EDClass Ltd

Compliance Support Document

User Responsibilities and Guidelines

Alternate Provision, Safeguarding and Attendance

Should you have any further questions and queries regarding EDClass Ltd and DfE regulations
please do not hesitate to contact us on
T: 01909 568 338
E: mail@edclass.com
or contact your account manager directly.

1. **Status of our provision**

   1.1. EDClass Ltd offers virtual learning through an online platform. It accommodates all types of learners and is used by schools and academy trusts across England, as a form of alternative provision and to support remote learning where this is considered necessary.

   1.2. EDClass Ltd operates entirely online. As the Department for Education has recognised[1]:

      1.2.1. there is a growing market of online education services, many of which offer a full curriculum and may represent a child's main or only source of formal education

      1.2.2. there are circumstances where an online education is suitable and may represent a child's best opportunity to receive a full and balanced curriculum

      1.2.3. this type of provision cannot be registered as an independent school even if the education provided is such that it would otherwise trigger the duty to register as an independent school. This is because a virtual setting which has no building where pupils are taught full-time cannot, by definition, meet Part 5 of the Independent School Standards (ISS) relating to physical premises.

      1.2.4. EDClass is therefore **unable** to register as an independent school or be inspected as one by Ofsted. The Department for Education has set out an Online Education Accreditation Scheme and EDClass has made the initial steps in applying for the Scheme.

   1.3. Our safeguarding policies and procedures fully comply with Keeping Children Safe in Education ("KCSIE") 2023 and other prominent educational government guidance.

      1.3.1. EDClass works in partnership with schools and Multi-Academy Trusts to constantly monitor pupils learning, attainment, interactions, engagement, behaviour and attendance in a safe and secure learning environment.

      1.3.2. This partnership supports evidence to be instantly provided for the required parameters as established in the Education Inspection Framework 2023 that govern alternative provisions.

   1.4. Alongside this, we adhere to the SEND and alternative provision improvement plan (2023). In addition to this, we also follow the guidance with UK government legislation for both on and off-site alternative provisions for academies; Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England, September 2023); and the DfE guidance Working together to Improve School Attendance (2022).

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[1] Government consultation response on Online Education Accreditation Scheme (June 2020)

1.5. Many schools and trusts use EDClass Ltd as a form of alternative provision. The Department for Education's guidance on Alternative Provision confirms that alternative provision should be registered only "where necessary". The Department for Education document - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023, also confirms that alternative provision may be unregistered:

1.5.1. *"Alternative Provision (AP) refers to suitable full-time education that is arranged for…suspension or…permanent exclusion. - In other circumstances, alternative provision may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. AP includes Pupil Referral Units (PRUs), AP academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education settings."*

1.6. In the case of EDClass, registration as an independent school is not necessary or possible under the current legal and policy framework for the reasons set out above.

1.7. For clarification, EDClass is on the Register of Learning Providers, by searching here https://www.ukrlp.co.uk you will be able to find EDClass Ltd.

1.7.1.1. The schools and academies are inspected as the learners remain enrolled with yourselves, we are used as a tool within the AP remit of the school or academy to work with learners, there is still a direct involvement from the staff at the school or academy.

1.7.2. As we are part of the alternative provision policies within schools and academies Ofsted have, and will continue to, contact us to discuss learners as part of the school and academy inspections. This is not in every instance as staff members at the school are directly involved in the learner's pastoral care and academic progress, so are able to demonstrate to inspectors how we are used to impact learners.

1.8. EDClass Ltd does and will continue to follow government legislation as detailed in this document.

1.8.1. There will need to be clear policy, at the school, tied in with alternate provision that demonstrates the processes relating to a learner accessing the EDClass+ "seat" facility and a clear understanding from staff of those processes.

1.8.1.1. Furthermore, EDClass Ltd's, EDClass+ "seat" facility is designed as a tool for reintegration of learners. Whether this be in regards to behaviour repair work, supporting learners with mental health issues causing barriers to accessing mainstream facilities, Including the learners registered SEND.

