# Off-site direction information

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Academies are encouraged to follow the same guidance as maintained schools. Where interventions or targeted support have not been successful in improving a pupil’s behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in alternative provision.

A proposed maximum period of the time limited placement should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school). The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil’s needs and potential improvement in behaviour.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. The placement of pupils directed off-site into alternative provision should be reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from the provision.

The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. The meetings should include arrangements for reviews, including how often the placement will be reviewed, when the next review will be and who should be involved in the reviews. Review meetings should take place between the school, parents, the pupil, and other agencies e.g. a pupil’s social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil’s ongoing behaviour.

Whilst a permanently excluded pupil’s name remains on a school’s admission register, the pupil should be marked using the appropriate attendance code. Where alternative provision has been made and the pupil attends it, an appropriate attendance code, such as Code D (Dual Registered - at another educational establishment) or Code B (Off-site educational activity, if the provision is an approved educational activity that 76 As set out in the Education (Information About Individual Pupils) (England) Regulations 2013. 49 does not involve the pupil being registered at any other school), should be used. Where pupils are not attending alternative provision, they should be marked absent using Code E.

An example of document that could be used when arranging off-site direction:-

School to School Off-Site Direction

| **NAME** | **DoB** | **NC Year** | **UPN** |
| --- | --- | --- | --- |
| **HOME SCHOOL** (SCHOOL NAME, CONTACT NAME, EMAIL ADDRESS & PHONE NUMBER) | **RECEIVING SCHOOL**(SCHOOL NAME, CONTACT NAME, EMAIL ADDRESS & PHONE NUMBER) |
| **PARENTS/CARER** | **CONTACT DETAILS** **(**ADDRESS, PHONE NUMBER & EMAIL ADDRESS) |
| **CLA Y/N****CP Y/N****CIN Y/N** **EH Y/N** | **SEN Y/N****EHCP Y/N** | **CONTACT DETAILS OF OTHER PROFESSIONALS INVOLVED** (NAME, PHONE NUMBER & EMAIL ADDRESS) |

| **START DATE** |  |
| --- | --- |
| **END DATE** |  |
| **REVIEW DATE/S**  |  |

| **MEDICAL NEEDS** |
| --- |
| **SEN PROVISIONS NEEDED** |
| **SAFEGUARDING/CHILD PROTECTION/RISK ASSESSMENTS**  |
| **TRANSPORT ARRANGEMENTS**  |
| **ADDITIONAL INFORMATION**  |

| **SUPPORTING DOCUMENTS** | **TICK AND ATTACH** |
| --- | --- |
| Looked After Child Personal Education Plan | Choose an item. |
| School intervention and support given in respect of issues causing concern | Choose an item. |
| Record of referrals to agencies | Choose an item. |
| Relevant risk assessments | Choose an item. |
| SEN stage, reviews, provision of support and involvement of other agencies | Choose an item. |
| EHC Plan | Choose an item. |
| Individual behaviour plan | Choose an item. |
| Assessment information | Choose an item. |
| Part time timetable notification (if agreed and applicable) | Choose an item. |
| Copy of EHA  | Choose an item. |
| Statement of pupil’s strength and areas for development  | Choose an item. |