



BDAT OFF-SITE DIRECTED PROVISION STATEMENT

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1. Trust Policy Statement

Bradford Diocesan Academies Trust (BDAT) recognises that the use of off-site directed provision can be an important method to support pupils who are unable to access mainstream education for a variety of reasons. For the purpose of this statement, the term Trust refers to BDAT. The Trust is committed to ensuring that pupils and parents/carers understand the absolute importance of full attendance at our schools.

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and pupils. Each school within the BDAT Family is committed to providing a full and efficient education to all children and embraces the concept of equal opportunities for all.

Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

2. Aims

This statement outlines the BDAT approach to the use of off-site directed provision and the expectations of our schools when setting up, monitoring and evaluating a placement for one of their pupils.

It will promote a consistent approach for all of our schools and enable the Trust to maintain a rigorous oversight of the use of off-site directed provision.

3. Definition of Off-Site Direction

[DfE Suspensions and Exclusions Guidance \(July 2026\)](#) states that off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. 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.

BDAT considers this definition to cover the scope of the use of off-site directed provision within the Trust.

4. Rationale for the Use of Off-Site Direction

For the vast majority of pupils, their educational needs are best met in a mainstream setting where they can access a broad and balanced curriculum. BDAT recognises, however, that there are some rare circumstances where, due to a range of complex reasons, a pupil's needs may be better met within a setting other than the school. Such decisions are made by school leaders, and Headteachers have the power to direct a student either to another mainstream school or an externally commissioned off-site provision. These reasons include but are not limited to:

- The pupil has had one or more fixed-term suspensions and is considered to be at risk of permanent exclusion from school.

- The pupil is a severe absentee (an absence rate of over 50%) and an off-site directed provision may encourage attendance and reintegration back into mainstream education.
- The pupil has health needs which impact on their ability to access their mainstream setting.
- The pupil's abilities are not being developed through the curriculum in their mainstream setting. All pupils are individuals with different strengths and sometimes off-site directed provision can cater for these in a way that is not feasible in a mainstream setting.

Depending on the nature of the off-site direction, chosen settings provide students with a fresh start and may offer a greater degree of flexibility in how pupils learn. This will always include English and Maths at an appropriate level to the pupil's ability but can also include vocational and practical qualifications.

BDAT schools will make considerations about off-site directions on a case-by-case basis whilst being mindful of the need for consistency, fairness, due regard to statutory guidance, and their fiscal responsibilities. An off-site directed placement will only be pursued on the basis that it is more appropriate to meet the pupil's needs than what can be provided at the mainstream school.

5. Roles and Responsibilities

It is important that any off-site directed provision used by BDAT schools is safe, high quality and always in the best interests of the individual pupils who are accessing it. This requires input from a range of stakeholders working in conjunction with each other, as detailed in the following section:

5.1 Trust Board

The Trust Board are expected to reassure themselves on a termly basis that the use of off-site directed provision across the Trust is safe for the pupils that are accessing it, in their best interest and the provisions are equipped to meet the needs of the pupils.

This is done through the Primary and Secondary Education Committee meetings where the respective Directors of Education present data on all aspects of education in each phase, including the use of off-site direction.

5.2 BDAT Central Team

The Directors of Education (Primary and Secondary), their Deputies and the Head of Safeguarding are the members of staff within the Central Team who support Trust schools in this area. Their functions include but are not limited to:

- Updating this Off-Site Directed Provision Statement in line with the review schedule to ensure that schools are provided with current guidance around their use of off-site direction.
- Ensuring that the BDAT Behaviour Statement reflects the Trust's approach to the use of off-site direction in line with this Off-Site Directed Provision Statement.
- Maintaining oversight of a centralised off-site direction tracker that allows comparison of usage between Trust schools and identification of patterns/trends in the demographics of the pupils attending.

- Completing centralised Trust quality assurance from a health and safety and safeguarding perspective.
- Providing support, guidance and challenge to school leaders to ensure that they are fulfilling their responsibilities in relation to the use of off-site direction.
- Facilitating professional learning communities that enable schools to share good practice in relation to their use of off-site direction.
- Providing standardised quality assurance documentation that schools can use to undertake due diligence of off-site direction and ongoing monitoring and evaluation for the pupils that are attending.