1.9. This also in turn relates to the "Off-site direction" – DFE Guidance (page 20)

1.9.1. *"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. 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 AP or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school."*

2. Attendance

2.1. As stated in the DfE guidance (Working together to improve school attendance) document when referencing the Code B:

2.1.1. *"Attending an off-site educational activity that has been approved by the school and supervised by someone authorised by the school.*

2.1.2. *For pupils of compulsory school age, schools must also record the nature of the activity, examples are:*

2.1.2.1. *attending taster days at other schools;*

2.1.2.2. *attending courses at college;*

2.1.2.3. *attending unregistered alternative provision arranged or agreed by the school.*

2.1.3. *The educational activity must take place during the session for which it is recorded.*

2.1.4. *Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised, and measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school should record the pupil's absence using the relevant absence code.*

2.1.5. *This code must not be used for any unsupervised educational activity i.e., when a pupil is at home doing some schoolwork."*

2.2. A detailed description of safeguarding protocols in place are documented in the safeguarding section of this document **Section (3)**.

2.3. The multi academy trust or individual academy or school must ensure that when a learner is

being educated off-site, that visits are conducted to ensure the location of the learners when using the platform is a safe environment conducive to learning.

2.3.1. These visits should be carried out as regularly as needed for the needs of the learners accessing the platform and recorded by the school. We have an offsite visit questionnaire template available, created by an executive of Barnardo's, in the platform, with the facility to record and store alongside the learner's report on the platform.

2.4. *"This code must not be used for any unsupervised educational activity i.e., when a pupil is at home doing some schoolwork."*

2.4.1. This is why the learners need access to the EDClass+ seats, as this gives access to the online support staff that are QTS and are available to support and monitor learners, providing the supervision of the learners.

2.5. *"Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school should record the pupil's absence using the relevant absence code."*

2.5.1. This has been covered in the safeguarding section of this document (i.e. in the form of failure to register alerts). It is important to note that the multi academy trust or individual academy will determine the learning targets in terms of time spent on the platform to warrant an attendance code or an absence mark, ensuring that the learners have achieved the required learning time (by accessing the reports on the platform.)

2.5.2. The multi academy trust or individual school staff are able to log in to the accounts and see a live overview of the learners currently registered on the EDClass+ seat. This live overview lists the learner's name and shows with a simple tick or cross if the learners are live and active on the platform.

2.5.3. The multi academy trust or individual school staff also have access to an observation area where the learner's active visual stream is available to observe as well as the live communications with the teaching team at EDClass ltd.

2.5.3.1. There is also available a live activity tracker on the platform. the multi academy trust or individual school staff can access this section to get a further in-depth insight into the lessons and activities in the format of a vidiprinter.

2.6. All activity from registration points to activity in lessons is tracked and monitored in the learner's report which is also accessible to view attendance logs with the time that the learners have spent engaged in the platform.

2.7. EDClass ltd has taken the measures outlined to ensure compliance however, ultimately the

decision to use EDClass+ is under the discretion of the establishment and the responsibility lies with them to determine that this platform is appropriate for the learners.

2.8. We would also suggest to the school or academy that they use the diagnostic and testing tools available in the platform, so that the impact of the learning can be measured overtime; *https://www.youtube.com/watch?v=c0amHp7yEug&t=7s* this short video outlines this process.

3. **Safeguarding**

3.1. Any safeguarding concerns will be documented and sent to schools as and if they occur, and will be communicated via secure email. Also, the video audio files of the learners who have accessed the live streaming facility will be stored and available to the Data Manager and/or IT lead at the trust to access in secure AWS Buckets upon request.

3.2. The EDClass+ system is designed to not allow any unsupervised learner to learner communication whether in lesson or in message chats. Learners are unable to converse/communicate with each other when accessing the platform.

   3.2.1. The learner only works with EDClass teaching staff directly via text chat and video/audio stream, and when needed, staff at the school/trust can also access and communicate in these chats live through the observation tool.

3.3. EDClass is a complete, secure platform that complies with current safeguarding legislation, particularly in relation to provision of a live support, this should include the facility to be provide live tracking and attendance data.

3.4. We keep in line with and follow the KCSIE 2023 firstly by ensuring that all our staff are enhanced DBS-checked and are employed following the 'safer recruitment' process.

