



Determination Respect Engagement Ambition Motivation Success

Trafford Alternative Education Provision

**Admissions,
Placement
&
Commissioning Policy**

STATUTORY

[2026]



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Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional, and social development of our students. Our aim is to create a holistic, nurturing, and inspiring environment where students are supported and encouraged to take charge of their lives, their learning, and their decisions. Every student will have an understanding of their personal journey, challenges, and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools, and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development, and by frequently reviewing, debating, and developing the curriculum.



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Trafford Alternative Education Provision

Policy Title:	Admissions, Placement and Commissioning Policy		
Last Reviewed & Updated:	March 2026	Due for Review:	September 2026
Review Cycle	Annual		

Policy Owner


Name	Description	Date
Linda Thompson	Updated logo	September 2024
Linda Thompson	Updated staff and revised	March 2026

Approval

Name	Position	Date
Governing Body	Governing Body	March 2026

Links to

Policy
<ul style="list-style-type: none"> • Anti-Bullying Policy • Behaviour for Learning Policy • Equal Opportunities Policy • SEND policy • Safeguarding and Child Protection Policy • Supporting Pupils with Medical Conditions Policy

Website
General Data Protection Regulation (GDPR)
This policy document has been reviewed in compliance with GDPR (May 2018)
Linda H Thompson, Executive Head teacher 

Leadership and Governance Statement

The Governing Body and Executive Headteacher ensure that Trafford Alternative Education Provision operates in full compliance with Section 19 of the Education Act 1996, Pupil Referral Unit regulations, safeguarding legislation, and Department for Education statutory guidance, providing safe, suitable and high-quality education for all pupils placed within the provision

The Governing Body and Executive Headteacher maintain strategic oversight of admissions, safeguarding, commissioning arrangements and reintegration outcomes to ensure that Trafford Alternative Education Provision delivers safe, suitable and high-quality education for all pupils placed within the provision.

Admissions Authority

Trafford Alternative Education Provision (TAEP) operates as a Pupil Referral Unit commissioned by Trafford Local Authority. TAEP does not operate an independent admissions system. All placements are determined by Trafford Local Authority in accordance with Section 19 of the Education Act 1996 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007. TAEP is not responsible for admissions appeals.

Trafford Alternative Education Provision is not an admissions authority. Placement decisions are made by Trafford Local Authority or by the referring school where a pupil is directed off-site. TAEP's role is to assess the suitability and safety of the placement and to deliver provision in accordance with Local Authority commissioning arrangements and statutory guidance

Scope

Legal Framework

This policy operates within the statutory framework governing Pupil Referral Units and alternative provision, including:

- **Arranging Alternative Provision – a guide for local authorities and schools Feb 2025**
- **Section 19 of the Education Act 1996 – duty to provide education otherwise than at school**
- **Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007**
- **Alternative Provision Statutory Guidance (DfE)**
- **Education for Children with Health Needs Who Cannot Attend School**
- **Keeping Children Safe in Education (DfE – current edition)**
- **Equality Act 2010**
- **Education inspection framework for use from November 2025**

We ensure that admission processes support safe, suitable and high-quality alternative provision. It sets out the principles, statutory responsibilities, and operational processes that govern Local Authority admissions and commissioning arrangements across Trafford Alternative Education Provision (TAEP), including Trafford High School (THS) and Trafford Medical Education Service (TMES). It applies to all students referred for alternative provision, , or short-term intervention placements, and to all professionals involved in referral, decision-making, and ongoing review. The policy ensures that Local Authority admissions decisions are transparent, equitable, and compliant with statutory duties under Section 19 of the Education Act 1996, Alternative Provision statutory guidance, and the DfE guidance for children unable to attend school for health reasons.

