

# Alternative Provision and Interventions

Education Inclusion Team 2023/2024

A guide for Headteachers and Educators supporting  
vulnerable children and young people

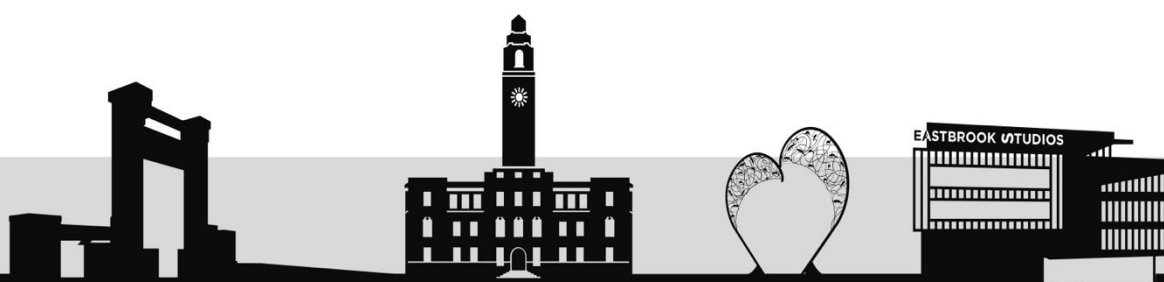


**Barking &  
Dagenham**

 **Mayesbrook Park School**  
Alternative Provision for young people in Barking and Dagenham

**BOX  
UP** 

**thrive** 



## Foreword

I hope this will enable you, as Headteacher to gain a fuller picture of what the Secondary Alternative Provision (AP) membership can provide in terms of interventions and provision. The Education Inclusion Team provides individual support, guidance, and advice for groups of children and young people who are aged 4-16 years and are:



- attending a Barking and Dagenham school or education setting.
- at risk of suspension or permanent exclusion.
- experiencing mental health issues which impact upon their time in school.
- identified as having Special Educational Needs and Disabilities (SEND) or those with an Education Health or Care Plan (EHCP).
- disengaged or at risk of disengagement with Education.
- presenting with social, emotional, or mental health issues.
- known to other services or agencies within the council.
- exposed to trauma or adverse childhood experiences, including bereavement.

Education Inclusion Partners (EIPs) cover clusters of the borough organised into North, East, and West. Each cluster has an Education Inclusion Officer who has operational responsibility for children not in full time education and/or in alternative placements.

The Education Inclusion Team has multi-agency and multi-disciplinary links with dedicated officers from across core services. The 'Team and the school' model is made up of and has strategic links to:

- Community Solutions
- Family support and safeguarding leads
- Multi-agency Safeguarding Hub (MASH) officers.
- Child and Adolescent Mental Health services
- Youth at Risk Matrix (YARM)
- Universal Health
- Educational Psychologists (EPs)
- Multi agency groups such as Criminal exploitation, Tension monitoring and Hate, Ending Gang youth Violence, Contextual safeguarding and exploitation.
- Rapid Response group/gateway.
- Vulnerable Pupil HOT clinics

Our aim is to improve mental health, behavior and attendance as well as ensuring young people are engaged with education attainment instead of being excluded from school. This guide has been created to showcase the interventions and alternative placements available and inform Headteachers and Senior Leaders of the current LA Inclusion offer.

I hope you find it useful.

**Mark Aspel - Head of Inclusion**

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# School Area Maps 2023/2024

## NORTH AREA

- 1 Abbey Children's Centre Nursery – IG11 8JA
- 2 Adult college (Barking campus) – IG11 7PB
- 3 Adult college (Dagenham campus) – RM9 5QD
- 4 Barking Learning Centre – IG11 7NB
- 5 Becontree Children's Centre – RMB 2QR
- 6 Boundary road – IG11 7JR
- 7 Brockelbank Lodge – RMB 3BX
- 8 Butler Court – RMB 1LB
- 9 Dagenham Library – RM10 9QS
- 10 Gascoigne Children's Centre – IG11 7AD
- 11 John Smith House – IG11 9LL
- 12 Ley's children's centre – RM10 9XW
- 13 Marks Gate Children's Centre/Library – RM6 5NJ
- 14 Park Centre – RM10 9SA
- 15 Riverside House – IG11 0QQ
- 16 Robert Jayes Community Library – RM6 6AS
- 17 Roycraft house – IG11 8HE
- 18 Sue Bramley Children's Centre/Thames View Library – IG11 0LG
- 19 Valence Library – RMB 3HT
- 20 William Bellamy Children's Centre – RM10 7HX



- Rose Lane Primary School
- The Warren School
- Warren Junior School
- Furze Infants
- Henry Green Primary School
- Robert Clark School
- All Saints Catholic School
- William Bellamy Primary School
- St Vincent's Catholic Primary School
- Becontree Primary School
- Valence Primary (Bonham & St George's) School
- Grafton Primary School
- Dorothy Barley Infants School
- Dorothy Barley Junior School
- Richard Allbon Primary School
- Roding Primary School
- St Teresa's Catholic Primary

St Joseph's Catholic (Dagenham) Primary  
18 schools

18 schools (20 sites)  
3 Secondary schools  
1 All-through school  
14 Primary schools

Education Inclusion Partner:  
David Botterill

## EAST AREA

- 1 Abbey Children's Centre Nursery – IG11 8JA
- 2 Adult college (Barking campus) – IG11 7PB
- 3 Adult college (Dagenham campus) – RM9 5QD
- 4 Barking Learning Centre – IG11 7NB
- 5 Becontree Children's Centre – RMB 2QR
- 6 Boundary road – IG11 7JR
- 7 Brockelbank Lodge – RMB 3BX
- 8 Butler Court – RMB 1LB
- 9 Dagenham Library – RM10 9QS
- 10 Gascoigne Children's Centre – IG11 7AD
- 11 John Smith House – IG11 9LL
- 12 Ley's children's centre – RM10 9XW
- 13 Marks Gate Children's Centre/Library – RM6 5NJ
- 14 Park Centre – RM10 9SA
- 15 Riverside House – IG11 0QQ
- 16 Robert Jayes Community Library – RM6 6AS
- 17 Roycraft house – IG11 8HE
- 18 Sue Bramley Children's Centre/Thames View Library – IG11 0LG
- 19 Valence Library – RMB 3HT
- 20 William Bellamy Children's Centre – RM10 7HX



- Rush Green Primary School
- Hunters Hall Primary School
- Marsh Green Primary School
- Dagenham Park Church of England School
- St Peter's Catholic Primary School
- Mayesbrook Park School
- Eastbrook School
- ELUTEC – East London University Technical College
- John Perry Primary School
- Leys Primary School
- Beam Primary School
- Parsloes Primary School
- Godwin Primary School
- William Ford Church of England School
- Village Infants School
- Sydney Russell School
- Southwood Primary School