   3.4.1. EDClass Ltd is also registered on the DBS update service.

3.5. Any staff at EDClass Ltd that work with schools are a minimum of Level 2 in Advanced Child Protection and all staff that communicate with learners are qualified at a minimum of Level 3, Designated Safeguarding Lead.

   3.5.1. Training is conducted and maintained by a member of EDClass's Governance Milly Wildish (Specialist Arbitrator and National Safeguarding Panel member for Sports Resolution, with 14 years as Detective in the Metropolitan Police.

      3.5.1.1. Milly works as a child protection specialist, counter-terrorism officer and has led a Multi-Agency Safeguarding Hub.

3.6. The DSL at EDClass ltd is Cara Batsford and if anything is a concern when working with the learners, EDClass staff will report this to the schools named contact or DSL to follow the process

as shown on page 22 of the document linked above.

3.6.1. Also, to safeguard and promote the welfare of all of the learners who access the platform, EDClass staff are trained in the following areas:

3.6.1.1. Advanced Child Protection
3.6.1.2. Sexually Harmful Behaviour
3.6.1.3. Prevent
3.6.1.4. Prevent Referrals
3.6.1.5. Child Sexual Exploitation
3.6.1.6. Female Genital Mutilation
3.6.1.7. Forced Marriage
3.6.1.8. British Values
3.6.1.9. ACT Awareness Training
3.6.1.10. Suicide Awareness Training
3.6.1.11. Working Effectively with Sex Offenders
3.6.1.12. LGBTQ+ Awareness
3.6.1.13. Bipolar Awareness
3.6.1.14. Self-Harm Awareness
3.6.1.15. OCD Awareness
3.6.1.16. Eating Disorders Awareness
3.6.1.17. Schizophrenia Awareness
3.6.1.18. Boarderline Personality Disorder Awareness
3.6.1.19. Anxiety Awareness
3.6.1.20. Depression Awareness
3.6.1.21. Phobia Awareness
3.6.1.22. ADHD Awareness
3.6.1.23. Asperger's Awareness
3.6.1.24. ASD Awareness
3.6.1.25. Down Syndrome Awareness training
3.6.1.26. Serious Youth Violence, Crime and Gang Training

3.7. The platform is child-centred hosting a support area for learners so they can access external agencies if they feel that they need to. This currently includes:

3.7.1. Alcoholics Anonymous – help@aamail.org / 0800 9177 650 / 0845 769 7555

3.7.2. FRANK (Drug Advice) – frank@talktofrank.com / 0300 123 6600

3.7.3. National Debt Line – 0808 808 4000

3.7.4. NSPCC – help@nspcc.org.uk / 0808 800 5000

3.7.5. Barnardo's – 0208 550 8822

3.7.6. Anxiety UK – support@anxietyuk.org.uk / 03444 775 774

3.7.7. Depression Alliance – 0845 123 23 20

3.7.8. Beat Eating Disorders – help@beateatingdisorders.org.uk / 0808 801 0677 / 0808 801 0711

3.7.9. Samaritans – jo@samaritans.org / 116 123

3.7.10. Refuge (domestic violence) – 0808 2000 247

3.7.11. Mind (mental health) – supporterservices@mind.org.uk / 0300 123 3393

3.7.12. Cruse Bereavement Care – 0844 477 9400 / 0808 808 1677

3.7.13. Rape Crisis – rcewinfo@rapecrisis.org.uk / 0808 802 9999

3.7.14. Victim Support – 0808 168 9111

3.7.15. Mencap (learning disabilities) – 0808 808 1111

3.7.16. Family Lives (Parenting) – 0808 800 2222

3.7.17. Kidscape (bullying prevention) – info@kidscape.org.uk / 020 7730 3300

3.7.18. Relate – 0300 100 1234

3.7.19. NSPCC FGM Helpline – 0800 028 3550

3.7.20. Shelter – info@shelter.org.uk / 0808 800 4444

3.7.21. Childline – 020 7825 2505

3.7.22. CEOP – Child Protection and Online Exploitation – 0870 000 3344

3.7.23. National Citizens Advice – 03444 111 444

3.7.24. National Emergency Services – 999 / 111 / 101

3.7.25. National Stop Smoking – 01200 405 022

3.7.26. Counter Terrorism Hotline – 0800 789 321

3.7.27. IWF Internet Watch Foundation - +44 (0) 1223 20 30 30

3.7.28. London Grid for Learning – 020 82 555 555

3.7.29. Children in England – info@childrenengland.org.uk / 020 7833 3319

3.7.30. UKCCIS – UK Council for Child Internet Safety – ukccis.secretariat@culture.gov.uk

3.7.31. Safe! – safe@safeproject.org.uk / 0800 133 7938

3.7.32. Childnet International – info@childnet.com / +44 (0) 20 7939 6967

3.7.33. UK Safer Internet Centre – enquiries@saferinternet.org.uk / 0344 800 2382

3.7.34. Save the Children – supportercare@savethechildren.org.uk / +44 (0) 20 7012 6400

3.7.35. Educate Against Hate – counter.extremism@education.gov.uk / 020 7340 7264

3.8. Keeping in line with; Working Together to Safeguard Children. Further links for local support can be added if requested).

3.9. Also, learners who access the platform can have access to the following learning content, should the multi academy trust or individual academy allow permission for it, in order to support their needs should they choose to access it:

3.9.1. Am I Depressed?

3.9.2. Am I Vulnerable?

3.9.3. Do I Have an Eating Disorder?

3.9.4.   Do I Have a Generalised Anxiety Disorder?

3.9.5.   British Values

3.9.6.   CSE for Learners

3.9.7.   FGM for Learners

3.9.8.   Forced Marriage for Learners

3.9.9.   Gangs & County Lines for Learners

3.9.10.   Keeping Safe Online

3.9.11.   Extremism and Prevent for Learners

3.9.11.1.   Please note this is a sample set of the lessons available.

3.10.   As safeguarding learners is the responsibility of all, we also ensure that the platform hosts a 'learner profile' for the multi academy trust or individual academy to complete for the learners when registering them to the EDClass+ seat (as outlined "Information Sharing" section, page 30, of the KCSIE 2023) Ensuring that we have access to appropriate safeguarding information for the learners is pivotal to their safeguarding.

3.10.1.   Also, keeping in line with GDPR, this information can be removed on the EDClass platform when the learner is no longer accessing the EDClass+ seat.

3.11.   EDClass provide live tracking systems across the platform for the multi academy trust or individual academy staff to access. This is in an observation area where the staff can view; learners' content they're currently studying, live chats and the live stream.

3.12.   In regards to the attendance of the learners, the multi academy trust or individual academy determines the appropriate registration points for the learners and if the learner does not access the platform within 10 minutes of that registration point, they will trigger a 'failure to register' alert.

3.12.1.   This in turn, triggers an email and text to alert contacts added to the learner's profile, informing those alerts contacts (the multi academy trust or individual academy staff can include parents/guardians as alert contacts) that the learner has failed to register.

3.13.   Also, upon accessing the platform an IP, check is done to ensure that this matches the registered IP Address on the learner's profile. If the IP address conflicts this also triggers the alerts in the same fashion as a failure to register.

3.14.   Another alert protocol is that the learner must complete a ready-to-learn questionnaire when logging on. This series of questions includes questions to ensure that the learner is safe in their environment and in the correct mindset to complete their work. If a negative is answered to these questions for example;

Q: Are you safe

A: No

3.15. This will trigger an alert. We receive an "office alert" meaning a siren sounds off in the main office informing the account managers and teaching and support staff that an alert has occurred, this displays on the purpose-built monitor the learner's details and you will receive a phone call, email and text message to the alert contacts to inform you.

3.15.1. Also, this automatically triggers a chat communication with our online support staff who will engage with the learner. The multi academy trust or individual academy staff, through the observation area, can also engage with the learner using the chat facilities.

3.16. All alerts are tracked and monitored in the learner's report area and can be accessed at any point.

3.16.1. In addition to the alerts outlined above there is an alert button readily available on the learner's side that follows them on each screen that they access. At any point this button can be pressed by the learner to trigger an "office alert" and the same protocols will ensue.

3.17. The platform has several tracking and monitoring tools available. The "Learner Report" tracks the learner's engagement in every lesson that they are assigned and access, down to the hours, minutes and seconds, they spend on each aspect of the lesson.