Trafford Local Authority currently commissions Trafford Alternative Education Provision TAEP 76 places across years KS3 and KS4

TAEP maintains a formal commissioning agreement with Trafford Local Authority that sets out expectations for quality, safeguarding, curriculum entitlement, and reintegration. TAEP reports any concerns regarding suitability, safety, or quality of commissioned placements to the Local Authority immediately, in line with DfE Alternative Provision guidance (2025). TAEP fulfils its duties under the Equality Act 2010, ensuring that admissions decisions and commissioned placements do not disadvantage students with protected characteristics

Local authorities are responsible for arranging suitable full-time education for permanently excluded students, **(48)** and for other students who – because of illness or other reasons – would not receive suitable education without such provision **(28)** TAEP has capacity for 76 commissioned places. Where referrals exceed capacity, the Local Authority is informed immediately to ensure alternative arrangements are made. The suitability of every placement is reviewed at least monthly in partnership with the Local Authority.

Full-time provision normally consists of 25 hours per week, unless the student's physical or mental health means that full-time education would not be in their best interests.

The Education Act 1996, as amended by Section 3 of the Children, Schools and Families Act 2010)

Trafford Alternative Education Provision incorporates - Trafford High School and Trafford Medical Education Service

- Trafford High School (THS) caters for: CME, STEP OUT (at risk of exclusion), and permanently excluded students
- Trafford Medical Education Service (TMES) caters for students who have been prevented from attending their mainstream school as a result of medical needs. These may be physical, emotional, mental-ill health, psychological .Students remain on the roll of their mainstream school and become dual registered with the service.

Our aim is to minimise the long-term effects of disruptions to a child's education by giving them the opportunities to engage in learning and acquire the necessary skills for the next stage in their life journey. TAEP has a fluid intake, and admissions take place throughout the year,

Consideration of Vulnerability and Individual Need

TAEP recognises that many students referred to the service present with a range of complex needs and vulnerabilities. All admissions decisions and subsequent planning take full account of the student's Adverse Childhood Experiences (ACEs), mental health needs, special educational needs and disabilities (SEND), contextual safeguarding factors, and wider family circumstances. This ensures that provision is tailored,

risk-informed, and responsive to the individual profile of each learner, enabling appropriate support, intervention, and safeguarding oversight from the point of referrals onwards

Data Protection

Prior to admission, referring schools and agencies must provide all relevant safeguarding information, including child protection records, risk assessments, behaviour plans, and relevant professional reports. The Designated Safeguarding Lead reviews this information before a placement begins to ensure that appropriate safeguarding measures and support arrangements are in place.

Trafford Alternative Education Provision (TAEP) processes personal information in accordance with the **UK** General Data Protection Regulation and the Data Protection Act 2018.

Information may be shared with relevant agencies, including the **Trafford Metropolitan Borough Council**, referring schools, health services, and safeguarding partners where necessary to support students' education, welfare, and safety.

Safeguarding information, including child protection records, is transferred securely in line with statutory safeguarding guidance and reviewed by the Designated Safeguarding Lead on admission

All pupil information is processed in accordance with the UK General Data Protection Regulation and the Data Protection Act 2018. Information sharing with the Local Authority and partner agencies is undertaken where necessary to safeguard children and support their education.

1. Trafford Medical Education Service

Trafford Medical Education Service (TMES)

The Local Authority must arrange suitable education as soon as it is clear that a child will be absent from school for 15 days or more due to health needs, whether consecutive or cumulative. Provision may be arranged earlier where appropriate. Trafford Medical Education Service (TMES) provides onsite education commissioned by the Local Authority for pupils who are unable to attend school for medical reasons.

Admissions Criteria

All admissions to Trafford Medical Education Service (TMES) are made exclusively through the Trafford Local Authority Multi-Agency Medical Education Panel. TMES does not accept direct referrals from parents, schools, or external agencies. The panel determines eligibility in accordance with statutory guidance for children who are unable to attend school due to medical needs, ensuring decisions are supported by medical evidence, informed by multi-agency professionals, and applied consistently across the borough. The panel also reviews when students are ready to exit specialist medical provision and supports their transition back into mainstream or appropriate education provision.

Referrals can only be made by the child's school, the Elective Home Education Officer, or the Children Missing Education Officer and must have parental consent for information to be shared.

A referral should be accompanied by

1. The child's Individual Healthcare Plan
2. Attendance certificate (if on roll at a school)
3. Relevant information from the Consultant
4. Medical Education Coversheet

Complete referrals should be e-mailed to medical.education@trafford.gov.uk.