Five Elms Primary School  
Darnbrook School  
19 schools

19 schools (18 sites)  
4 Secondary schools  
3 All-through schools  
12 Primary schools  
1 Technical college  
Incl. 1 PRU

Education Inclusion Partner:  
Jay Devereux

# WEST AREA

- 1 Abbey Children's Centre Nursery - IG11 8JA
- 2 Adult college (Barking campus) - IG11 7PB
- 3 Adult college (Dagenham campus) - RM9 5QD
- 4 Barking Learning Centre - IG11 7NB
- 5 Becontree Children's Centre - RM8 2QR
- 6 Boundary road - IG11 7JR
- 7 Brockelbank Lodge - RM8 3BX
- 8 Butler Court - RM8 1LB
- 9 Dagenham Library - RM10 9GS
- 10 Gascoigne Children's Centre - IG11 7AD
- 11 John Smith House - IG11 9LL
- 12 Ley's children's centre - RM10 9XW
- 13 Marks Gate Children's Centre/Library - RM6 5NJ
- 14 Park Centre - RM10 9SA
- 15 Riverside House - IG11 0QQ
- 16 Robert Jeyes Community Library - RM6 6AS
- 17 Roycraft house - IG11 8HE
- 18 Sue Bramley Children's Centre/Thames View Library - IG11 0LG
- 19 Valence Library - RM8 3HT
- 20 William Bellamy Children's Centre - RM10 7HX



- Manor Primary School (Sandringham & Longbridge)
- Manor Junior Primary School
- Barking Abbey School
- Eastbury Community School
- Northbury Primary School
- Eastbury Primary School
- St Margaret's Church of England Primary School
- St Joseph's Catholic (Barking) Primary School
- Gascoigne Primary School
- Greatfields School
- Thames View Infants School
- Thames View Junior School
- Riverside Primary School
- Riverside Secondary School
- George Carey Church of England Primary School
- Monteagle Primary School
- Jo Richardson Community School

- James Cambell Primary School
- Ripple Primary School
- Thomas Arnold Primary School
- 20 schools

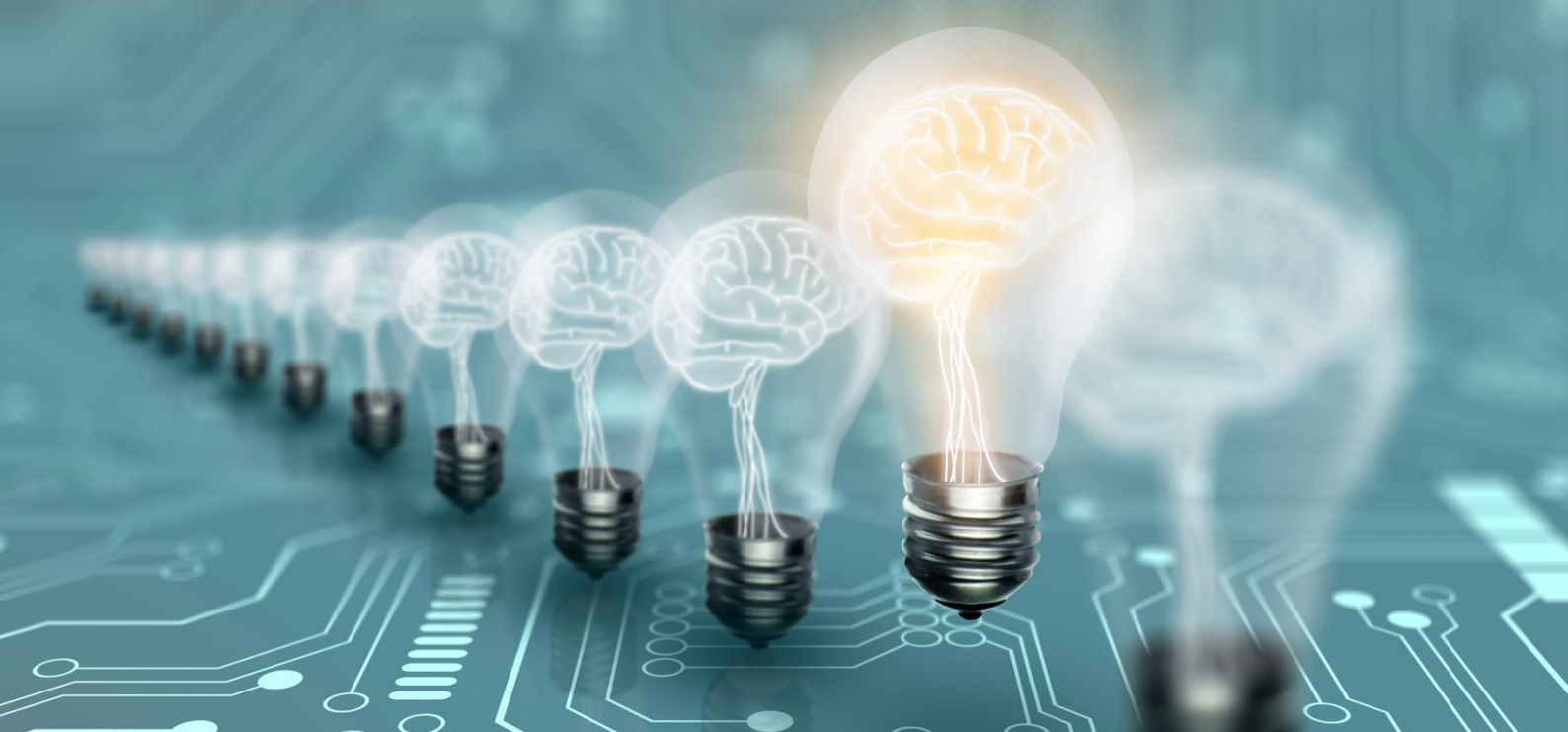
20 schools (24 sites)  
 4 Secondary schools  
 1 All-through schools  
 13 Primary schools

