

Norfolk Review of Unregulated Alternative Provision

Name of Provider	Swallowtails
Address	Langley with Hardley Village Hall, 24 Hardley Street Hardley Norfolk NR14 6BY
Website	www.swallowtails.org.uk
Centre lead	Matthew Hutchinson
Date	Online review – Tuesday 17 th February 2026 On-site visit – Thursday 26 th March 2026
Review carried out by	Natalie Cunliffe, Quality Assurance Improvement Officer

Review purpose and expected outcomes:

- not a mini-Ofsted nor an inspection; it is to assess the effectiveness of the provision for all Norfolk pupils
- to assess the effectiveness of the institution in improving outcomes for looked after children and/or for children and young people with special educational needs and/or disabilities
- to ensure ongoing quality of alternative provision for Norfolk learners
- to provide a county-wide picture of the alternative provision for Norfolk LAC/SEN pupils
- to enable key issues which arise to be addressed with support and guidance.
- ultimately, to result in the sharing of best practice between schools to support the [Flourish - Norfolk County Council](#) ambition
- to use information acquired to maintain an up-to-date directory of AP in Norfolk

The review gathered evidence from the following:

- Analysis of data provided by the institution
- Session observations
- Discussions with young people
- Scrutiny of pupils' work/folders
- Scrutiny of the provider's website
- Companies House
- Discussions with senior leaders and proprietor representatives
- Consideration of commissioners' views

Context

- Swallowtails is a non-school alternative provision providing support for young people on a 1:1 basis for SEMH needs.
- It currently operates on a Wednesday and Thursday (9:30-2:30) with one young person on each day.
- The AP operates out of two village halls which are rented for the full day. These are Sculthorpe and Langley with Hardley village hall.
- Although current young people accessing the provision are KS4 and KS3, the provision can also cater for KS2.
- All young people are commissioned by schools currently.
- Swallowtails is looking to grow its offer and has additional staff ready should more places be commissioned for young people.
- The provision offers tailored support to each young person.

Number of Norfolk pupils attending the setting by year group

YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
									1		1	2

Commissioners 2025-2026

Name of school/LA	Website	Key contact email address	Number of pupils	Year group range

The Parkside School	https://www.parkside.norfolk.sch.uk/	leah.loades-vincent@parksidemail.co.uk (Iain Mills – if no response)	2	Y9, Y11
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01 Staffing and safer recruitment

Checklist	Response	Evidence seen?	RAG
Name(s) and role(s) of centre lead(s) . Are leaders suitably qualified?	Matthew Hutchinson (Director) BSc Hons Physics PGCE Primary Education 30+ years' experience as a teacher and in other educational settings	CV seen. Qualifications seen. The lead has previously been an Outdoor instructor at Holt Hall, primary school teacher and TA and co-led a different non-school AP.	
Who holds the leaders to account? E.g., is there a board of trustees?	Staff hold each other to account	QA by NCC and applying for tender with CCC.	
Which leaders are trained in safer recruitment ?	Matthew Hutchinson – see certificate	Seen - 30.03.2025	
Staff list with qualifications	See separate document and certificates	MH qualifications seen – including teaching, degree (science), A-Levels and O-Levels.	
Ratio of staff per pupil (during a session)	1:1 sometimes 2:1	1:1 seen on site, MH discussed bringing on additional staff if more children accessed the provision so it would always be 1:1	
Do ALL staff files have application forms which include 1. personal details (current and former names, current address and national insurance number) 2. details of their present (or last)	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes	Seen for MH and JE JE doesn't currently work with MH, but everything is in place for her to work with him as and when needed.	

