked against the Prohibition from Teaching List published by the TRA.	KCSiE 2024 (63)
DBS with Enhanced Children's Barred Check are collected and must be dated within the past 3 years and all Update Service Checks are run where applicable and rerun yearly.	KCSiE 2024 (62-63) Safeguarding Vulnerable Groups Act 2006
Recording	
All document types and issue dates are collected.	KCSiE 2024 (77)
Where a document is out of date it is automatically flagged and rejected.	KCSiE 2024 (77)
Our system automatically identifies any issues with document sequencing and prevents a candidate from proceeding before all necessary documents and confirmations are obtained.	NSPCC Safer Recruitment Training and Guidance
Accepting the candidate	
Candidates are provided with in-depth safeguarding information and all contact details of safeguarding officers within the organisation. Prior to working with young people the employee is given contact details for the relevant local authority safeguarding partnership.	KCSiE 2024: Annex C
All candidate information is reviewed collectively before a final pass decision is made to ensure a final sense check.	NSPCC Safer Recruitment Training and Guidance
Monitoring	
If a candidate demonstrated any attitudes or behaviours that could pose a risk to a vulnerable young person at any point in our recruitment process their details are saved on file and held for the maximum GDPR retention	KCSiE 2024 (77)

period of 40 years to ensure their inability to reapply and to potentially pass their details on if necessary. (bias training)	
Any time a candidate's document becomes out of date it is automatically flagged for updating to ensure the candidate's ongoing safety.	NSPCC Safer Recruitment Training and Guidance
Weekly manual audits are performed for all documents with a yearly expiration schedule, monthly manual audits are performed for all documents with a greater than yearly expiration schedule, and termly manual audits are performed of all candidate information to ensure ongoing safety of candidates.	NSPCC Safer Recruitment Training and Guidance
Multi-Agency working: The AP provides written confirmation to the commissioner that the above checks have been conducted	KCSiE 2024 (334)
Safeguarding	
Governance	
The senior leadership team all understand the organisation's roles and responsibilities with regards to KCSiE. They participate in any local authority offered safeguarding training and engagement activities.	KCSiE (110)
The senior leadership team lead by example, ensuring that safeguarding is at the forefront of all practice and discussion	KCSiE (392)
All staff in the organisation understand the importance of excellent safeguarding practices	KCSiE (392)
The organisation's safeguarding practices have been reviewed by external parties	KCSiE (392)
The organisation keeps a record or changes and improvements suggested and implemented with regards to its safeguarding practice	KCSiE (392)
Staff Training	
The AP ensures all staff receive appropriate SG training, and safeguarding updates, such that they understand how to recognise signs of abuse or exploitation, understand their responsibility to act on concerns, and can follow the correct process to report the concern. All training and processes are in line with KCSiE requirements.	KCSiE 2024 Part 1 (includes training, sharing policies with staff, bulletin updates), Working Together to Safeguard Children (123)
The AP ensures all staff are able to recognise signs of a child in need of early help, and knows how to report these concerns	KCSiE 2024 Part 1 (18.), Working together to safeguard children (124)
The AP's senior leaders take responsibility for ensuring KCSiE is recommendations are known and followed in practice	KCSiE 2024 Part 2 (76-78 and 94)
The AP ensures staff understand the process for reporting a concern about another member of staff, or safeguarding practices within the AP	KCSiE 2024 Part 1 (69-74)
The AP holds and maintains a Single Central Record	KCSiE 2024 Part 3 (274-278)
Contextual Safeguarding/ Extra Familial Harm	
The AP holds information about the number of concerns raised, and their nature, in order to build a picture of local SG themes, and to respond accordingly	Ofsted Handbook (294) "inspectors will expect providers to understand their unique contextual safeguarding factors"
The AP recognises the additional risks presented to the young people they support and puts additional safeguards in place for them (Including YP who are LAC, have SEMH needs, CME, those with SEND)	KCSiE Part 2 (171- 209)