Education Inclusion Partner:  
**David Larbi**

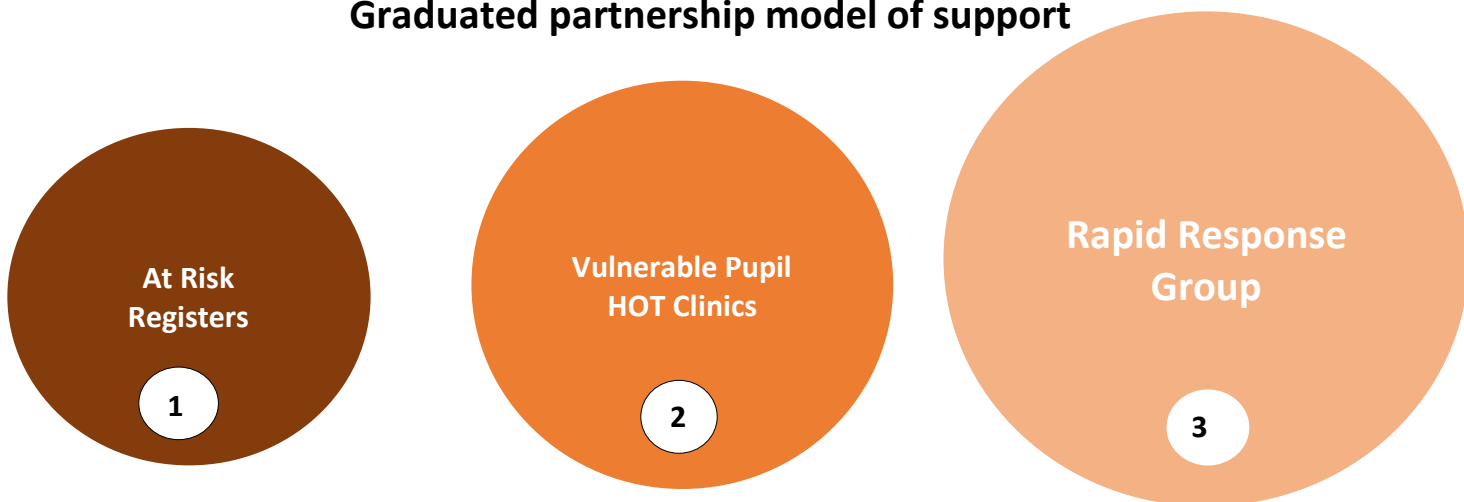
Education Inclusion Officer: Bal Gill

Email: [bal.gill@lbbd.gov.uk](mailto:bal.gill@lbbd.gov.uk)





## Graduated partnership model of support

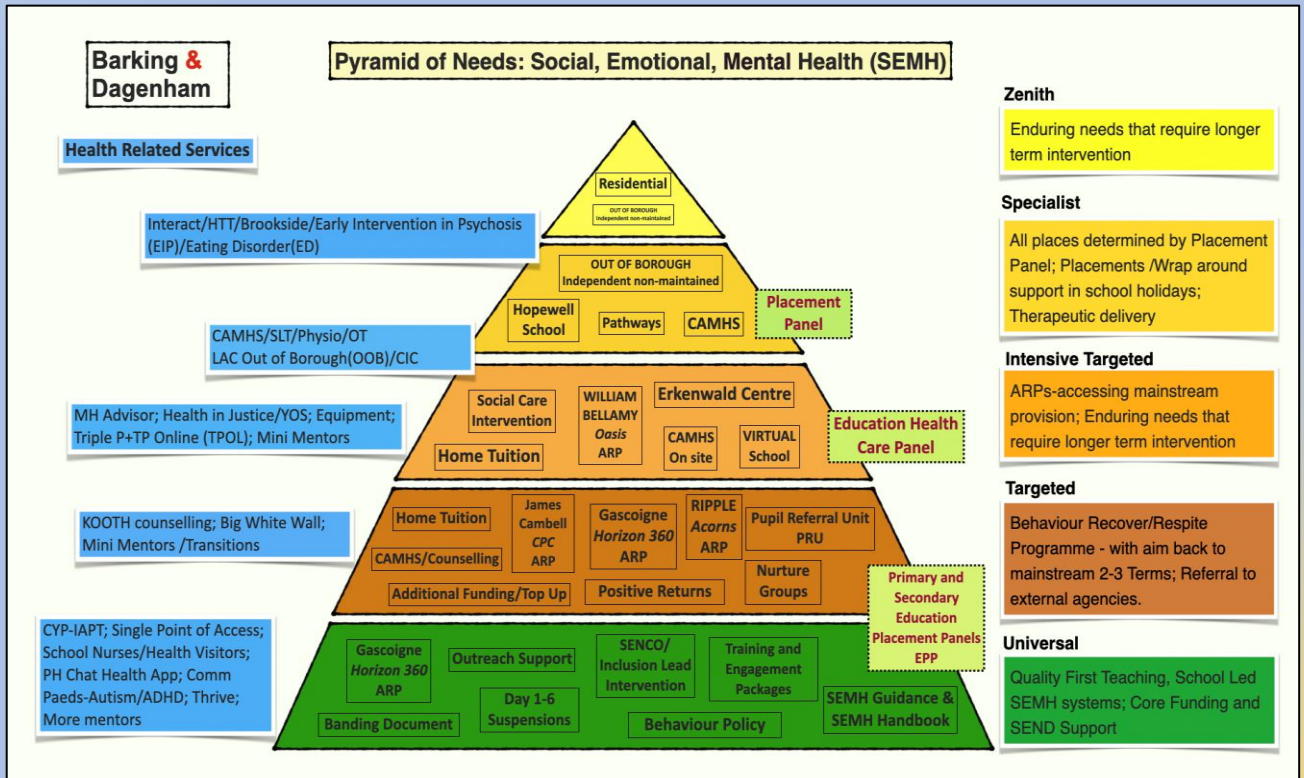


Schools should monitor their vulnerable pupils via the At-Risk Register where a decision can be made to either refer to:

- the Vulnerable Pupil Hot Clinic where there is an opportunity to present concerns to the multi-agency partnership and remove blockages within the referral system or
- the Rapid Response Group if the children and young people require resource to prevent suspension and exclusion.

Schools are encouraged to follow this graduated model of support by contacting their Education Inclusion Partner when additional support is needed. Schools can also refer through to the CAMHS Hot Clinics for advice. For more details email: [karen.pyle@lbbd.gov.uk](mailto:karen.pyle@lbbd.gov.uk)

# Graduated partnership model of support



# Early intervention: Inclusion hub

## Early inclusive models of support for schools

Next steps for delivery - developing a new way of working and Mental Health hub for schools and families

