**INCLUSIVE EDUCATION AUDIT - Alternative Provision Audit Tool**

*Inclusion is about everyone feeling welcomed, valued, respected and supported*

**Introduction**

This document is the Inclusive Education Audit tailored specifically for Alternative Provision (AP) settings.

While the original driver for this audit stemmed from the SEND Strategic Review, it is designed to encompass all children and young people, not just those with SEND. AP settings play a crucial role in supporting students who need specialist intervention due to various reasons, including SEND needs, mental health needs, or other vulnerabilities.

This audit aims to help AP settings evaluate and enhance their inclusive practices to better meet the diverse needs of their students.

**Using the Inclusive Education Audit**

The inclusion audit has been developed for self-evaluation, using the current SCC SEND self-evaluation review as a basis. AP settings are encouraged to complete the audit annually, reflecting on their inclusive practices and their ongoing journey to develop provision for all children and young people.

The audit is supported by two questionnaires: one for parents/carers and one for children and young people. These questionnaires provide insights into how the setting’s culture, policies, and practices impact the experiences of parents and students. Examples of good practice can be found, along with sources of information and further support.

Completion of the audit and collation of the questionnaires will enable AP settings to identify their strengths and areas for improvement. It will inform the setting’s development plan and identify training needs. Conducting the audit annually allows settings to evaluate their successes and informs the triangulation of information discussed at the Schools Monitoring Group (SMG). As a city-wide audit, it is hoped that it can become a vehicle for sharing good practice and developing a collaborative approach to meeting the needs of all children and young people in Southampton.

The audit is linked to the Inclusion Charter, which outlines inclusive education in the Southampton area, and the Ordinarily Available Provision Guidance, where information, advice, and strategies can be found to support inclusive practice.

**Guidelines on completion of the Alternative Provision Audit Tool**

The audit should be completed by the AP’s senior leaders and relevant governance team, with input from staff across the setting’s community, including parents and children/young people, in line with the underlying principles in the Code of Practice.

Whilst initially developed to support children and young people with special educational needs it was agreed that it should be about inclusive education for all. Settings are therefore asked to assess their current position for each statement giving due consideration to their whole community and all protected characteristics.

To support completion of the audit, settings may wish to refer to the examples of good practice, recognising that this is not an exhaustive list, and many settings will have developed their own creative solutions to the inclusion of some groups of children / young people. Settings are encouraged to share their ideas to build an ever-increasing range of strategies.

Following consideration of current practice and areas for improvement, settings are asked to rate themselves on whether they feel the standard is embedded, in progress or not started. At the end of each section is a summary and overall assessment of the settings current position.

The acronym CYP is used throughout the document to refer to children and young people.

The term ‘setting’ is used to refer to alternative provision setting.

**Alternative Provision Audit Tool**

*Inclusion is about everyone feeling welcomed, valued, respected and supported*

**Part 1 – Setting Information**

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| **Name of setting** |  | |
| **Completed by** |  | |
| **Date** |  | |
| **Setting profile** | % of pupils / students on SEN Support |  |
| % of pupils / students with an EHCP |  |
| % of pupils / students with EAL |  |
| % of pupils / students attracting Pupil Premium |  |
| % of pupils / students on FSM |  |
| % of pupils / students from ethnic minority groups |  |
| % of pupils / students who have identified as transgender |  |
| % of pupils / students with medical needs |  |
| % of pupils who are LAC |  |
| % of pupils previously LAC / post adoption |  |
| **Attendance** | % Pupil / student attendance |  |
| **Other contextual information** | Please add any other details relevant to Inclusion: | |