Referrals should arrive by the first Tuesday of the month to ensure that they can be considered at the next Panel meeting. N.b. Panel does not meet in August.

Trafford Alternative Education Provision (TAEP) is commissioned to deliver on-site education for students who can't attend school for health reasons. Students are Dual registered, with their current school coded as Main (M) on the admissions register, and Trafford Alternative Education Provision coded as Subsidiary (S). Schools and parents/carers should contact TAEP regarding students who are registered with TAEP.

Our priority is for the well-being of the student. Removing students from their peer support and familiar environment can sometimes impact negatively on outcomes and, once in a small environment, some students find it very hard to transition back to mainstream education. The panel will consider carefully whether removing a child from school for a short period is the best option for the child, or whether there are other sources of support that may enable the student to continue their education with adjustments. There are many factors involved, including the nature of the illness and the age of the child.

Where a student doesn't meet the criteria for medical education provision, or where there is a more suitable existing pathway, the referrer will be informed and advice, guidance or links to other agencies may be given.

The Virtual Mental Health Hub and the SEND Local Offer may both be useful sources of advice.

Who to contact **E-mail** medical.education@trafford.gov.uk

Part-time or phased timetables may be used as a short-term intervention to support the re-engagement of pupils, particularly where there is Emotionally Based School Non-Attendance (EBSNA). Where pupils are experiencing difficulties with their mental health, a full-time timetable may not initially be viable. In these

circumstances, timetables are individualised and student-centred, designed to gradually increase engagement and attendance in line with the pupil's needs, wellbeing, and readiness to access education.

2. Trafford High School

Trafford High School (THS)

Admissions Criteria:

Permanently Excluded

Admissions to Trafford High School (THS) are determined by Trafford Local Authority as part of its statutory duty under Section 19 of the Education Act 1996 to arrange suitable education for children who are permanently excluded, missing education, or unable to access a mainstream place. THS does not accept direct parental applications. All placements are LA-directed through statutory processes including Permanent Exclusion; Children Missing Education Local Authority duty is to arrange suitable full-time education from the sixth school day. TAEP receives placements through that commissioning

Trafford residents who have been permanently excluded from high school, in Trafford, or attending an out-of-borough school. A permanent exclusion is when a student is removed from a school permanently and their name is taken off the school roll. In these cases, the Local Authority must arrange full-time education for the student from the sixth school day. Trafford LA has a duty to offer education following the 6th day of a permanent exclusion.

Admissions to THS are a **Local Authority legal requirement**, not a school choice or parental application route. This is because THS is part of a **PRU**, and PRU admissions are governed by:

- Section 19 Education Act 1996
- Alternative Provision Statutory Guidance (DfE)
- Permanent Exclusion statutory processes

TAEP ensures that all students receive access to a broad and balanced curriculum, aligned with the National Curriculum where appropriate, and adapted to individual needs. Reintegration planning begins at admission and is reviewed at least half-termly with the student, family, home school, and Local Authority ASPT.

Children Missing Education

Children who are unable to secure a place in a Trafford School or Academy and are placed with TAEP through Local Authority

STEP OUT

- **STEP OUT – Student at Risk of Exclusion** – These students are still on the role of their referring / 'home' school and attend the STEP OUT programme These students are candidates for reintegration back into their previous school. This should be happening in the short to medium term, particularly at KS3 and early Year 10
- **EHCP-** KS4 students remain on the roll at TAEP and attend EOTAS or off-site tuition commissioned by the SEND team as an interim measure until an appropriate placement is established.

Where pupils attend under off-site direction arrangements, the referring school retains responsibility for the pupil's education, safeguarding, and statutory duties. Pupils remain on the role of the referring school unless placed through Local Authority PRU commissioning arrangements.

All placements are regularly reviewed to ensure provision remains safe, suitable, and focused on reintegration or appropriate next placement.