Checklist	Response	Evidence seen?	RAG
employment and reason for leaving 3. full employment history 4. qualifications 5. details of referees 6. a statement of personal qualities and experience	6. Yes		
Do ALL staff files have a self-declaration of any criminal record or information which may make them unsuitable to work with children?	No criminal records to declare	Completed and seen on site for MH and JE.	
Do ALL staff files have evidence of right to work in the UK ? Do ALL staff files have photocopies of 2 identity checks (with a photograph) - see How to prove and verify someone's identity - GOV.UK (www.gov.uk)	1. Yes - passports 2. Yes	Seen for MH & JE – shared with JE's written consent.	
Do ALL staff files have at least 2 references , including 1 from the current or most recent employer?	Yes	Seen for MH & JE – shared with JE's written consent. Also seen on site.	
Do any staff files have a risk assessment ? (E.g., if a colleague has declared a conviction such as a driving offence, which may not affect their suitability to work with children)	N/A	NC suggested risk assessment for JE – based on no qualifications. This was completed by MH and seen on site.	
Do ALL staff files have interview notes which include a safeguarding question?	Yes	Seen JE – shared with JE's written consent.	
Do ALL staff files have photocopies of qualifications ?	Matthew – Yes Jacqueline – No – Unfortunately these have been lost	Seen for MH – advised JE buys replacement certificates if possible or RA created if this is not possible (if she is working as part of the AP which she was not at the time of this QA).	

Checklist	Response	Evidence seen?	RAG
<p>Is there a staff tracker or single central record which includes name and address of employee/volunteer</p> <ul style="list-style-type: none"> a. Date employment started b. Date identity checks carried out and by whom c. Date DBS checked and by whom d. Risk assessment in place yes/no e. Right to work in the UK checks – when and by whom f. Qualifications check – when and by whom g. Prohibition order checks- when and by whom (for those in ‘teaching activity’) 	<p>Yes DO NOT EMAIL THIS DOCUMENT – IT CAN BE VIEWED ON SCREEN OR ON SITE</p>	<p>Seen for MH & JE – shared with JE consent</p> <p>RA column to be added</p>	
<p>Have all staff had an ENHANCED DBS check which has been undertaken by your setting (i.e. not a certificate from a previous check)</p>	<p>Yes</p>	<p>Seen for MH & JE – shared with JE consent</p> <p>New DBS for Swallowtails will be after the starting date as used Dragonflies at the start.</p>	
<p>Is there a central log of all staff training/professional development?</p>	<p>Yes -see attached</p>	<p>Seen Discussed that renewal date for KCSIE could be September rather than April. MH agreed.</p>	
<p>Do staff undergo performance reviews or appraisal?</p>	<p>See attached job description and performance review template.</p>	<p>Example template seen.</p> <p>Discussed completing the appraisal process with another AP as MH is sole trading. This process will be completed at the end of the Spring term. MH had a contact in mind at another AP and will get in touch with them.</p>	

Checklist	Response	Evidence seen?	RAG
Are staff offered opportunities to debrief following a challenging session/at the end of each day/week?	We are in constant communication both reflecting on past sessions and planning activities and visits for the next ones.	MH is currently a lone worker. We discussed if other staff begin to work with MH to take notes of any debriefs.	
<p>Is there a staff code of conduct?</p> <p>Does it include clear expectations and information on acceptable use of technologies?</p> <p>Relationships and communications between children/parents/carers and staff/volunteers including the use of social media?</p> <p>Rules on staff/volunteer contact with children by phone or messaging services?</p> <p>A commitment that under no circumstances should any staff/volunteer inflict physical or psychological harm on a child?</p>	<p>Yes</p> <p>Yes – See Page 4 of Staff Code of Conduct – Online Safety</p> <p>Yes - See Page 3 of Staff Code of Conduct – Behaviour</p>	<p>Due to be updated 18.03.26</p> <p>Seen</p>	
Please provide any other staffing/leadership information which you feel is relevant	We are a very small AP with only two staff and two students. On a Wednesday only one member of staff is present with a student and on Thursday there is usually two of us.	See left, currently one member of staff working at the AP (MH), this is due to feedback from the young person about their preferences and MH has adapted the service accordingly.	