**Part 1 – Reflections on Inclusive Education**

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| 1. **Culture, leadership and management including Governance** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (highlight)** | |
| 1.1 The AP setting culture values all CYP equally and celebrates diversity, with a focus on understanding and addressing the unique challenges faced by AP students. |  | |  | Embedded  In progress  Not started | |
| 1.2 Leaders model an inclusive ethos, demonstrating empathy and support for students with complex needs. |  | |  | Embedded  In progress  Not started | |
| 1.3 The AP setting has a clear and aspirational vision for the education and holistic development of all CYP, focusing on personalised learning pathways and reintegration into mainstream education or other appropriate settings. |  | |  | Embedded  In progress  Not started | |
| 1.4 The AP governance team fulfills its statutory duties in line with the SEN Code of Practice, ensuring compliance with all relevant regulations and promoting best practices in inclusive education. |  | |  | Embedded  In progress  Not started | |
| 1.5 The AP setting has appropriately qualified staff, including specialists in understanding behaviour, mental health, and SEND, to lead provision for all CYP. |  | |  | Embedded  In progress  Not started | |
| 1.6 The AP setting is adequately staffed and resourced to meet the diverse and complex needs of all CYP, including access to therapeutic support and specialised interventions where necessary. |  | |  | Embedded  In progress  Not started | |
| 1.7 Co-production and partnership working are embedded within the AP setting ethos, involving multi-agency collaboration with parents/carers, young people, health, social care, and educational professionals to support the holistic needs of CYP. |  | |  | Embedded  In progress  Not started | |
| **Overall effectiveness of culture, leadership and management including governance** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
| **2:** |  |  | | |  |
| **3:** |  |  | | |  |

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| 1. **Environment and resources** | | | |
| **Statement** | **Evidence** | **Areas for improvement** | **Position (highlight)** |
| 2.1 The AP setting makes best endeavours to be accessible to all CYP, ensuring that buildings, classrooms, communal areas (toilets, areas to eat), outdoor areas, and pick-up and drop-off areas are safe, welcoming, and conducive to learning and well-being. |  |  | Embedded  In progress  Not started |
| 2.2 CYP are supported in moving around the AP setting, with clear signage, staff assistance, and adaptations as needed to ensure ease of movement and safety. |  |  | Embedded  In progress  Not started |
| 2.3 All CYP are enabled to participate in any off-site activities, with appropriate risk assessments, support plans, and resources to ensure inclusivity and safety. |  |  | Embedded  In progress  Not started |
| 2.4 The AP setting environment is adapted to meet the specific needs of individual CYP, with personalised adjustments and resources to support their learning and well-being. |  |  | Embedded  In progress  Not started |
| 2.5 Everyone in the AP setting is made to feel welcome, with a focus on creating an inclusive and supportive atmosphere for students, staff, and visitors. |  |  | Embedded  In progress  Not started |
| 2.6 The AP setting is aware of and effectively uses all available resources, including external support and funding, to continually adapt the environment to meet the diverse needs of all CYP, including sensory-friendly spaces, quiet areas, and flexible learning environments. |  |  | Embedded  In progress  Not started |
| **Overall effectiveness of environment and resources to support CYP** | **Embedded**  **In Progress**  **Not Started** | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | **Timeframe** |
| **1:** |  |  |  |
| **2:** |  |  |  |
| **3:** |  |  |  |

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| 1. **Staff skills** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (Highlight)** | |
| 3.1 Staff in the AP setting have the knowledge, skills, and expertise to remove barriers to learning and participation, including training in trauma-informed practices, understanding behaviour, SEND and mental health support. |  | |  | Embedded  In progress  Not started | |
| 3.2 Staff in the AP setting have a positive attitude and are committed to meeting the diverse needs of all CYP, demonstrating flexibility, empathy, and resilience. |  | |  | Embedded  In progress  Not started | |
| 3.3 Staff receive ongoing professional development tailored to the unique needs of AP settings, including training sessions, access to external expertise and access to further reading/learning materials. |  | |  | Embedded  In progress  Not started | |
| 3.4 Staff are proficient in multi-agency collaboration, working effectively with external professionals such as school professionals, social workers, specialist teacher advisors, educational psychologists, and mental health practitioners to support CYP. |  | |  | Embedded  In progress  Not started | |
| 3.5 Staff are trained in safeguarding and child protection, ensuring they can identify and respond to signs of abuse, neglect, or other risks to CYP. |  | |  | Embedded  In progress  Not started | |
| 3.6 Staff use restorative practices to support behaviour, focusing on repairing harm and restoring relationships rather than punitive measures. |  | |  | Embedded  In progress  Not started | |
| **Overall skills of staff to support CYP** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
| **2:** |  |  | | |  |
| **3:** |  |  | | |  |