Maintained schools have the authority to direct a student offsite for education to improve their behaviour. Regulations require that the school's Governing Body must ensure that parents/carers are given concise information about the placement: why, when, where, and how it will be reviewed. Through our Step out Provision, we can offer schools a flexible, responsive, and short-term intervention placement for students. Whilst on placement students will receive a full-time educational provision. Students are Dual registered, with their current school coded as Main (M) on the admissions register, and Trafford Alternative Education Provision coded as Subsidiary (S)

Although the responsibility for education welfare and educational psychology provision remains with the provider school, TAEP will liaise closely with the provider school in support of an assessment. A personal mentor will maintain communication with parents/carers and school during the duration of the step-out provision.:

These placements are funded by the mainstream school, which must ensure that the arrangement is reviewed regularly and that the pupil continues to receive full-time education unless a clearly justified exception applies. Throughout the placement, the home school retains overall responsibility for the pupil's educational outcomes, safeguarding oversight, and all statutory duties. Parents will be provided with clear written information outlining the reasons for the placement, the setting in which it will take place, the expected duration, and the arrangements for ongoing review.

This will be reviewed on a half termly basis and may include a formal EHCP assessment of the student. Following this, the student could be offered an extended placement at TAEP. This will require joint agreement from the parent, mainstream school, and TAEP. The mainstream school will continue to fund this placement.

These places are commissioned and are available to schools outside of Trafford, however, direct parental application is not possible. If you feel your child would benefit from a place at TAEP you need to discuss the matter with your child's current school.

Placement Duration and Exit Planning

Trafford Alternative Education Provision provides both short-term intervention placements and longer-term alternative provision depending on the needs of the pupil and the commissioning decision of Trafford Local Authority.

Exit planning begins at the point of admission and is reviewed regularly through multi-agency review meetings involving the Local Authority, parents/carers, the referring school and relevant professionals.

Possible outcomes from placement include:

- Reintegration into mainstream education
- Transition to specialist provision
- Bridge placements may be arranged with partner schools including Wellacre Academy, Lostock High School, Sale High School and Wellington High School, subject to Local Authority agreement.
- Placement through the Fair Access Protocol
- Progression to post-16 education, employment or training

All reintegration decisions are made in partnership with Trafford Local Authority

Trafford APST Team

Trafford Alternative Provision Support Team (APST) works in partnership with Trafford Local Authority, schools and Trafford Alternative Education Provision to ensure that pupils placed in alternative provision receive appropriate support and oversight. The team supports referral processes, placement reviews, reintegration planning and multi-agency coordination to ensure that provision remains safe, suitable and focused on positive outcomes for pupils. APST works closely with schools, families and professionals to support early intervention, reduce exclusion risk and promote successful transitions back into mainstream education or onward placements where appropriate

KEY STAFF RE ADMISSIONS

Linda Thompson	Executive Head teacher DSL Linda.Thompson@Trafford.Gov.UK	linda.thompson@trafford.gov.uk
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Michael Mclaughlin	Trafford Local Authority Behaviour and Attendance Consultant/ APST Manager Education of Vulnerable Children Service	michael.mclaughlin@trafford.gov.uk

Compliant Procedure

Concerns relating to admission placements are managed through Trafford Local Authority commissioning and complaints procedures. As TAEP is not the admissions authority, any challenge to placement decisions must be directed to Trafford Local Authority

Appendix 1 Additional Information

Curriculum Principles TAEP

TAEP and TMES deliver a curriculum designed to be ambitious, personalised, and responsive to the diverse needs of our learners. Our curriculum prioritises core academic progress, the development of essential life skills, and the promotion of emotional wellbeing, ensuring that all students—whether on-site or receiving tuition for our hard to engage students/ESBNA—can access meaningful learning that reflects their individual circumstances. Provision is adapted to support students with complex needs, fluctuating health, SEND profiles, and disrupted educational journeys, while maintaining high expectations for engagement, progress, and reintegration where appropriate. Across both settings, the curriculum is underpinned by trauma-informed practice, strong safeguarding principles, and a commitment to preparing students for successful next steps in education, training, or employment.

