



Bounce Back AP Ltd

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Bounce Back Framework

Introduction

In 2023/2024

27 attended 19 transitioned

In 2024/2025

32 attended 16 transitioned

2026 to date

Currently 30 students attending

Above are children attended Bounce Back AP commissioned by the Local Authority and local schools to ensure they were in receipt of an EOTAS package whilst awaiting their school placement

Pupil voice:

To support this strategy, we sought the voices of the children and young people attending Bounce Back.

Children and young people helped us understand their experiences of our alternative provision, and children feel generally positive about their community, relationships, safety, progress, curriculum and destinations after AP:

“Used to have anxiety - felt horrible at school environment. I feel comfortable here.” “Everyone listens when I need to chat - everyone listens to each other.”

“At first, I could only come for like half an hour a day. Now I am attending full days... Everyone is so nice here... can have the most random conversations”.

“I wouldn't behave at all at normal school, but here I learn to act better even though sometimes I am still quite hyper. I didn't like the staff and people at normal school - they always said things in a rude way so I would scream and walk away. Here they teach me to act better.”

“...not really have any goals. Not really sure about my next step.”

“they make me feel normal and they care about us outside of Bounce Back, we really are a family”



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This strategy has been developed in response to local needs and the increased use of alternative provision in NELC in recent years. This strategy also responds to the SEND and AP Improvement Plan published by the Department for Education in March 2023 which follows from the SEND Green Paper, right support, right place, right time and will be utilised alongside the BFFC SEND commissioning strategy, the majority of children in receipt of alternative provision in NELC have social, emotional mental health needs as their primary special educational need.

This strategy supports our LAs overarching education strategy, that we will support education settings to develop inclusive practice, so that children receive high quality education, and achieve their potential. More specifically, a lever to achieving this priority is to improve attendance and prevent suspensions and exclusions through targeted work with priority schools and communities, combined with developing an improved Alternative Provision local offer, through our AP school and strengthened commissioning arrangements.

Locally, alternative provision is used in a variety of ways for children of all ages and phases, it can be utilised as part or all a child's educational provision dependent on their needs. Typically, this is to either give the child a complimentary educational experience as part of their curriculum to develop a particular area, such as increasing a child's access to vocational subjects to improve their pathway into their post-16 aspirations.

AP can also be used as an alternative pathway to reduce risks on site in schools and deliver a more inclusive curriculum of the child's needs that is not deemed possible within the school setting. Many children access alternative provision whilst awaiting availability of special education settings.

It is our commitment and passion that we continue to have high aspirations for all children accessing any form of provision. We commit to ensuring all our children and young people are included, supported, safe and have access to teams and services that are expert in ensuring they receive suitable, good quality education wherever this may be and whatever form.

We recognise that alternative provision can be a tool used to educate some of our children and young people that are experiencing a number of complex needs and vulnerabilities, such as medical needs preventing school attendance, special educational needs and disabilities or extra-familial harm. It is therefore important that any strategy delivering this is co-produced with children, families and key stakeholders.



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Our Approach:

Children and young people have access to our highly inclusive AP, that meets their needs, no matter how complex these may be. Bounce Back will ensure a 'support first' approach feature of a graduated response to inclusion. This applies to all children, regardless of their needs

Tier 1

Targeted support within mainstream schools

Working on early intervention

and support to help at risk students stay in school,

Tier 2

Time limited placements

Short term placements to address pupil's needs with the expectation

Of returning to a school setting.

Tier 3

Transitional placement

For pupils who need support in gaining the necessary

Skills to move onto a new school setting.

It is not deemed the case that all children will follow the same pathway of experiencing alternative provision, but that all children and young people's pathways will be responsive to their needs with the ability to return to a school setting always. This model applies to all school types, whether mainstream or specialist setting.

Vision statement

We will provide young people a good quality and safe environment. We will increase feelings of inclusion and increase emotional wellbeing of all children and young people who access our provision. We will deliver child centred practice, increase opportunities to develop skills for life and work and embrace difference.



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Strategic Priorities

- Schools and partners will ensure a tiered approach to using alternative provision, and the provision provided will be purposeful and at the pace of the child
- Will clearly evidence the impact we are having towards children and young people's goals and progress measures
- We will provide pathways in and out of the alternative provision and will remain clear.
- The LA will Publish AP framework, we will drive consistency in quality assurance, monitoring and escalation of performance and concerns.

Our service will be co-produced by children, young people and families and key agencies and there will be meaningful engagement from providers.

Intended outcomes

Any child or young person accessing alternative provision through in-reach to their educational setting, or outreach via attending an alternative provision setting has the right to access support for a range of needs.

We may be accessed in order to address a specific need or area of vulnerability for a child or young person, such as improved socialisation or emotional regulation which is predominant in the profile of NEL children attending alternative provision. In these instances, we are not expected to deliver fully rounded provision if we are only commissioned to work with a child or young person for a small portion of their education and to address a specific need.

All children with an EHCP have the entitlement to all provision prescribed within their EHCP, and BFFC are committed to ensuring all children access what is required to meet their needs even if they are not educated in a school setting.

Outcomes designed within an EHCP must be universally applied to all settings, including alternative provision.

Children and young people:

- Will have their voices heard, and steer personalised plans in what educational success looks like for them
- Will have opportunities to work towards educational goals, qualifications or skills for work and life
- Will be able to continue build friendships with a peer group and trusted relationships with adults
- Will reduce feelings of exclusion and build self-esteem, wellbeing and resilience
- Will have their needs identified early, and given appropriate support to meet their needs

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Parent's and carers:

- Will have their voices heard, and steer personalised plans in what educational success looks like for their child
- Will understand the intention, time frame and benefits of the provision being implemented

Schools:

- Will have access to affordable, responsive provisions that work in a number of ways to address low and emerging difficulties, urgent or longer-term needs
- We can sign post to local advice, guidance and personnel available to ensure consistency of approach and QA
- Will have clear expectations of intended outcomes and delivery in how to support to children within our provision.
- Will have consistent and reduced conflicting demands between schools and partners.
- We will understand our local approach and intent of alternative provision.