02 Safeguarding

Checklist	Response	Evidence seen?	RAG
Is the provider a member of the Safer Programme page Norfolk Safeguarding Children Partnership PWWC (norfolkscp.org.uk)	Yes	Checked - 16.2.26	
Is there an up-to-date safeguarding policy?	Yes	Due for review 12.3.26	
Is it available on the website?	Yes	Seen	
Is the policy adapted from the unregulated AP model policy available via the Safer Programme?	Yes	Seen	
Does the policy have detail around contacting schools/other commissioners without delay , in case of a concern?	Yes See : Page 9 “When we identify children and families in need of support, we will notify the commissioner without delay and work in partnership with them...” Page 7 “informing schools and commissioners of safeguarding concerns without delay ”	Seen	
Does the policy reference Keeping children safe in education - GOV.UK (www.gov.uk) [KCSIE]?	Yes: for example Page 7 “all staff read and sign annually to say they have read and understood **Part One of Keeping children	Seen	

Checklist	Response	Evidence seen?	RAG
	safe in education - GOV.UK (www.gov.uk)**"		
Are staff required to read Part One of KCSIE and sign to say they have done so?	Yes – See attached Staff Training Log	Seen	
Does the policy reference Working together to safeguard children - GOV.UK (www.gov.uk) ?	Yes: e.g. Page 6 “At all times we will work in partnership and endeavour to establish effective working relationships with schools, other commissioners, parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children and the Norfolk Multi Agency Safeguarding Partnership arrangements.”	References Working together to safeguard children 2018 – this has been seen as updated to 2023. (5.3.26)	
Does the policy include detail on how to contact the Duty Desk (LADO triage service) if there is a concern that an adult working with a child/children may have caused them harm? The telephone number to include is 01603 307797	Yes Page 24 “The first point of contact for settings regarding concerns and/or allegation issues is via the Local Authority Education Duty Desk on 01603 307797 . A Duty Advisor (not a LADO) will give advice and guidance on next steps. If the advice	Seen	

Checklist	Response	Evidence seen?	RAG
	is to make a referral to the LADO service, then the LADO referral form should be completed.”		
Does the policy include a sample safeguarding record form? Does the safeguarding record form include sections on who at the commissioning school/local authority was contacted, how and when?	Yes – See Appendix 1 Yes	Seen Seen	
How and where are safeguarding records stored securely?	They are securely stored in a folder on Swallowtails Google Drive	On a secure Google drive on MH’s laptop.	
Do behaviour incident record forms include sections on who at the commissioning school/local authority was contacted, how and when?	Yes – see Appendix 1 of Behaviour Policy	Seen	
If the setting works with electively home-educated children , does the policy have clear detail on contacting the Services to Home Educators - Norfolk County Council in the case of a safeguarding concern?	Yes Pages 9–10 “Following receipt of any information raising concern, the safeguarding lead will pass this on without delay to: ... 3. Services to Home Educators Team if the child is electively home educated by their parent, or; 4. The relevant Norfolk County Council officer if the child is not on the roll of a	Seen	

Checklist	Response	Evidence seen?	RAG
	school..."		
Does the policy state that if the placement is under the remit of the Transitional Education Service or Virtual school for looked after and previously looked after children - Norfolk County Council concerns will be addressed to the relevant adviser/key contact?	Yes Page 4 "Within this policy, where the guidance is clear that the commissioner should be informed, the following applies in all cases, where the child: • is under the remit of the Alternative Education Service (Section 19 team) – Schools (norfolk.gov.uk), contact the relevant adviser/key contact	Seen	
Does the policy include information on the Prevent Duty and how to make a referral if needed?	Yes See " <i>Preventing radicalisation and extremism</i> " section, pages 13–14.	Seen	
Does the policy have contact information for Children's Advice and Duty Service (CADS) Norfolk County Council Norfolk Community Directory and how/when to make a referral?	Yes Page 3 "Children's Advice and Duty Service (CADS) Norfolk County Council Norfolk Community Directory Single point of contact for raising concerns about a child. Telephone: 0344 800 8021 " Pages 9–10 "If, at any point, there is a risk of immediate serious harm to a child a referral should be made to	Seen	