5.3 School Leadership

The Headteacher will retain overall accountability for ensuring that the expectations in this statement are fulfilled but may designate a member of their leadership team to undertake these responsibilities. These include but are not limited to:

- Identifying pupils from within their school whose best interests may be served by attending an off-site directed provision.
- Sourcing appropriate off-site directed provision matched to the needs and interests of any pupils who may benefit from this.
- Completing all necessary due diligence in relation to any off-site direction that the school wishes to use including health and safety, safeguarding and quality of education.
- Working in partnership with families and providers to setup and commence placements after due diligence has taken place. This will include completion of a written commissioning agreement.
- Where provision to be used is unregistered, ensuring that it does not operate in such a way that requires it to be registered as an independent school, and keeping this under review with the provider.
- Ensuring that attendance is monitored on a daily basis for any pupils attending off-site directed provision and follow their Attendance Policy in the same way they would for a pupil attending the on-roll school.
- Monitoring, reviewing and evaluating the ongoing appropriateness and effectiveness of a placement in line with the guidelines in this Statement (see section below).
- Maintaining lines of communication with the off-site directed provision, pupil and parents to ensure that relevant information is shared with all parties.
- Detailing their school's approach to using off-site direction within their local Behaviour Policy.

5.4 Local Governing Body

Local Governing Bodies are expected to reassure themselves at each of their meetings that the use of off-site direction in their school is safe for the pupils that are accessing it, in their best interest and the provisions are equipped to meet the needs of the pupils.



5.5 Families

The role of parents/carers is very similar to when their child is attending their on-roll school. The ethos in all BDAT schools is that we work in partnership, and we would ask that parents/carers to:

- Ensure their child attends all timetabled sessions at the off-site directed placement in line with the school's Attendance Policy.
- Support their child by promoting positive behaviour, in line with the expectations of the off-site directed provision and the values of the Trust and their school.
- Maintain communication with the off-site directed provider and school about any issues or concerns that arise.
- Attend regular meetings to review the progress of the placement.

5.6 Pupils

Any pupils who attend an off-site direction are expected to attend for all timetabled sessions in line with their own school's Attendance Policy.

Whilst on placement, they are representing their school and should conduct themselves in a positive manner and adhere to the expectations of the off-site directed provision they are attending.

6. Setting Up an Off-Site Directed Placement

Prior to the commencement of any off-site directed placement, schools must ensure that appropriate Quality Assurance of Safeguarding has been completed for the provision.

This is an essential step for schools to assure themselves that a provision has appropriate Health and Safety and Safeguarding measures in place. Any concerns that arise should be addressed with the provider so that they can be rectified, or risk assessed.

If a school is not fully confident that a provision is safe, they should not allow a pupil to attend there.

When setting up a placement, the school should arrange a meeting involving all relevant parties, (including parents/carers and any external agencies who are involved in the pupil's life) to develop and agree a transition plan for the pupil's education at the off-site directed provider.

A signed Service Level or Commissioning Agreement must also be put in place for all off-site directed placements in advance of them starting. These should include details of:

- The address and key points of contact (both at school and the provider)
- The person to whom the pupil should report to on the first day attending that address for the purposes of receiving the educational provision
- The reasons for, and objectives of, the placement
- Safeguarding arrangements
- Attendance arrangements including addresses of all sites pupils will attend as part of their placement
- Timetable and curriculum that the pupil will be studying

- Financial and travel arrangements (as appropriate)
- Placement review and closure arrangements

7. Monitoring and Evaluation of Off-Site Directed Placements

Where a pupil attends an off-site directed provision, they remain on the roll of their mainstream school and, therefore, it is the school's responsibility to monitor the ongoing success of the placement. It is the Trust's expectation that schools will:

- Check a pupil's attendance at the off-site directed provision on a daily basis to ensure their safety.
- Respond to any safeguarding concerns that they are made aware of by the provider in line with their school Safeguarding Policy. If the concerns bring into question the safety of the placement, it should be immediately reviewed and terminated, if necessary, until the concerns have been satisfactorily addressed.
- Communicate with the off-site directed provision on at least a fortnightly basis to monitor the progress and welfare of the pupil on the placement.
- Hold a formal review meeting with the off-site directed provider and parents/carers on a ½ termly basis to evaluate the progress of the placement. Parents/carers should be informed of the date/time of the review meeting at least 6 days in advance and invited to either attend or provide their views.