3.18. The report also shows the results of the lessons; the score that the learners received in the various questioning and puzzle slides and also highlighted is the grade standard of the lesson they completed, providing a clear overview of the learner's performance in that lesson. This is then tracked alongside the progress made along the learner's pathway to accrue an overview of the learner's performance on the platform.

3.19. We actively track the learners live on the platform so that the learners who do fall "idle" are engaged by a member of the support staff online. Though as part of the several alert protocols available in the platform, we also have an alert protocol that can notify any alert mobile contact of any learner that has become idle in a timeframe determined by the multi academy trust or individual academy.

3.19.1. This requires the school/academy to communicate with EDClass, whether this feature is to be activated.

3.19.2. For example, you have the facility to state that "learner x" will trigger an alert to the mobile contact after 10 minutes of inactivity with a subsequent alert every 5 minutes after that point.

4. **QA and Risk Assessments Breakdown**

4.1. Are you a registered provider? – Reference to section **1** in its entirety

4.2. Are you Ofsted registered? – Reference to section **1** in its entirety

4.3. Are staff DBS checked? - Reference to section **3.4** in its entirety

4.4. Are staff safeguarding trained – Reference to section **3.5**

4.5. Who is your DSL? – Details below – also reference to section **3.6**

    4.5.1. Cara Batsford – cara@edclass.com – 01909568338 – DSL

    4.5.2. Sophie Beverley – sophie@edclass.com – 01909568338 – Deputy DSL

4.6. Who is the SENDCO? – This responsibility lies with the school/academy as the learner remains enrolled with yourselves.

4.7. Who is the attendance officer? - This responsibility lies with the school/academy as the learner remains enrolled with yourselves. Though please reference section **2** in its entirety.

4.8. How is absence reported? – Reference to Section **3.12**

4.9. Who is responsible for performing welfare visits in a timely manner? – Reference **2.3** in its entirety

4.10. Is the provision full or part time? – This is completely down to the policy of the schools/academy and how EDClass is going to be used for the Learner. Both are applicable for the platform.

4.11. Are staff qualified to deliver the subjects on offer?

    4.11.1. All delivery staff have QTS status and a minimum of 2 years teaching experience at point of employment.

    4.11.2. All staff records, documentation and information are held in a single Central Record.

    4.11.3. Should you require this please request from your account manager.

4.12. Do you provide transport? – No – it is not required, as we are an online remote provider.

BEST PRACTICE: Inspection support document

The starting point for this document is; when you receive the call from Ofsted initiating the inspection or visit ensure that you notify EDClass Ltd via your account manager. We can then ensure that we have a discussion prior to the visit and should any of the reporting tools need using, your account manager can do this in a timely fashion.

This document is designed to help and support you when providing evidence when an inspection is taking place. However, the evidence for the learner's progress needs to have been collated for the student from their starting point. This support document will only work effectively if the below elements have been implemented from the beginning of the student's learning journey this also includes the student's journey prior to accessing EDClass as an option.

EDClass Ltd offers virtual learning through an online platform. It accommodates all types of learners and is used by schools and academy trusts across England as a form of alternative provision and to support remote learning where it is considered necessary. Firstly, the suitability of EDClass as an alternative provision can be seen in the following definitions as provided by the guidance from DfE.

"Alternative Provision (AP) refers to suitable full-time education that is arranged for…suspension or…permanent exclusion. - In other circumstances, alternative provision may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. AP includes Pupil Referral Units (PRUs), AP academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education settings." Working together to improve school attendance & School suspensions and permanent exclusions

"the definition of alternative provision is as follows: education arranged … for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour." Alternative provision

EDClass as an Alternative Provision

All staff at your establishment need to understand what EDClass is and what EDClass provides for the students who access it. Furthermore, you will need to ensure you have relevant quality assurance documentation to demonstrate why EDClass is being used by a student, with evidence of previous impact with schools/students in similar circumstances and/or from shared practice. Many schools do this in the form of a QA risk assessment. Also, ensure that EDClass is embedded throughout the establishment - EDClass should be known as an alternative provider and staff in the relevant departments in your school should be aware of who the students are that access our provision:

"95. The lead inspector will also use the conversation to establish whether the school has any pupils who attend off-site alternative provision, either full time or part time, run either by the school or by a different organisation. If the school uses off-site alternative provision, the lead inspector will request further details about this." School Inspection Handbook

Furthermore, from the School Inspection Handbook regarding the use of off-site alternative provision:

Evaluating the use of off-site alternative provision

282. Where pupils, including those in PRUs and other alternative providers, attend off-site alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors will normally visit a sample of the alternative providers used and, if required, may speak to local authorities, other agencies and parents/carers to gather evidence. Inspectors will want to understand how providers ensure that pupils who attend multiple settings or part time are kept safe when they are not on site for the whole school day.