Theme 2: Health and Safety

Targeted Provision's Standard	Source
The AP demonstrates clear understanding of the health and safety requirements for their setting and has a health and safety policy to reflect this. If the provider has a physical setting in which they deliver their provision, additional health and safety checks with regards to that setting will apply.	Ofsted Handbook - In an inspection, the inspector will check that the commissioner has made sure that the AP has suitable policies/ risk assessments in place. KCSiE 488, Independent School Standards (76)
The AP has a risk assessment policy that takes into account the health and safety of all staff and young people. The AP has appropriate forms and information storing/ sharing processes for gathering and recording risk assessments. The AP has appropriate discrete risk assessments for all activities.	Ofsted Handbook - In an inspection, the inspector will check that the commissioner has made sure that the AP has suitable policies/ risk assessments in place. KCSiE 488
The AP understands and can demonstrate their responsibility with regards to health and safety when delivering provision off site (or outside their standard delivery practice, i.e. a planned trip or outing). The AP has appropriate risk assessment forms for staff to complete.	Ofsted Handbook - In an inspection, the inspector will check that the commissioner has made sure that the AP has suitable policies/ risk assessments in place.
The AP has all appropriate insurance cover: public liability (up to £10million), Employer's Liability (up to £10million), Professional Indemnity (up to £5million).	Local Authority QAs across England

Theme 3: Admissions, Guidance and Support

Targeted Provision's Standard	Source
Admissions	
The AP clearly defines for commissioners its core work and objectives to be clear about the young people whose needs they can meet, and the outcomes that they are suited to support. For example "EOTAS", "reintegration support", "a qualification or subject not offered at school", "mentoring". This ensures that provision is impactful and has clear success criteria.	Ofsted Handbook (96)
The AP has a referral form which enables commissioners to clearly outline the young person's needs, the purpose of the provision, and the targets and desired outcomes. The referral form should provide the commissioner with clear guidance on the different reasons a pupil may be referred to the provision (for example "EOTAS", "reintegration support", "a qualification or subject not offered at school", "mentoring"). This ensures that provision is impactful and has clear success criteria.	Ofsted Handbook, Information request (86/72, 92): The lead inspector will request information about any off-site AP during the initial telephone conversation. In order that this information is readily available, [name of school] will maintain an accurate and up to date register/log of all pupils attending off-site AP. Responsibility for ensuring that this record is up to date is overseen by [role/name of colleague]. The register will include (as a minimum) names of pupils, year groups, key information (e.g., EHCP, LAC, EAL etc.), AP attended, key contact, address, days and times, the core purpose(s) of the provision. Gov's Alternative Provision guidance (2013) 35.
The AP has sufficient expertise to support the commissioner to set meaningful outcomes for the young person, achievable during their time in AP	Ofsted Handbook 295. Inspectors will evaluate success in these areas (improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement or aim to reintegrate pupils into mainstream schools). Gov's Alternative Provision guidance (2013) 34.
Guidance and Support	
Young people attending the AP make progress towards their targets, which is clearly communicated to commissioners and other stakeholders.	Ofsted Handbook 295. Inspectors will evaluate success in these areas (improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement or be aiming to reintegrate pupils into mainstream

	schools), IntegratEd AP Quality Toolkit, Community 3
The AP makes policies and practices transparent and available to professionals, young people, families and commissioners	IntegratEd AP Quality Toolkit, Community 2
The AP takes the young person's voice, and the voice of their family into account such that they are included in the planning of provision, able to give feedback throughout the provision, and feel confident and supported to raise concerns. The AP should have resources designed specifically for the young person and the family.	IntegratEd AP Quality Toolkit, Community 2
The AP monitors the attendance of young people at sessions and has clear strategies for escalating concerns, and adapting provision to improve engagement and attendance	KCSiE Part 2 (178), Working together to improve school attendance
The AP provides commissioners with real time attendance so that YP in AP are included in school attendance data returns	Working together to improve school attendance
The AP provides regular engagement, attendance and progress reports to the commissioner and other involved parties.	Ofsted Handbook (292) "inspectors will evaluate the extent to which these placements are safe and effective in promoting pupil progress". Ofsted Handbook (296) "They will evaluate the progress that pupils have made since they began to attend the AP".
The AP attends planning and strategy meetings with the commissioners, and feeds in to ongoing reviews	Ofsted Handbook (297) "inspectors will look at whether the provider works closely with families, schools and other agencies to ensure a smooth transition to and from AP".
The AP has experienced and suitably qualified staff overseeing the work undertaken with young people, and offering CPD and guidance to other staff	IntegratEd AP Quality Toolkit, Community 1.4
The AP cares for staff wellbeing and prioritises retention of staff to provide consistency to young people	IntegratEd AP Quality Toolkit, Community 1.6