At all review meetings it should be considered whether the pupil can increase their time back in mainstream education. Any such reintegration should be planned carefully with appropriate transitional support for the pupil.

Where it is decided at a review point (or at any other stage) by either the home school or the off-site directed provider that a placement is going to end, the school should convene a meeting with the pupil and their family at the soonest available opportunity to discuss the next steps for the pupil's education. This may involve a reintegration to the home school or identification of a further off-site directed provider.

The Trust and our schools will regularly review the use of off-site direction to ensure that individual programmes are demonstrating value for money against pupil progress and development.

8. Links with Other Policies and Guidance

The use of off-site direction is subject to various statutory legislation as well as guidance produced by the Department for Education. The BDAT Off-Site Directed Provision Statement is written to reflect the following:

- [DfE Guidance on Suspensions and Exclusions](#)
- [DfE Guidance on Alternative Provision](#)
- [The Education \(Educational Provision for Improving Behaviour\) Regulations 2010](#)
- [Keeping Children Safe in Education](#)
- [DfE Working Together to Improve School Attendance Guidance](#)
- [The Education Act 1996](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The SEND Code of Practice](#)

- [The European Convention on Human Rights \(ECHR\)](#)
- [The Equality Act 2010](#)
- [The UN Convention on the Rights of the Child](#)

This Off-Site Directed Provision Statement should also be read in conjunction with the following BDAT Policies:

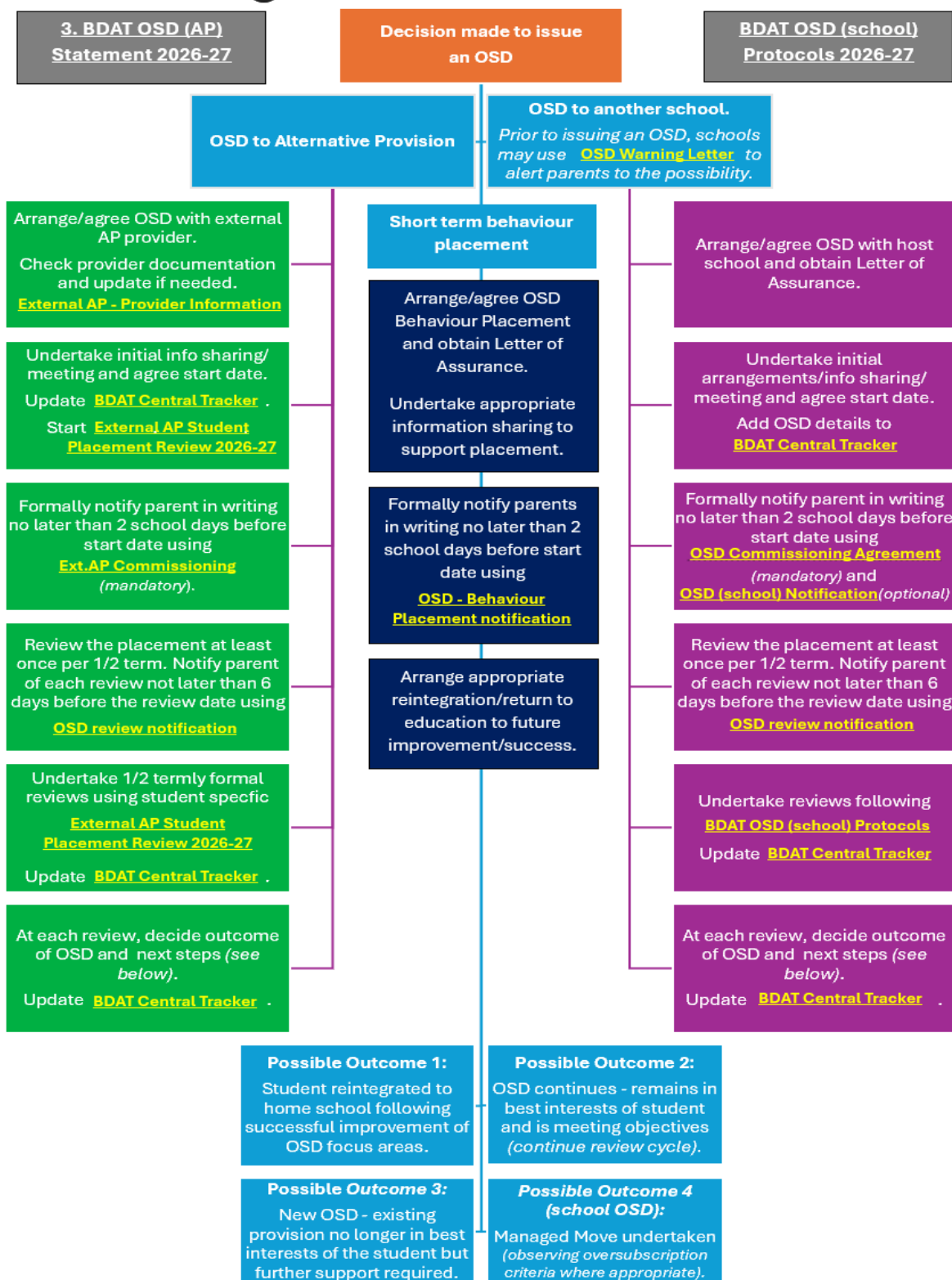
- [Safeguarding and Child Protection](#)
- [MAT Behaviour Statement](#)
- [MAT Attendance Statement](#)