Evaluating quality of education in pupil referral units and academy alternative provision

283. PRUs and academy alternative providers differ from other schools in that they are intended to be short-term interventions to secure the successful re-engagement into education. In these settings, inspectors will gather and evaluate evidence about:

·   how well the school identifies, assesses and meets the needs of pupils when they first begin to attend the PRU or other alternative provider, including pupils with SEND

·   how well leaders ensure that the curriculum is coherently sequenced and meets all pupils' needs, starting points and aspirations for the future, including through remote education

·   how successfully leaders involve parents, carers and, as necessary, other professionals or specialist services in deciding how best to support pupils

·   whether leaders are ambitious for all pupils, and the extent to which governors or trustees understand the particular context of the provision

·   how well leaders include pupils in all aspects of school life, giving particular emphasis to how well they are prepared for their next steps in education, employment and training, and adult lives

·   how well leaders ensure that pupils' outcomes are improving as a result of any different or

additional provision being made for them, including outcomes for pupils with SEND

284. Pupils in PRUs and other alternative providers often have significant, complex vulnerabilities. In the same way as with other schools, inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils in the light of their higher vulnerability to safeguarding risks. Inspectors will expect providers to understand their unique contextual safeguarding factors and outline how they proactively work, including with other agencies, to mitigate the specific factors that affect their pupils and the community that they serve.

285. PRUs and other alternative providers may have different objectives in their work related to the reasons why a pupil is placed in alternative provision, the needs of the pupil, the duration of placements and the proportion of time that pupils stay with the provider each week. For instance, in a PRU that provides short-term placements for excluded pupils or those at risk of exclusion, the core work may emphasise specific improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement or be aiming to reintegrate pupils into mainstream schools. Alternative providers may also offer services to schools and other educational settings to help them support children with additional needs in their settings. An alternative provision setting may be the permanent destination for some pupils. Inspectors will evaluate schools' success in these areas, while bearing in mind that we expect high academic/vocational/technical aspirations for all pupils.

286. Transitions into PRU and alternative providers are often complex, involving dual registration, periods of non-attendance and meetings with a range of services and families. When evaluating pupils' attainment and progress, inspectors will consider the ways in which the school has identified, assessed and met the needs of pupils. They will evaluate the progress that pupils have made since they began to attend the alternative provision.

287. For pupils who have left the PRU or other alternative provider, inspectors will consider how well the progress they made enabled them to move on to suitable destinations and, post-16, to take courses at an appropriately demanding level. They will also look closely at how effective liaison is with other schools to ensure that there are appropriately high expectations and, as far as reasonably possible, continuity in pupils' education programmes. Inspectors will also look at whether the provider works closely with families, schools and other agencies to ensure a smooth transition to and from alternative provision. They will look at whether it sets expectations that reintegration back into mainstream education is a key component of a placement."

In regards to the safety of the learners when accessing the platform please refer to Section 3 of the compliance documentation provided.

Further to this, you should ensure that you have read and signed EDClass' service level agreement. Please note that you must have clear documentation and records to evidence all processes highlighted throughout this document.

Staff at your school/establishment need to be well versed in the EDClass protocols when it comes to the safeguarding of the learners, failure to do so will demonstrate weakness in the systems and processes in your school(s). Ensure that you have a clear policy and process in place for the staff at your school when it comes to the EDClass protocols and internal responsibility assigned to staff at the school.