### Intensive school support:

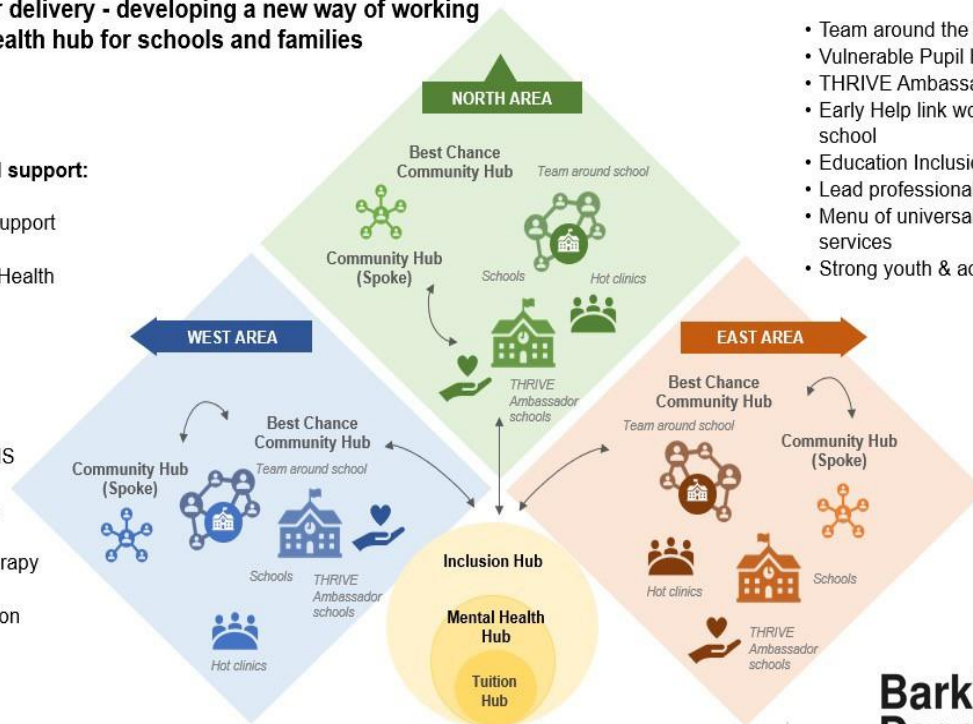
- Mental Health Support Team
- Primary Mental Health Team

### Intensive family support:

- specialist CAMHS
- YARM workers
- Domestic abuse IDVAs
- occupational therapy
- physiotherapy
- specialist inclusion support

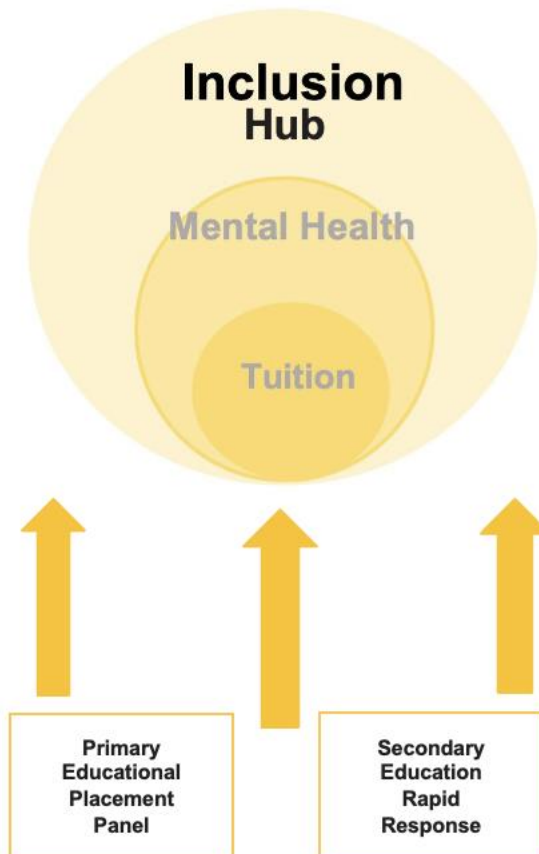
### Schools' offer:

- Team around the school (TAS)
- Vulnerable Pupil Hot Clinics
- THRIVE Ambassador schools
- Early Help link worker for each school
- Education Inclusion Partner (EIP)
- Lead professional
- Menu of universal & targeted services
- Strong youth & adolescent offer



one borough; one community; no one left behind

**Barking & Dagenham**



**The Inclusion Hub comprises all resources within Primary EPP and Secondary Rapid Response.**

**The Head of Inclusion is the lead commissioner and has responsibility for providing quality alternative provision for schools and CYP.**



## The Rapid Response Group

The Rapid Response Group was established during the pandemic to support children who may present with challenging behaviours and would be high risk of exclusion. The rationale for the group was to ensure resources for schools would be allocated in a timely, fair way and discussed with experienced Headteachers who could offer advice and challenge.

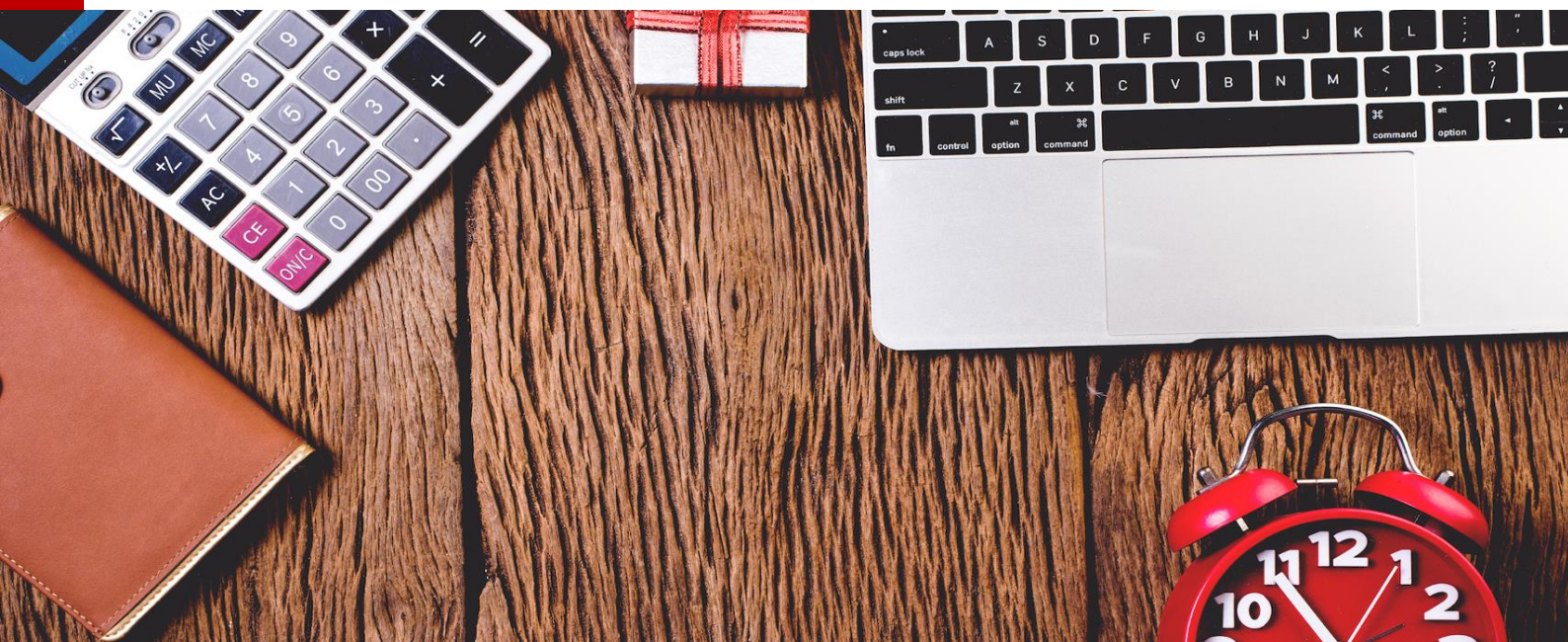
The Rapid Response Group consists of:

- Three to Five Secondary Head Teachers
- Headteacher of Mayesbrook Park school (PRU and Commissioned AP)
- Head of Inclusion
- Education Inclusion Partners
- Education Officer
- Admissions Manager
- Head of Integrated Health Services
- Subwise (substance misuse)
- YOS/Education lead
- Family Support & Safeguarding
- Other agency representatives who are invited as appropriate.

