

**Impact**

61 students are currently being supported, as of 24/25 Summer Term.

The number of pEx has stabilised with 104 exclusions for the first two tems of the current academic year, compared to 118 for the same period in 24/25

These numbers continue to be significantly above the national average. Too early to know this, however the majority of the current tier 1 work is fast tracking neuro assessments. This is a very difficult number to track though, due to the data lag between PX and getting a diagnosis.

The FAP and SEN process are yet to be reviewed to incorporate the new ways of working via the 3-tier AP Model, and this is one of the 4 commitments that we made to Headteachers.

Tier 1 responses from schools is very positive.  We have two students who are not engaging, the rest are progressing well.

Data captured via the Tracker, are positive. It is possible to translate the work that has been successful in tiers 2 & 3 into tier 1. We envision there will be a lot of referrals once this is launched and becomes embedded across the LA.

The aims of this 3-Tier Model are to consistently deliver statutory 6th day provision, reduce the volume of permanent exclusions (Tier 3) through outreach (Tier 1) and step out provision (Tier 2). This project also aims to eliminate the permanent exclusion of students with unidentified or undiagnosed neuro needs, and to increase the volume and speed with which permanently excluded students return to mainstream, or transfer to specialist provision.

An extended and sustainable taskforce has been created to support those vulnerable to permanent exclusion, including Family Support, an Enrichment Coordinator, Post-16 Coaches, YJS Workers, Youth Workers, SaLTs, MH Therapists, and an Early Help Co-ordinator. Sufficiency in Alterenative Provision is also being increased, with Bradford AP Academy increasing PAN from 75 to 140. Referrals are to be screened and triaged via an AP panel, and a Quality Assurance tool has been coproduced.

**Activities**

**Aim**

Bradford has co-developed a 3-Tier Alternative Provision Model, including an extended staffing taskforce, aiming to consistently deliver statutory 6th day provision, reduce permanent exclusions, and increase the volume and speed of the return of permanently excluded students to mainstream schools or transfer to specialist provision.