"Where schools are sending pupils out to Alternative provision for part of their time some of those places will be registered some won't… (it) is the same regardless which is that it's really, really important that the sending school knows that their pupils are attending the AP when they need to be, one of the really important parts of that is, how quickly do you know if they're not, and are you clear about who does what when? …what the kind of things that we'll (Ofsted) ask about is; How do you know if your pupil has arrived in the morning, at the AP? What happens if they don't? How quickly does that happen? Who does what? How does the alternative provision let you know? and then who does what about chasing up that initial non-attendance? So that's the… safeguarding element … knowing where pupils are, but then there's the other element of it which is knowing about pupil's attendance over time and is that people attending well at the alternative provision that you've commissioned for them, if not do you know why? Do you know what lies beneath? Are they happy there? Are they making that progress, are they engaged? What lies beneath that non-attendance, so that they are very much not out of sight out of mind, very important."

(Sue Morris-King HMI, Senior HMI, Schools and Early Education **-** Webinar Titled - An update on attendance with Ofsted and the DfE

The Individual needs of the student and the school

Prior to the student accessing the EDClass platform, ensure that you have evaluated the needs of the student fully and have a clear plan in place for the learner's next steps. This needs to be documented

and recorded alongside an initial meeting with the student's parent(s)/carer(s) to confirm the course of action with EDClass as the student's best option.

EDClass is used for a variety of reasons for students; this breaks down into the following key areas:

· Students with mental or physical health needs preventing access to the school or limiting their time at school.

As far as possible, children with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school.

Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status.

The use of electronic media – such as 'virtual classrooms', learning platforms and so on – can provide access to a broader curriculum, but this should generally be used to complement face-to-face education, rather than as sole provision (though in some cases, the child's health needs may make it advisable to use only virtual education for a time).

[Ensuring a good education for children who cannot attend school because of health needs](#)

Students with no diagnosis but to support the attendance of the learners "reasonable adjustments" have been put in place for example;

Where required, a short period of phased timetabling to allow a transition back into school and to attend full-time, where the child is in school but does not attend all lessons, working with the pupil to support with any anxiety they are experiencing during time not spent in class.

Pupils can be withdrawn from lessons on a short-term basis and do work on emotional regulation, to build their resilience and alleviate anxiety about attending school.

[Support for pupils where mental health issue is affecting attendance](#)

Ensure that when the student is added to the EDClass seat all of the profile of the student has been filled out completely and in full so that the EDClass teachers are fully aware of the learner's current situation and ensure that any safeguarding or SEND needs are accounted for. This includes updating the profiles of the learners as and when any changes occur in the learners' circumstances.

When the students are accessing the platform, to ensure that the curriculum is coherently sequenced and meets the pupil's needs you can follow several options our most recommended are **as follows:**

1. Ensure that you have shared the schemes of work/programmes of study so that the learner's timetable can be matched. This allows for the relevant learning to take place in line with what is being delivered within the mainstream. Thus, providing a continuation of learning for the student.

2. Allow for the platform's diagnostic testing tools to be used with the learners. EDClass can then subsequently find the student learning gaps at the most appropriate level and generate a curriculum specifically designed for the student. Furthermore, by following this process, an agreed date to reassess the learner needs to be put in place to demonstrate academic progress.

As stated previously, if EDClass is being used in your school this needs to be embedded and known practice across all relevant departments and leadership, including governance. This should include the documentation of each learner's progress throughout their time on the platform both academically and pastorally and the planned next steps.

The next steps should be related to reintegration back into the mainstream wherever this is possible. But should the platform be used longer term, based on the learner's needs, the next steps need to be supported in regards to transition into; further education and/or training; to another school; and into specialist provision.

Students who access the platform for short-term behavioural respite should be assigned work from the behaviour repair work suite of lessons available in the EDClass platform. This core work with the learner will emphasise the specific improvements being made towards the student's behaviour and attitude to learning. This in turn should also be done as an opportunity for students to re-engage with education and reintegrate back into mainstream education.

Though it needs to be understood that EDClass Ltd is not an endorsement for the permanency of students accessing the alternative provision, it is known that in some cases, based on the needs of the learners (which needs to be clear and evidenced by the school) that it may be the destination for a learner as a final option. In these cases, clear demonstration of the learners' progress academically and future destination.