The Rapid Response Group meets fortnightly for an hour to discuss:

- Pupils who are at serious risk of permanent exclusion. Short-term strategy has been identified that is considered likely to ensure the risk is significantly reduced.
- Pupils who are at risk of permanent exclusion either for a one-off incident or have been persistently disruptive and have had repeated fixed term exclusions.

Potential referrals to the Rapid Response Group should be discussed with your Education Inclusion Partner in the first instance; the pupil should already be known and on your vulnerable pupil risk register.





## Statutory Expectations

*It is important for schools to know that the Alternative Provision Framework does not remove or affect any of the statutory obligations and duties upon schools in relation to the provision of education or the exclusion of children and young people from school. Further, it does not affect the agreed practice in relation to this activity locally. Any child or young person placed by a school in alternative education provision, either full or part-time, remains on the roll of that school and responsibility for delivering the full-time statutory education offer and all other duties in respect of that child remains with the school. Where a child or group of children are engaged in a preventative programme, whether on or off-site, they remain the responsibility of the school. Specifically, the commissioning school remains responsible for the monitoring and tracking of progress of individual children and young people and confirming that the provision given is of good quality, value for money and meets the pupil's needs. If schools or academies purchase alternative educational provision from providers not listed on the framework, the referring school or other body must ensure the provision meets required standards and that appropriate contracting arrangements are in place.*

*Whether commissioning from an "on framework" or "off framework" provider schools must also be aware of the DfE advice issued to proprietors and prospective proprietors of independent special schools in England - Registration of independent schools January 2016. This was refreshed in January 2016 and defines "full time education" for the purposes of registration as: any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education*

# Universal + Interventions



## Team Inspire

Josh Mugenyi- 07535208559

Chris Blenman- 07429539553

Email- [info@team-inspire.co.uk](mailto:info@team-inspire.co.uk)

Website- [www.team-inspire.co.uk](http://www.team-inspire.co.uk)

### Our Provision

The aim of the provision is to meet the needs of Primary, Secondary or College students who are hard to reach, have mental health issues or are gang affiliated. Students are mentored and supported to achieve better in various aspects of their lives so that they can be reintegrated into school and make progress.

### Duration

The length of the provision is 12 weeks (a term) Sessions will be delivered during school time (9-3.30pm) unless activities have been arranged with the school outside of normal school time or if the sessions are designed as extracurricular activities.

### Referral Process

Through the local authority or directly.

### Outcomes/Accreditation

The expected outcomes are that students:

- are reintegrated into a regular school routine
- learn to regulate their emotions
- practice improved personal and life skills
- improve their attendance
- make better progress in school.

## 100% SEC Recovery Placement (KS3)

CEO Eugene Dwaah

Evolution Sports Group  
Future Youth Zone 201,  
225 Porters Ave,  
Dagenham, RM9 5YX

Tel: 07772270051

Email: [edwaah@evolution-  
sportsgroup.com](mailto:edwaah@evolution-sportsgroup.com)

### Our Provision

The aim of the provision is to work with students at risk of permanent exclusion, or would benefit from support outside of the school setting, the family, and schools to prevent permanent exclusions of young pupils.

The Recovery Placement & Reintegration provision is for students who may benefit from short period of time away from mainstream provision in order for them to reflect and to be equipped with support and strategies prior to return.

### Duration

Part Time (Respite)

39 weeks

9am - 3pm

It is a placement with a fixed start and end dates. Placements may be for a maximum of six weeks initially and subject to review.

### Referral Process

Rapid Response referrals only

### Outcomes/Accreditation

KS3 Recovery Placement offers academic and vocational courses. There is a strong emphasis on English, mathematics and developing independent learning and work-related skills.

The aims of the key stage 3 curriculum are:

- To prepare students for a reintegration back into a mainstream school or other appropriate educational settings.
- To assess all pupils to identify additional needs & make appropriate and relevant referrals to support students on their return to school
- To give students an opportunity to address the reasons why they are no longer in their previous school & to demonstrate that they are in a position to return to a mainstream environment.
- To work with families to support their child's education.

100% Sports and  
Education Centre

CEO Eugene Dwaah

Evolution Sports Group  
Future Youth Zone 201, 225 Porters  
Ave, Dagenham  
RM9 5YX

Tel: 07772270051

Email: [edwaah@evolution-  
sportsgroup.com](mailto:edwaah@evolution-sportsgroup.com)

### Our Provision

The aim of the provision is to work with students who are at risk of permanent exclusion, or those who would benefit from support outside of the school setting, the family setting, and schools.

The focus is to prevent permanent exclusions of young students who bring weapons into school at KS4, those who have behaviour issues, or students involved with gangs or county lines.

### Duration

Full Time/part Time  
39 weeks  
9am - 3pm

### Referral Process

Rapid Response referrals only

### Outcome/Accreditation

#### Academic:

GCSE/Functional skills (English & Maths)

#### Vocational qualifications:

Football Association Level 1 Coaching Award;  
First Aid

Health and Safety level 1

Food and Nutrition Level 1

Sports Leaders Award Level 1 & 2

PE Skills Award (Stage 3 & 4)

#### Duke of Edinburgh Bronze

#### Princes Trust Achieve Programme

On the successful completion of all units, students will gain a minimum of 21 credits and maximum of 36. These credits will go towards their qualification in 'Personal Development and Employability Skills' offered by the Prince's Trust. This qualification is now equivalent to

two GCSEs both at Grade B

- Customer Experience
- Career Planning
- Effective Teamwork Skills
- Digital Skills
- Gang Culture
- Managing Money

# Targeted Interventions



## Box Up Crime

Rob Harris & Yinka Addison

51 Ripple Road  
Barking  
IG11 7NT

[Rob.Harris@boxupcrime.org](mailto:Rob.Harris@boxupcrime.org)

[education@boxupcrime.org](mailto:education@boxupcrime.org)

02085174446

### Our Provision

The aim of the provision is to work with students who are at risk of permanent exclusion, or those who would benefit from support outside of the school setting, the family setting, and schools.