Theme 4: The Quality of Education

Targeted Provision's Standard	Source
Skilled Staff	
The AP invests in ongoing training and support for staff in line with the needs of the young people referred to them	Gov's Alternative Provision guidance (2013) 39.
The AP is committed to supporting staff to build trusting, positive relationships with young people and their families	Working Together to Safeguard Children 27 (Collaborate)
All staff understand the role of the AP in the child's wider education, and promote inclusivity in their practice	IntegratEd AP Quality Toolkit, Curriculum
Holistic Approach	
The AP plans provision to meet the outcomes for each young person outlined and agreed at the point of referral. When commissioned as an interim solution for a young person who should, when appropriate, return to a mainstream setting, the AP has a clear process which involves agreeing a reintegration plan with the school and family and reporting regularly on the progress against this plan. The AP will act as a support for the school in achieving the pupil's reintegration and should have processes and resources available to demonstrate this.	Ofsted Handbook (292) "inspectors will evaluate the extent to which these placements are safe and effective in promoting pupil progress". Ofsted Handbook (296) "They will evaluate the progress that pupils have made since they began to attend the AP".
The AP is adaptive and reflective in meeting each young person's needs, ensuring that they are supported to engage with education at a pace that suits them and are offered suitable opportunities to make progress	Gov's Alternative Provision guidance (2013) 39.
The AP celebrates the young person's successes and fosters a sense of positivity and pride in the young person, wherever they are at in their learning journey.	IntegratEd AP Quality Toolkit, Curriculum
Learning Opportunities	
The AP offers opportunities for learning suitable to the young person's needs and capabilities, being mindful of their situation and the reasons that they are receiving AP	Gov's Alternative Provision guidance (2013) 30.
The AP reviews each young person's education package regularly, and makes adjustments to promote progress towards pre-agreed outcomes.	Ofsted Handbook 295. Inspectors will evaluate success in these areas (improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement or be aiming to reintegrate pupils into mainstream schools)
The AP has clearly defined curricula for the type of provision offered. Curricula are well planned, progressive and well resourced and can be adapted in line with the individual support plans of the young people referred. While AP is not expected to offer the full mainstream curriculum, for young people referred to AP for support with reintegration, the provider should demonstrate the ability to offer a curriculum that supports the child's development at an appropriate level. For those working towards reintegration outcomes, education should be preparatory for a return to the mainstream classroom.	Independent School Standards, 2(1)(a), 2(1)(b), 3-3(g)

Theme 5: The Outcomes of Children

Targeted Provision's Standard	Source
The AP makes every effort to engage with and support the young person, using informed approaches and practice and an understanding of the young person's individual needs as a basis for all strategies used.	Gov's Alternative Provision guidance (2013) 30. IntegratEd AP Quality Toolkit, Curriculum
The AP does not expect the same outcome from all young people, and prioritises supporting the young person to achieve their individual outcomes.	Gov's Alternative Provision guidance (2013) 30. IntegratEd AP Quality Toolkit, Curriculum
The AP works with the young person's wider support network to address attendance or engagement issues	Ofsted Handbook (297) "inspectors will look at whether the provider works closely with families, schools and other agencies to ensure a smooth transition to and from AP". KCSiE 178
The AP supports young people to develop strategies to manage their emotions and to self regulate	IntegratEd AP Quality Toolkit, Curriculum
When the provision comes to an end, the AP provides a conclusive report, summarising the progress made inline with the initial targets.	Ofsted Handbook 295. Inspectors will evaluate success in these areas (improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement or be aiming to reintegrate pupils into mainstream schools)
Young people who attend the AP feel positively about the support they receive.	Local Authority QAs, IntegratEd AP Quality Toolkit, Curriculum 7c