Finally, ensure that throughout this process evidence of the learner progression and monitoring of

safety has been clearly communicated with parents/carers. This needs to include regular review meetings being conducted with the School Partnership Executive – David Hickey, if you have not already done so please ensure you contact David via email **david@edclass.com** or contact your account manager to ensure this is arranged.

Attendance

As EDClass does fit in line with the definitions from the working together to improve school attendance & school suspensions and permanent exclusions as an alternative provision. Schools can look at using attendance codes for learners who access the platform, specifically when looking at Code-B, however, it is key that you use this correctly.

This fitting is also with Paragraphs 293 to 295 of the school inspection handbook, Ofsted 2023:

293. Inspectors will expect schools to have done an analysis of absence and persistent absence rates for all pupils, and for different groups, compared with the published local and national averages for all pupils. This includes the extent to which pupils with persistent and severe absence are improving their attendance over time or whether attendance is consistently low. Inspectors will want to see this analysis and how this has fed in to the school's approach.

294. Where attendance is not consistently at or above what could reasonably be expected, inspectors will expect attendance to be a high priority for leaders and for it to be improving towards and beyond national, pre-pandemic levels. There should be a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. In some cases of persistent and all cases of severe absence, schools should make efforts to engage in multi-agency work with the local authority and other partners.

295. Where leaders are aware of the issues affecting attendance and have a clear, strategic plan of action in place but attendance for all pupils is not yet consistently very high, inspectors should judge this favourably, as long as there is a track record of improvement that demonstrates leaders' capacity to continue to improve attendance using the same factors used in considering what category of concern schools should be placed into

Pupils who have specific needs, including pupils with SEND

296. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, behaviour and conduct that reflects the school's high expectations and their consistent, fair implementation are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of individual circumstances.

Listen, understand, empathise and support – but do not tolerate; were the common features when Ofsted researched schools that were having an impact on improving their attendance. Attendance is a high priority for all, inspectors will be particularly interested in the analysis being undertaken by school, high priority for all of us inspectors will be particularly interested in the analysis that schools are undertaking and that's because that analysis helps target support and really get to the bottom of the causes or barriers to securing good attendance thorough analysis and a strong understanding of causes will help schools devise clear and effective Improvement strategies and ultimately these important actions will set schools up well to secure sustained improvements and we'll want to see the impact that leaders actions are having it's important to know that there isn't a specific Target for attendance here or a percentage to aim for things will vary substantially depending on context and there also is a specific kind of percentage of absence that might trigger a certain judgment something that you've asked about and your questions already and will repeat again at the end instead we're focused on the steps set out here and the impact that your work is having.

Jonathan Keay HMI, Senior HMI, Schools and Early Education **-** Webinar Titled - An update on attendance with Ofsted and the DfE

An inspection

It is common practice for EDClass to receive calls from Ofsted about students who are accessing the platform as an alternative provision.

Please note that EDClass can only with the information provided by the school in the learner's profile and the reporting tools in the platform.

EDClass expects that the inspector has already been provided with the information and evidence of the learner's current situation and their progress using the reporting tools available in the platform.

EDClass' role in this circumstance should be to reiterate what the evidence provided to Ofsted already shows. This should NOT be a situation where the school has no internal record of the learner's progress on the platform. The call with the inspector should consist of the confirmation of the facts already provided by the school, including:

- Who and what EDClass is, how it is used as part of the school Alternative Provision policy and how has the school embedded the platform?

- The student's current situation has meant the need for EDClass to be used as an alternative provision, for example:

Short-term provision due to exclusion from school

Part of a reintegration strategy for a student unable to attend due to anxiety

A solution is in place as the student has a physical injury preventing them from accessing the school.

- The student's attendance and time spent on specific days on the platform;

This is available in a downloadable report speak to your account manager on how to access it.

This needs to be monitored internally by the school

Documentation to assist you and your organisation

Please see the below documents and links for support:

Education inspection framework

School Inspection handbook

Statutory guidance - Alternative provision

Statutory guidance - School suspensions and permanent exclusions

Statutory guidance - Keeping children safe in education

Statutory guidance - Education for children with health needs who cannot attend school

Guidance - Working together to improve school attendance

Effective practice examples - Support for pupils where a mental health issue is affecting attendance

Ofsted Webinar - An update on attendance with Ofsted and the DfE