The focus is to prevent permanent exclusions of young students who bring weapons into school at KS4, those who have behaviour issues, or students involved with gangs or county lines.

### Duration

Part time- minimum 6-week programme  
10am-3pm

### Referral Process

Rapid Response and independent referrals from individual schools

### Outcomes/Accreditation

#### CPD for the Real Me

- Positive relationships formed with students
- Exclusive access to Boxup Gym/facilities
- Children enjoy attending our provision
- Pupil have been able to be reintegrated back into school
- Behavior of children has improved since attending provision
- Tailored 1:1 support/mentoring
- All adults and children work together in decision-making
- Specialist 'Real me' programme available
- Pupils trust and confidence has improved
- Inclusive programme
- Students are encouraged to be themselves



## Elevate Her UK

**Ebony King - Founder/Interventions Lead**

119 Ivyhouse Road, Dagenham,  
Essex, RM9 5RP

Operation address: 1<sup>st</sup> floor, John Smith  
House, Bevan Avenue, Barking, IG11 9LL

Email: [ebonyking@elevateheruk.org](mailto:ebonyking@elevateheruk.org)

Support: [help@elevateheruk.org](mailto:help@elevateheruk.org)

Website: [www.elevateheruk.org](http://www.elevateheruk.org)

Instagram: [@elevate.her.uk](https://www.instagram.com/elevate.her.uk)

Mob. 07511418022

### Our Provision

We offer 1 to 1 mentoring for girls, Skill based empowerment workshops, Year group youth safety awareness, 1-hour assemblies and class workshops (mixed).

The 1-1 girls only mentoring programme includes reflection on moods, goal setting, aspiration building, and discovering methods to improve mental health and well-being.

Elevate Her UK has had a positive impact on young people who have been at risk of school exclusion, mental health issues, exploitation, peer to peer abuse, teenage pregnancy, unemployment and more.

Our safety campaigns which are featured on mainstream media raise awareness and aim to find solutions for the common issues faced by young people.

Our main services are to empower young girls although we do include boys in our awareness workshops to educate them on respecting boundaries and self-control.

We also collaborate with global brands and organisations that share similar interests.

We also support young people to find employment or gain entrepreneurship skills through our free practical skills and empowerment workshops.

Our youth ambassadors volunteer with us and attend community organising events and leadership training.

### Duration

Mentoring - 8 weeks block during school hours term time.

Skills based empowerment workshops are booked on demand and run throughout the year excluding the Christmas holidays. 1-hour assemblies are during term time.

### Referral Process

Our early intervention referral form must be completed. Requests can be made via email [help@elevateheruk.org](mailto:help@elevateheruk.org)

### Outcomes/Accreditation

Mentees get exclusive free access to our special events and special guest workshops. Certificate of attendance and goody bags are also provided upon successful

## Hot Heads Programme

**Kyri Mingay**

**A Therapeutic Practitioner**

**Email:**

[kmingay@paramountsafeguarding.co.uk](mailto:kmingay@paramountsafeguarding.co.uk)

**Mob: 07810 821 273**

### Our Provision

We offer therapeutic programmes for Children and Young People from ages 5 to 18. Programmes are personalised and designed to

- help children to manage anger and difficult emotions
- help children to improve behavior and communication through self-regulation
- reduce the risk of exclusion

Each programme consists of 6 sessions:

**Session 1:** Identifying anger and emotions

**Session 2:** Feelings, rules, and consequences

**Session 3:** Healthy/unhealthy behaviour

**Session 4:** Self-regulation and calming techniques

**Session 5:** Triggers, signals, and reflection

**Session 6:** Impact on others, protecting ourselves and others

### Duration

Each programme lasts for 6 weeks. This can be extended for further sessions if needed and depending on the needs of the child/young person.

Date and times are arranged with the school.

### Referral Process

Primary school children can be referred via EPP.

Secondary school students can be referred via Rapid Response.

Both age groups can be directly referred by the school, by social care (if funding), LAC Team and SEN Team or any other agencies if providing funding.

### Outcomes/Accreditation

Pupils receive a certificate at the end of the programme.

Schools receive an impact report at the end of the programme, which includes recommendations and strategies for staff.

## Positive Returns (KS3)

Cathy Stygal, Headteacher

Mayesbrook Park Campus  
75-77 Arden Crescent  
Dagenham RM9 6TJ

[cstygal@mayesbrookparkschool.org.uk](mailto:cstygal@mayesbrookparkschool.org.uk)

Joanne Dipple, PR Coordinator

Mayesbrook Park Campus

[jdipple@mayesbrookparkschool.org.uk](mailto:jdipple@mayesbrookparkschool.org.uk)

Tel. 020 8270 6000

### Our Provision

We offer Wrap around support for KS3 students to enable them to return to their school and avoid permanent exclusion. The curriculum provided incorporates core subjects and some foundation subjects along with soft skills of managing conflict and developing the skills to communicate more effectively with others.

Students have access to School Counsellor, a Spark2Life mentor, and small group work with a nurturing approach. A family support worker is also available whilst a young person is at the provision.

### Duration

Full time for 6-12 Weeks  
8.45 am - 2.50 pm

### Referral Process

Rapid Response Referral

### Outcomes/Accreditation

We provide re-integration support for their return to school and ongoing while they resettle in order to prevent permanent exclusion.

## Thrive Approach

Stephen Anthony Davids  
Studio 4  
Warton House  
150 High Street  
London E15 2NE

T: 07841 393 496

E: [info@stephenanthonydavids.com](mailto:info@stephenanthonydavids.com)

[www.stephenanthonydavids.com](http://www.stephenanthonydavids.com)

### Our Provision

The Thrive Approach has its basis in neuroscience, attachment and child development and works towards developing the child's overall social and emotional development. The interventions for 5- to 16-year-olds, provide targeted strategies and activities to help them re-engage with life and learning. A number of stages are identified, and children work through these using play based and creative activities to support them along this journey. Gaps in knowledge and skills are addressed during this process.

### Be - Me

Aid children and young people to manage their emotions through creative engagement and participation.

- Aid children and young people to improve behaviour and communication through self-regulation, play and participation.
- Using the arts as a creative tool for learning and healing.
- Aid children and young people in learning how their behaviour is a communicator of emotion and how to manage themselves in stressful situations.
- Teach children and young people what are Passive or Non-Problem-Solving Behaviours.

- Teach children and young people what are Passive or Non-Problem-Solving Behaviours.
- Build on the positive aspects of each child and teach atunement and calm.
- Looking at how the impact of family & culture inform and affect behaviour.
- Reducing the risk of exclusion and social isolation by building on self-esteem, identity and behaviour management through positive participation.