9. Off-Site Directed Provision Statement Review Schedule

This BDAT Off-Site Directed Provision Statement will be reviewed by the Trust Board triennially, or earlier if guidance from the DfE or local authority is updated.

Appendix One: BDAT Off-Site Directed Provision Flow Chart

(*OSD defined as external AP, extended placement in another school or short term behaviour placement)



Appendix Two: Summary of Policy Changes

The below table provides a summary of changes to this policy over time:

September 2025	
Page	Summary of Change
Throughout	Updated all references to KCSIE 2024 to KCSIE 2025
4	Added in 'health needs' as a potential reason that pupils may access alternative provision. This reflects feedback from Ofsted Inspections in which it was recommended that we consider provision arranged via the local authority's Medical Needs and Hospital Education Service (MNHES) as alternative provision.
4	Added in that the Deputy Directors of Education may also support schools in this area.
5	Added in an expectation that Headteachers/School Leaders will ensure that unregistered providers are not operating in such a way that would require them to register as an independent school.
6	Updated the requirements of Service Level Agreements to ensure that schools obtain the addresses of any locations that their pupils will be attending as part of their placement. This reflects the update to KCISE 2025.
6	Strengthened the expectations in 'Monitoring and Evaluation of Alternative Provision Placements' to make clear that, where a safeguarding concern could be linked to the placement, schools should consider terminating that placement until the matter is addressed. This reflects updates to KCSIE 2025 in P169-171.
6	In 'Monitoring and Evaluation of Alternative Provision Placements', changed the language to say that schools must communicate with providers on at least a fortnightly basis to 'review' the progress of pupils. This reflects updates to KCSIE 2025 in P169-171.
9	Updated Appendix One to make clear that school must hold the address of any locations where their pupil will be attending during their placement. This reflects updates to KCSIE 2025 in P169-171.
September 2026	
Page	Summary of Change
Title	Renamed as an 'Off-Site Directed Provision Statement' to reflect that this statement covers our school's approaches to externally commissioned alternative provision as well as school placements.
Throughout	All reference to 'Alternative Provision' changed to 'Off-Site Direction' to reflect that this statement covers our school's approaches to externally commissioned alternative provision as well as school placements.
3	Updated definition of off-site direction to bring it into line with definition in DfE Suspensions and Exclusions Guidance – July 2026
4	Updated rationale for use of off-site direction to make clear that issuing such a direction is a decision for school leaders and Headteachers to make in line with their behaviour policy.
5	Added in expectation that schools will complete a written commissioning agreement when setting up any off-site directions.
6-7	Wording around placement setup amended to bring it into line with new DfE Suspensions and Exclusions Guidance (July 2026)
Appendix 1	Added in updated flow chart.
Appendix 2 & 3	Removed from the statement. Decision taken that these will form part of an operational toolkit for school leaders rather than being part of statement.