Checklist	Response	Evidence seen?	RAG
	Children's Advice and Duty Service (CADS) immediately on 0344 800 8021. Anyone can make a referral in these circumstances.”		
Who are the safeguarding leads and what training have they undertaken?	Matthew Hutchinson – level 3 DSL Training – see certificate	Level 3 completed 23.01.26 (Online)	
Have ALL staff undergone safeguarding training ?	Yes Matthew – Level 3 DSL Training Jacqueline – Level 2 Safeguarding Vitalskills.co.uk	JE – Level 2 completed 23.01.26	
Which organisation delivers the training?		See left	
Does the provider have a central log of all the Designated Safeguarding Leads at each commissioning school?	Yes – in shared drive	Seen	
Is attendance reported back to the commissioner within 30 minutes of a child's planned arrival time?	Yes	This has been confirmed through feedback from commissioners.	
Do learners have a behaviour contract/code of conduct ?	Yes – included on the Referral and Admissions Form – Page 10 In the shared drive	Seen	
Is any form of physical intervention used at the setting? If so, how and when are staff trained and is there a suitable policy in place?	No	See left	N/A
Do learners use technology and/or have access to the internet while at the provision? If so, what filtering systems are in place?	N/A	Discussed and agreed that learners do not use technology. This was also seen on site. Internet is not available to the learner (no data or Wi-Fi).	N/A
Is there a photograph consent policy/form?	Yes – Please see Page 5 of the Referral and Admissions Form in the shared drive	Seen	

Checklist	Response	Evidence seen?	RAG
If there are post-16 or adults also learning on site at the setting, how is safeguarding for school-age young people ensured?	N/A	See left	N/A
Are signing in procedures appropriate?	To be completed by the LA Officer	Upon entering the village hall MH immediately greeted me and checked my NCC ID badge. He directed me to the sign in document and there was information available regarding the AP and safeguarding information with a photograph.	
Is the site secure ?	To be completed by the LA Officer	The site is a village hall with one door in (and a fire escape that can be used from the outside). There are large glass windows to the carpark so that MH could see me arriving and entering the building. The site was clean, tidy and quiet which suited the young person accessing the AP. The village hall is based on a very quiet road, and the door enters on to the small carpark rather than the road.	

03 Health and safety

Checklist	Response	Evidence seen?	RAG
Is there an up-to-date health and safety policy ?	Yes – in shared drive	Seen – Health and Safety Policy on the website	
Is the policy available on the website ?	Yes – On the Policies and Referrals Page of the Site	Check it is the most up to date policy – checked. First Aid policy seen 5.3.26 and in the process of being added on to the website.	

Checklist	Response	Evidence seen?	RAG
Does the policy have detail around contacting schools/commissioners without delay , in case of a concern/first aid incident/accident?	Yes Page 4 – section “ <i>Recording and Reporting Accidents</i> ” “In the case of a concern, an incident or accident that requires first aid, schools or commissioners will be contacted without delay. ”	Not seen in First Aid Policy This was added, sent to NC and checked 5.3.26	
What training is in place for health and safety for all staff?	All staff have passed the General Health and Safety Course – Tim McWilliam – CPD Accredited Provider – see certificates in shared Google drive	MH – Health and Safety Certificate 22.01.26 JE – Health and Safety Certificate 23.01.26	
How many staff have received First Aid training ?	Matthew Hutchinson – See certificates in shared Google drive	MH – Paediatric First Aid 01.06.2023 – 01.06.2026 MH – Outdoor First Aid 01.06.2023 – 01.06.2026	
Is there a dedicated First Aid record book/log? How are First Aid incidents reported back to commissioners and parent carers?	Yes – First Aid Incident Report Form – See Appendix 1 of First Aid Policy Without delay to school/commissioner contact and recorded on Incident record form	Incident Record Form seen There have been no first aid incidents yet, but provision and policies are in place ready should there be one in the future.	
Are all First Aid kits on site up to date? Who checks these?	Yes Matthew Hutchinson	Seen on site	
Which organisation carries out fire safety checks?	Langley Village Hall	Checked – there were fire extinguishers (in date), fire safety doors, a hi-vis, fire blankets in the kitchen and fire safety advice	