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| 1. **Quality of teaching, learning and assessment** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (Highlight)** | |
| 4.1 The AP setting maintains high expectations and aspirations for all CYP, encouraging them to achieve their full potential through personalised learning goals and supportive interventions. |  | |  | Embedded  In progress  Not started | |
| 4.2 The AP setting provides high-quality, personalised teaching for individuals and groups of CYP, adapting instructional strategies to meet the unique needs and learning styles of each student. |  | |  | Embedded  In progress  Not started | |
| 4.3 The AP setting effectively uses technology, where relevant, to support personalised learning, providing students with access to digital resources, assistive technologies, and online learning platforms that cater to their individual needs. |  | |  | Embedded  In progress  Not started | |
| 4.4 The AP setting regularly reviews and updates its curriculum to ensure it remains relevant and responsive to the changing needs and interests of students, incorporating feedback from students, staff, and external stakeholders. |  | |  | Embedded  In progress  Not started | |
| **Overall quality of teaching, learning and assessment** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | | | **Timeframe** |
| **1:** |  |  | | |  |
| **2:** |  |  | | |  |
| **3:** |  |  | | |  |

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| 1. **Personalisation, personal development, behaviour and welfare of CYP** | | | | | |
| **Statement** | **Evidence** | | **Areas for improvement** | **Position (Highlight)** | |
| 5.1 The AP setting promotes positive behaviour through recognition and rewards, celebrating achievements and reinforcing constructive actions. |  | |  | Embedded  In progress  Not started | |
| 5.2 The AP setting understands the importance of friends and a peer group, addressing this creatively through structured social activities, peer mentoring, and group projects. |  | |  | Embedded  In progress  Not started | |
| 5.3 CYP in the AP setting are represented and have a voice in decision-making processe. |  | |  | Embedded  In progress  Not started | |
| 5.4 The AP setting offers a broad curriculum that supports the personal development of all CYP, this may include life skills, vocational training, and enrichment activities. |  | |  | Embedded  In progress  Not started | |
| 5.5 The AP setting implements comprehensive student wellbeing programs, including mental health awareness, stress management workshops, and physical health initiatives. |  | |  | Embedded  In progress  Not started | |
| 5.6 The AP setting reinforces its core values and expectations of behaviour through a consistent, restorative approach that emphasises respect, responsibility, and community. |  | |  | Embedded  In progress  Not started | |
| 5.7 The AP setting actively explores and addresses barriers to attendance, implementing strategies to improve engagement and reduce absenteeism. |  | |  | Embedded  In progress  Not started | |
| 5.8 The AP setting offers family support services, providing resources and assistance to parents and carers to help them support their children’s education and wellbeing. |  | |  | Embedded  In progress  Not started | |
| **Overall quality of personalisation, behaviour management and welfare of CYP** | **Embedded**  **In Progress**  **Not Started** | | | | |
| **Improvement priorities (add rows if required)** | **Actions** | | **Intended impact** | **Timeframe** | |
| **1:** |  | |  |  | |
| **2:** |  | |  |  | |
| **3:** |  | |  |  | |

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| 1. **Outcomes for CYP** | | | |
| **Statement** | **Evidence** | **Areas for improvement** | **Position (Highlight)** |
| 6.1 The AP setting has a graduated response to provision that ensures early identification and intervention for CYP, with clear processes for assessing needs and implementing appropriate support plans |  |  | Embedded  In progress  Not started |
| 6.2 The setting has systems in place for measuring progress, including using assessments to capture academic progress, personal development, and social-emotional growth. |  |  | Embedded  In progress  Not started |
| 6.3 The AP setting identifies CYP who are not making expected progress, explores the underlying reasons, and implements targeted interventions to remove barriers to learning and support their development. |  |  | Embedded  In progress  Not started |
| 6.4 The AP setting has effective transition arrangements in place to ensure the progress of CYP is sustained, whether they are returning to mainstream education, moving to further education, or entering the workforce. |  |  | Embedded  In progress  Not started |
| **Overall quality of personalisation, behaviour management and welfare of CYP** | **Embedded**  **In Progress**  **Not Started** | | |
| **Improvement priorities (add rows if required)** | **Actions** | **Intended impact** | **Timeframe** |
| **1:** |  |  |  |
| **2:** |  |  |  |
| **3:** |  |  |  |