Additional Theme (6): Data Protection

Targeted Provision's Standard	Source
Data Protection and Security Policies: Develop and implement data protection and security policies aligned with industry best practices, including a response plan for security incidents.	UK GDPR, DPA 2018
Device Security: Enforce security policies for BYOD and company-owned devices, including encryption, remote wipe capabilities, and secure digital credential storage.	UK GDPR, DPA 2018, Cyber Essentials
Log File Retention and Protection: Establish log file retention policies, specifying duration and access controls to ensure proper protection.	UK GDPR, DPA 2018
Business Continuity Planning: Create comprehensive plans for maintaining business operations during and after a crisis, including disaster recovery, backup, restore processes, and communication protocols.	UK GDPR
Certifications and Compliance: Pursue certifications like Cyber Essentials, and ensure compliance with the UK GDPR and DPA 2018.	Cyber Essentials, UK GDPR, DPA 2018
Data Protection Officer and Roles: Appoint a DPO and define roles for overseeing data protection strategies, compliance, and security practices.	UK GDPR, DPA 2018
Access Controls and Authentication: Implement role-based access controls, multi-factor authentication, and single sign-on (SSO) technology for secure access management.	UK GDPR, Cyber Essentials
Endpoint Security: Deploy endpoint security solutions with real-time threat detection and response, including EDR solutions.	Cyber Essentials
Data Encryption and Storage: Require AES-256 encryption for data protection, implement full-disk encryption on devices, and ensure secure cloud storage for sensitive data.	UK GDPR, Cyber Essentials
Data Transfer: Specify legal and security measures for data transfer across borders, especially outside the EU.	UK GDPR, DPA 2018
Secure Disposal of Obsolete Media: Employ secure disposal methods for obsolete media.	UK GDPR, DPA 2018
Training and Awareness: Mandate GDPR compliance training, phishing prevention, and consent procedures with regular assessments, along with a role-specific security training schedule.	UK GDPR
Continuous Monitoring and Auditing: Implement continuous monitoring systems for security threats, regularly audit physical security, and ensure third-party vendor compliance through scheduled audits.	UK GDPR, Cyber Essentials
Data Retention Schedules: Define and enforce data retention schedules based on legal, regulatory, and operational needs.	UK GDPR, DPA 2018
Software Development Lifecycle: Integrate security measures throughout the software development lifecycle to identify and mitigate risks early in the process.	UK GDPR

The Future

We hope that in publishing these standards, we are demonstrating the effort that unregistered providers like ourselves go to, to ensure that our provision is the best possible alternative to mainstream education for the young people who need it. We hope that commissioners will feel more confident about commissioning our support, and the support of providers like ourselves. We are sure that most unregistered providers will already meet these standards and, like us, will welcome the chance to demonstrate to all commissioners how they support their young people.

Ultimately, we want excellent quality provision to be regulated using a set of national standards, upheld by one regulatory body, just like schools. This will enable commissioners to arrange provision with clarity and confidence, and will hold providers accountable for delivering outcomes for their cohort. In this way, the country's most vulnerable young people receive the best possible care and support, overseen at a national level. For education to be truly inclusive, this needs to happen.



A Case Study

To finish, we want to share the story of one of our young people. Sam * was referred to us in Year 10. He had an EHCP with a primary diagnosis of ASC. Sam had lost his parents at a young age and lived with his grandparents. When his grandfather died, Sam's mental health deteriorated. He developed agoraphobia and by the time we met him, had not left his bedroom or spoken face to face to another person for months. Sam was a child missing from education; he was not on roll with a school and was not receiving any form of educational input. It took Sam's tutor months to build a relationship with him and it was because of the flexibility we could offer that she achieved it. While a formal setting would have marked Sam as absent from all sessions, our tutor adopted a different approach; she sat outside his bedroom and passed notes, or spoke to his grandmother, hoping that Sam would start to engage. Eventually, he did, and they discovered a mutual interest in film. Sam and his tutor would watch films separately and then discuss them together. As their relationship strengthened, Sam started to engage with some history and English lessons, and left his bedroom to study at the kitchen table. 18 months later, Sam sat Functional Skills exams and passed. He has applied for college.

Sam's situation is sadly no longer rare; there are thousands of children missing school with significant and complex mental health barriers to re-engagement. Truly flexible education, delivered at a pace that worked for Sam and in his home was crucial in re-engaging him and helping him to make progress. We want the same opportunity to be made available to all young people who need it.

**names have been changed for privacy reasons*

Disclaimer

These are suggested standards; they are not statutory requirements. They are not DfE approved standards. They are also standards aimed at School Age and Post 16 providers, and do not take into account the additional services that providers offering Early Years provision may need to offer/ engage with. Any provider reviewing these standards should refer to the full versions of all source documents and any other relevant guidance, to ensure their own compliance with national legislation, and may be required to demonstrate compliance with different standards when quality assured by schools or local authorities. This is simply our best effort to share the standards that we have set for ourselves to ensure the good quality of our provision. We are willing on request to share evidence with commissioners or wider stakeholders as to how we meet these standards.



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