Checklist	Response	Evidence seen?	RAG
		information from the village hall.	
Is there a fire evacuation log?	Yes	Seen – MH has completed practice evacuations with the young person where they leave the building and stand at the designated point near the phone box.	
Is there up to date Employers Liability insurance?	Yes – Certificate on website and included in shared Google Drive	£5 million – due for renewal 22.04.26 The insured amount is recommended at £10 million.	
Is there up to date Public Liability insurance?	Yes – Certificate on website and included in shared Google Drive	£5 million – due for renewal 22.04.26	
If a child needs to bring in medication , can it be stored securely ?	Yes – in a lockable box	Locked box seen with combination code. This is moveable between sites.	
Is there a suitable medication log ?	Yes – see Appendix 2 First Aid Policy	Seen	
Is there a policy which says that any medication for children should be brought in in its original packing with the dosage sticker visible?	Yes Page 7 – section “ <i>Storage, Recording and Disposal of Medication</i> ” “All medication that comes into Swallowtails should be brought in in its original packing with the dosage sticker visible and handed over to the lead practitioner. If taken off site the practitioner keeps the medication safe and secure.”	Seen	
Do all pupils have an individual risk assessment ?	Yes – See Page 9 Of the Referral and Admissions Form	MH has RAs for each young person on each day that they are using the AP which are relevant to the activities	

Checklist	Response	Evidence seen?	RAG
		for that day e.g. cooking, travelling, walking. There is also a RA for diabetes. The young person is not taking medication for diabetes, and the GP has not yet given further actions. Inhaler also used by another young person (RA seen).	
Does each activity have a suitable risk assessment ?	Yes – See attached example Session Plan and RA These are produced for every session	Seen	
Are there measures in place for good hygiene practice, e.g., for hand and respiratory hygiene?	Yes – handwashing and toilet facilities when on site and wipes/antibacterial gel off site	Handwashing seen, large airy hall at a good temperature for the young person. There were also antibacterial wipes.	
If the provision involves contact with animals/machinery/equipment , what safety measures/training are in place?	If an activity requires tools or machinery or contact with animals this will be included in the risk assessment	Seen	
Please provide any other information , e.g., Food hygiene training etc., which you feel is relevant	Matthew is trained in Food and Hygiene – see certificate in shared Google Drive	Seen – Level 2 - 9.6.2025	

04 Provision

Checklist	Response	Evidence seen?	RAG
Is the proprietor familiar with Alternative provision - GOV.UK (www.gov.uk)	Yes	Signed up for NCC AP newsletter. Registered in-tend. Discussion with NC regarding the NCC SEMH Framework – NC advised that the AP Newsletter will give updates on the framework opening.	
Is the proprietor familiar with the regulations for the number of hours and days that a pupil may attend ?	Yes – pupils are permitted to attend for no more than 2 sessions at Swallowtails with a session lasting	The commissioning school has confirmed that each young person is at the AP for a maximum of one day	

Checklist	Response	Evidence seen?	RAG
Independent school registration - GOV.UK (www.gov.uk) Does the proprietor confirm that no pupil attends more than 2 full days (or 4 half days) per week?	from 9:30 until 2:30. No pupil attends the provision more than 2 full days.	per week.	
Is provision made for pupils entitled to free school meals ?	Yes – meals are provided where necessary	NC discussed that this is the commissioning school's responsibility but on site the young person had be taken to pick up their lunch; there were fruit and other health snacks available for the young person.	
How and when is progress reported back to commissioners? Is there a final report?	Progress is reported in an end of week report. A final report will be offered. Although weekly reports were deemed comprehensive for current commissioner. These will be available for viewing during online review.	NC looked at multiple examples on site. The three targets agreed with the commissioning school are clear on every report, there is a detailed record of the session and images of the young person and their work. MH also writes a shorter bite-size summary on the side. These targets also form the planning for each session – examples of session plans were seen. They were detailed plans with the objectives clearly shown.	
What does the provision cost ?	£290 per session with resources, transport to and from activities and meals provided. £350 outreach – as above with transport from home or school included	See left	N/A
Is the provision listed in the Norfolk County Council Directory of Unregulated Alternative Provision?	Yes	Checked	
Is the centre lead familiar with questions an Ofsted inspector may	Yes	A list of potential questions to hand via the directory – Ofsted framework has	