Curriculum Impact Statement

TAEP evaluates the impact of its curriculum through a combination of academic, pastoral, and reintegration measures to ensure that provision is effective, ambitious, and responsive to individual need. Curriculum impact is assessed through:

- **Academic progress**, measured against personalised targets and baseline assessments, ensuring that learning remains ambitious and adapted to the diverse needs of students, including those with complex SEND or fluctuating health needs. This reflects the curriculum intention described in your policy:
“Provision is adapted to support students with complex needs... while maintaining high expectations for engagement, progress, and reintegration where appropriate.”
- **Attendance and participation**, TAEP operates in line with *Working Together to Improve School Attendance (DfE 2025)*. Attendance monitored daily across onsite and home-tuition settings to evaluate whether the curriculum is accessible, engaging, and appropriately matched to the learner’s circumstances. “Our aim is to minimise the long-term effects of disruptions to a child’s education by giving them the opportunities to engage in learning...” Where attendance falls below expected levels, TAEP works with the Local Authority, parents/carers and the home school to implement targeted intervention.
- **Engagement and wellbeing**, tracked through pastoral monitoring, behaviour data, and student voice to ensure that the curriculum supports emotional regulation, readiness to learn, and trauma-informed practice.
- **Reintegration outcomes**, including successful returns to mainstream, transitions to specialist settings, or progression to post-16 pathways. Reintegration is monitored collaboratively with the LA, home schools, and families, reflecting your existing processes: “Students deemed mainstream ready have the opportunity to be represented at the Fair Access Panel...” Reintegration plans include clear milestones, attendance expectations, behaviour targets and academic progress indicators reviewed at least half-termly

These measures are reviewed regularly through TAEP’s quality assurance processes to ensure that the curriculum remains high-quality, safe, and appropriate, consistent with your stated approach to monitoring provision: TAEP implements a structured monitoring process that includes regular reviews of academic progress, attendance, safeguarding and welfare, engagement, and the suitability of the commissioned provider.

Quality Assurance and Monitoring of Placements

TAEP is committed to ensuring that all alternative provision placements are high-quality, safe, and appropriate to the individual needs of each student. In line with the DfE’s 2025 Alternative Provision guidance, TAEP implements a structured monitoring process that includes regular reviews of academic progress,

attendance, safeguarding and welfare, engagement, and the suitability of the commissioned provider. This oversight ensures that every placement delivers an appropriate, high-quality education and that any concerns are identified and addressed promptly in partnership with the home school, local authority, parents/carers, and external agencies

Safeguarding and Risk Management in Admissions

TAEP is committed to safeguarding and promoting the welfare of children and young people. All admissions, placements and commissioning arrangements operate in accordance with the safeguarding duties set out in Keeping Children Safe in Education (DfE – current edition) and relevant local safeguarding partnership procedures. Information relevant to safeguarding and risk management is shared appropriately with the provision at the point of placement to ensure that staff are able to provide safe and effective support for each pupil.

Trafford Alternative Education Provision ensures that safeguarding is central to all admissions decisions. All referrals are reviewed by the Executive Headteacher **Designated Safeguarding Lead** prior to admission so that any known risks, vulnerabilities, or protective factors can be identified at the earliest opportunity. Referring schools and agencies are required to transfer all safeguarding files and relevant chronology before a student begins their placement, enabling the DSL to make informed decisions about provision and support.

Initial risk assessment are reviewed for every student before they start at THS or TMES. This includes consideration of medical needs, mental health, behaviour, contextual safeguarding factors, and any risks associated with home tuition.

Any safeguarding concerns arising during admission, induction, or ongoing provision are recorded promptly, reviewed by the DSL, and escalated in line with TAEP's Safeguarding and Child Protection Policy. Concerns are shared with parents/carers and external agencies where appropriate, ensuring that all students receive coordinated, timely, and effective support.

Monitoring Report to Governors

Admissions data, placement length and reintegration outcomes are reported at Subcommittee and Full Governor meetings 6 times per year

Governance and Policy Approval

This policy is reviewed and approved through the governance arrangements of Trafford Alternative Education Provision. The Governing Body holds responsibility for the strategic oversight of the provision and approves key policies relating to admissions, safeguarding and commissioning arrangements.

The policy will be reviewed annually or sooner where changes in legislation, statutory guidance or local authority procedures require it.