### Duration

10-12 weeks per term,  
Starting school hours, some outreach may be up to 18.00pm

### Referral Process

EPP and Rapid Response or Schools

### Outcomes/Accreditation

Increased awareness of own behaviour and triggers  
Increased self-esteem and ability to manage behaviors in the classroom

## Wobbles Programme

**Kyri Mingay**

**A Therapeutic Practitioner**

**Email:**

[kmingay@paramountsafeguarding.co.uk](mailto:kmingay@paramountsafeguarding.co.uk)

**Mob: 07810 821 273**

### Our Provision

We offer therapeutic programmes for Children and Young People from ages 5 to 18. Programmes are personalised and designed to:

- Support young people's emotional wellbeing
- Help young people to challenge negative thoughts and manage difficult emotions
- Help young people to build self-esteem
- Help to improve communication
- Encourage young people to build positive relationships and resilience

Each programme consists of 6 sessions:

**Session 1:** Identifying emotions and recognising self-esteem

**Session 2:** Beliefs and challenging negative thoughts

**Session 3:** Roles and positive stories

**Session 4:** Externalisation, situations and responses

**Session 5:** Relationships, peers and communication

**Session 6:** Reflections and the future

### Duration

Each 6-week programme can be delivered one-to-one or in a group of up to 4 students.

Children and Young people should be grouped in similar ages and stages of development.

Each session lasts for 50-60 minutes

All resources are included

### Referral Process

Primary school children can be referred via EPP.

Secondary school students can be referred via Rapid Response.

Both age groups can be directly referred by the school, by social care (if funding), LAC Team and SEN Team or any other agencies if providing funding.

### Outcomes/Accreditation

Students receive a certificate at the end of the programme.

Schools receive an impact report at the end of the programme, which includes recommendations and strategies for staff.

# Intensive Targeted Interventions



## Omega Education Services

**Olga Crosse**  
Managing Director and DSL  
Vibe Youth Centre,  
195-211 Becontree Avenue,  
Dagenham, RM8 2UT

[Ocrosse@omegaeducation.org.uk](mailto:Ocrosse@omegaeducation.org.uk)

Jenny McCabe Therapeutic and Tuition  
Manager [JmCCabe@omegaeducation.org.uk](mailto:JmCCabe@omegaeducation.org.uk)  
Janine Pearce DDSL and Compliance  
[JPearce@omegaeducation.org.uk](mailto:JPearce@omegaeducation.org.uk)  
Tel. No. 0203 3911 7259

### Our Provision

Omega Education offers core subject tuition for students new to the borough, and those who need re-integration until a full-time placement is found.

The provision is for children and young people with adverse childhood experiences, those who deliberately self-harm, or those living with domestic violence. Omega Education also provides tuition for children and young people diagnosed with ADHD, ASD and ODD among others.

We create comprehensive risk assessments to ensure we are addressing the needs of each child or young person regardless of staff to student ratio.

The completion of Thrive assessments and subsequent Thrive interventions are overseen by our qualified Thrive practitioner. This enables children or young people dealing with trauma informed mental health issues to make positive choices to improve their pathways.

### Duration

Part-time up to of 15 hours per week per student; 6-week initial commission to be reviewed every 6 weeks.

Tuition to be completed within school hours, at home, based in a community hub or online.

### Referral Process

Completion of referral form.

### Outcomes/Accreditation

All qualifying students will work towards functional skills and The Art Award accreditation, along with LA funded vocational courses.

## Positive Futures (KS4)

Cathy Stygal, Headteacher

Mayesbrook Park Campus  
75-77 Arden Crescent  
Dagenham RM9 6TJ

[cstygal@mayesbrookparkschool.org.uk](mailto:cstygal@mayesbrookparkschool.org.uk)

Laura Ellis, Pastoral Manager  
Mayesbrook Park Campus

[lellis@mayesbrookparkschool.org.uk](mailto:lellis@mayesbrookparkschool.org.uk)

Tel. 020 8270 6000

### Our Provision

We offer Wrap around support for each KS4 students at risk of permanent exclusion and/or have gang-affiliation or challenging behavior. Students are supported to achieve as many qualifications as necessary.

There is access to School Counsellor, Spark2Life mentor, small groups with nurture approach  
Transition coaches to work with students from Year 11 through to year 13.

A family support worker is also available whilst a young person is at the provision.

### Duration

Full time for bespoke length of time according to need  
8.45 am - 2.50 pm

### Referral Process

Rapid Response Referral

### Outcomes/Accreditation

GCSEs: English x2, Maths x2, Science (Biology), History, PE

GCSE Equivalent qualifications:  
Health & Social Care, Art, Music

ASDAN: Healthy Living

Sports: Table tennis, Badminton,  
Coaching

Duke of Edinburgh



## Positive Vibes

Managing Director Mandy Ward  
Jubilee house, 3 The drive, Warley,  
Brentwood, CM13 3FR

Website: [www.newwaytuition.co.uk](http://www.newwaytuition.co.uk)

Managing Director: [info@newwaytuition.co.uk](mailto:info@newwaytuition.co.uk)  
Operations Manager:  
[lisa@newwaytuition.co.uk](mailto:lisa@newwaytuition.co.uk)  
Office: 01277 725690  
Mandy Ward 07985686992

### Our Provision

We provide an outreach tuition service and inclusion programme for children and young people (KS1 to KS5), who are at risk of permanent exclusion, have SEND needs or gaps in their learning. We also provide support for NEET students, children who cannot be on a mainstream site waiting for a permanent education provision, children with behaviour, mental health and emotional wellbeing needs, children with high anxiety and school refusers.

As well as working towards improving attendance and reducing safeguarding concerns, we invite motivational speakers to talk to pupils about things that are happening in the community in order to model a positive pathway for a happy safe life, away from criminal activities, gangs, drugs, and exploitation. We build pupils' confidence and resilience, as well as building relationships with hard-to-reach pupils and their families. We deliver accredited boxing sessions which are led by our qualified boxing tutors, and personal training sessions, where pupils can work towards accredited certificates. Alongside this we deliver interventions about being healthy in mind and body and behaviour repair.

### Duration

18 hours outreach tuition

Term time

5 days a week up to 18 hours tuition, in schools, libraries, pupils' homes, and other venues in the LA.