Checklist	Response	Evidence seen?	RAG
ask during a school inspection , as the inspector may telephone or visit the AP setting?		changed since, but the essentials are still the same.	
What are the key aims of the provision?	<p>We aim to develop positive relationships with students, leading by example and working to improve self-esteem, confidence, independence and a sense of achievement. With educational and therapeutic trips to nature reserves, historical sites, local beaches, woodland and museums, we aim to help students re-engage with learning, fostering curiosity and a sense of history, place and community.</p> <p>We have opportunities for students to try a range of activities including bush craft skills, environmental studies, science, cycling and nature walks, music (including learning the guitar or ukulele), music technology, cookery skills, simple woodwork, arts and crafts, photography, sports and swimming.</p>	Current children are making progress towards these aims. Supporting to find new interests. See site visit notes below for more information.	
Which age ranges can access the provision? Is there a post-16 offer ?	<p>We offer provision primarily for pupils from Key Stage 2/ Key Stage 3</p> <p>We do not currently have a post 16 offer</p>	Current young people are KS4.	N/A
Describe a typical session/programme (e.g., if a half-term etc.)	Please see Example Session Plan and RA in shared Google Drive	Seen – Session plans include trips out to places such as Pensthorpe, the Sea Life Centre and Easton College. Cooking at the village hall. Buying ingredients from the shop.	

Checklist	Response	Evidence seen?	RAG
		Encouraging healthy lifestyles by going on walks.	
Is the provision able to support children with special education needs ?	Yes	Long-term experience of working with children with SEN specifically. Seen in CV and references. NASEN recommended for up-to-date SEN training.	
Are taster/trial sessions possible? If so, is there a cost?	Yes – there is a 3 session trial period which costs £290 x 3	See left	
Does the provider insist on a pre-placement visit check by the commissioner?	Visits from commissioners are strongly encouraged prior to a placement being agreed	Commissioning school confirmed a pre-visit was carried out.	
Has the provider cross-checked their referral/admissions form with template 02 at Unregulated alternative provision templates - Schools (norfolk.gov.uk) to identify any potential gaps?	Yes	Seen	
Are any baseline assessments carried out?	Yes – see Page 12 of the Referral and Admission Form	Seen	
Are parent carers involved in commissioning? Do they visit and/or receive copies of progress reports?	Parents are encouraged to visit the provision or talk through the needs and interests of their child prior to a placement being agreed. Swallowtails is quite happy for parents to receive copies of progress reports but leaves this to the discretion of the commissioner	Reports are sent to the commissioner and then they decide whether to share with parents.	
Is the provision available to electively home-educated children ?	Yes.	See left	N/A
If so, how many attend?	None.		

Checklist	Response	Evidence seen?	RAG
Are appropriate planned outcomes/targets agreed pre-placement for each child?	Yes – 3 desired outcomes are identified and recorded on Page 6 of the Referral and Admission form	Examples seen on site. The 3 targets are repeated and consistent on all documents eg weekly progress reports, referral forms and session plans.	
Does the provision support reintegration into school? How is transition supported?	Not directly but all the work we do informs the child's ability to reintegrate with education	The young person had been taken to Easton college to consider their further education options and is currently attending a specialist school 4 days a week.	
Do learners work towards any qualifications ?	No	See left	N/A
Is transport provided?	Yes if necessary	Business Insurance seen	

Site visit, commissioner and learner feedback

- The young person had been picked up at 9:30 and had spent the morning looking at local churches and an Iron Age fort. The young person identified that they like quiet places, and one of their targets is to find new interests, so this activity fitted well with that target.
- The next activity was cooking bolognese in the kitchen at the village hall. They were monitoring the cooking and would often independently go and check the bolognese on the hob or discuss that it needed to be checked.
- The young person was relaxed in the setting and engaged in conversation. The LA Officer was able to see photographs of a range of previous work, such as making a wooden Christmas tree and trips to Pensthorpe and the Sea Life Centre. The young person could recall what they had done there and spoke about a range of animals they had seen.
- Through the young person's targets and progress reports, it was clear that finding interests was a key challenge, and each week's session plans and progress reports showed evidence of working towards finding things in which they are interested.
- They had also recently been taken on a visit to Easton College to support their transition into post-16 education.
- There was a good, calm and supportive rapport between the adult and the young person.
- The venue is a bright, open space, clean and appropriately equipped for the activities.
- The young person has an interest in the uniformed services, so the provision is working towards ways that this can be integrated into future sessions.

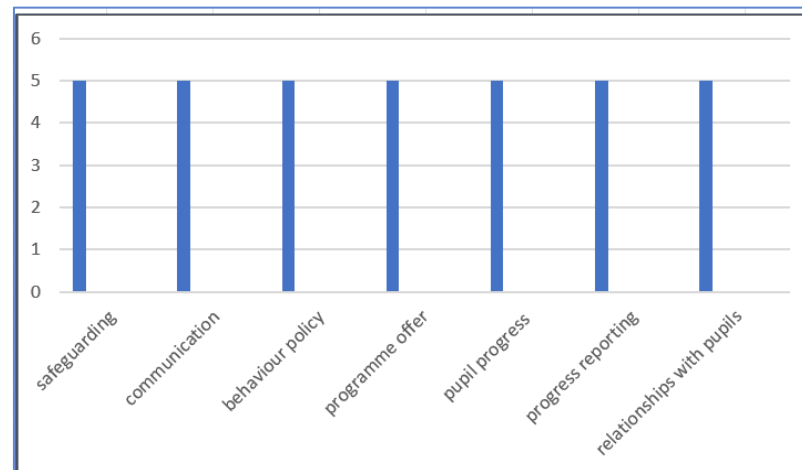
Commissioners were contacted for feedback about the setting. Comments included:

Aims of the placement:

‘Develop independence, emotional regulation, and for pupils to find interests outside of School’

- *‘Matthew tailors the days to the pupil’s interests and needs. He organises days out to a variety of places such as Pensthorpe, The Broads, Norwich Castle as well as developing interests and skills at the base such as cooking.’*
- *‘The Commissioner confirmed that the provision has improved attendance at school.’*
- *‘Matthew has created a welcoming environment and holds the pupil at the centre of his decisions. He is very willing to work closely with the school to support the CYP in his provision.’*

Commissioners were asked to rate the provision as follows, out of 5, with 5 being the highest score:



Recommendations

Many of the recommendations above are elements which ideally, are discussed and agreed pre-placement. To ensure that no gaps are missed in future placements, leaders are advised to download and adapt the templates at [Unregulated alternative provision templates - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/unregulated-alternative-provision-templates) Leaders may also wish to create a file (hard copy or electronic) of evidence which might be requested by schools; see template 01 pre-placement visit checks for guidance. This will minimise administrative time at the point of enquiry.

Key recommendations are those which are rated red or amber in the table above. An update on these target areas will be carried out in approximately 6 months. This will be a remote exercise.

Review date: Autumn 2026

Quality assurance

S. Walker, Senior Adviser, SASS
31/03/2026

Report distributed to the following LA colleagues:

- **Amanda Walsh**, Head of Service, SEND and Statutory Operations
- **Andy Tovell**, Head of Alternative Provision Sufficiency Delivery
- **Annette Walker**, Transitional Education Service Team Manager
- **Ian Hart**, Elective Home Education Team Manager
- **Jackie Wu**, Commissioning and Service Development Manager
- **Keeley White**, Head of the Virtual School for Children in Care
- **Kim Breen**, Senior Advisor for SEND Specialist Provision and Funding
- **Sam Derbyshire**, Education and Training Officer (post-16)
- **Suzanne Allen**, Senior Adviser Inclusion
- **Vicki Setters**, Senior Adviser Inclusion, SEMH and Transitions