Inclusion programme 18 hours a week at our hub (lunch included): Chadwell heath community centre, high road, Chadwell Heath, Dagenham, Romford, RM6 6AS. 9.30-2.30pm Monday to Wednesday Thursday 9.30-12.30pm

### Referral Process

Rapid Referral Form or Direct Contact

### Outcomes/Accreditation

GCSE, functional skills, Trinity of London arts awards, AQA boxing accredited award, Referrals for Duke of Edinburgh Award, ASDAN

## Sparking Purpose (KS3)

Cathy Stygal, Headteacher

Mayesbrook Park Campus  
75-77 Arden Crescent  
Dagenham RM9 6TJ

[cstygal@mayesbrookparkschool.org.uk](mailto:cstygal@mayesbrookparkschool.org.uk)

Joanne Dipple, PR Coordinator Mayesbrook  
Park Campus

[jdipple@mayesbrookparkschool.org.uk](mailto:jdipple@mayesbrookparkschool.org.uk)

020 8270 6000

### Our Provision

We provide support for KS3 students who are at risk of permanent exclusion. We offer curriculum interventions which incorporate core and some foundation subjects, as well as soft skills of managing conflict and developing the ability to communicate more effectively with others. There is additional focus on the dangers of carrying weapons and intensive work with Spark2Life about the possible ramifications of weapons and gang affiliation. Students have access to School Counsellor, Spark2Life mentor, small groups with a nurture approach. A Family support worker is available whilst student is in the provision.

### Duration

Full time for 12+ weeks  
8.45 am – 2.50 pm.

### Referral Process

Rapid Referral Group

### Outcomes/Accreditation

We have an excellent track record for preventing permanent exclusions. Students are re-integrated and resettled through our transition process.

## SW!TCH

Ruth Lowe, Head of Young People's Services,  
LifeLine Projects  
LifeLine House, 25 Neville Road,  
Dagenham, RM8 3QS

Email:

[ruthlowe@lifelineprojects.co.uk](mailto:ruthlowe@lifelineprojects.co.uk)

Mob: 020 8597 2900

### Our Provision

SW!TCH Futures supports young people on the edge of poor mental health, serious youth violence or school exclusion by providing in-school mentoring and positive activities.

The pandemic has had a huge impact on the development of young people, with many being considered at-risk in regard to serious youth violence mental ill-health and/or school exclusion. SW!TCH Futures provides individually tailored mentoring plans, delivered through weekly in-school sessions, to help guide young people to a better future.

This mentoring will be supported by a range of weekly positive activities held during the 'lost hours'—between school ending and parents coming home. Along with both physical and cultural activities, there'll also be larger group trips outside term time to keep young people active and engaged.

### Duration

Each time a mentor is in the school, they can see up to 10 students, over 2-3 terms although this can be extended depending on need.

### Referral Process

LifeLine currently has a staff member in most secondary schools. When a mentor is in place a referral form needs to be completed and the LifeLine YDW (Youth Development Worker) will liaise with the school pastoral team to decide priorities and manage the case load

### Outcomes/Accreditation

Improved Mental Health

# Specialist Interventions



## Erkenwald - Mental Health Provision

Elizabeth Bailey, Head of Campus

020 8724 1140

Erkenwald Campus  
75-77 Arden Crescent  
Dagenham RM9 6TJ

[lbailey@maysbrookparkschool.org.uk](mailto:lbailey@maysbrookparkschool.org.uk)

### Our Provision

This is wrap around support for Key Stage 3 and 4 students, to enable them to achieve as many qualifications as necessary and return to school as appropriate. There is access to School Counsellor, mentor, and small groups with a nurture approach.

The family support worker of the student is also available during the provision

There is a short term or longer placement for those with CAMHS involvement or in the process of referral. E.g., students displaying high levels of anxiety, leading to low school attendance or engagement.

### Duration

Short term (KS3/4) or longer placement (KS4) in a small setting with a nurturing approach. Full time for bespoke length of time according to need 8.45 am - 2.50 pm

### Referral Process

Rapid Response referral

### Outcomes/Accreditation

GCSEs: English x2,  
Maths x2,  
Science (Biology),  
History,  
Business Studies,  
Sociology

GCSE Equivalent qualifications:  
Health & Social Care,  
Art  
Functional Skills: ICT



Mayesbrook Park Day  
6 Provision (KS4)

Cathy Stygal, Headteacher

Mayesbrook Park Campus  
75-77 Arden Crescent  
Dagenham RM9 6TJ

[cstygal@mayesbrookparkschool.org.uk](mailto:cstygal@mayesbrookparkschool.org.uk)

Mayesbrook Park Campus  
Tel. 020 8270 6000

### Our Provision

We facilitate Day 6+ for KS4 students who have been suspended for more than 5 days. They are referred to Mayesbrook Park School (MPS) from day 6 for the remaining days of their suspension.

Students have a minimum of core subject work provided and may have access to the school counsellor and Spark2Life mentor, as appropriate.

## Request to the Rapid Response group for additional support

When a

- pupil is at risk of a fixed-term exclusion
- pupil is at serious risk of permanent exclusion.
- short-term strategy has been identified that is considered likely to ensure the risk is significantly reduced.

**In the first instance, this request should be discussed with your Education Inclusion Partner.**

<i>Sparking Purpose (KS3 – knife/exploitation)</i>	<i>THRIVE practitioner</i>
<i>Mental Health Adviser</i>	<i>Additional funding to support intervention</i>
<i>100% Sports Programme</i>	<i>Other Provision: please name</i>
<i>Forward to FAP/EHC Panel</i>	

**Date agreed:**

**Student's name:** \_\_\_\_\_ **M / F** \_\_\_\_\_ **Ethnicity:** \_\_\_\_\_

**DoB:** \_\_\_\_\_ **Year Group:** \_\_\_\_\_ **UPN:** \_\_\_\_\_

**Address:**

**Parents Name:** \_\_\_\_\_ **Telephone number:** \_\_\_\_\_

*If not Barking and Dagenham, which local authority? Top Up to be requested from home local authority.*

Please indicate: **LAC / CiN / CP / subject to a care plan / previously LAC / safeguarding concerns**

Attainment: Reading, Writing, Maths														
Pre-key stage			Significantly below age related expectations			Below age related expectations			At age related expectations			Above age related expectations		
R	W	M	R	W	M	R	W	M	R	W	M	R	W	M

**Other agencies:**

**EP / SALT / CAMHS / Paediatrician / OT / Other**

**If any Safeguarding concerns indicated above - please comment**

**Has an EHCP request been submitted?**

Yes  Date submitted:

No  Reason:

Name of school:

Contact person:

Designation:

Email address:

Term 1			Term 2			Term 3		
Actual:	Possible:	%	Actual:	Possible:	%	Actual:	Possible:	%

SEN COP area of need:

School indicative SEMH band:

Information of previous fixed term or permanent exclusions (dates and lengths):

Internal fixed term exclusions		Fixed term exclusions		Permanent exclusions	
Dates	Length	Dates	Length	Dates	Length

Positive Handling Plan/Risk Assessment *Please circle* Yes No If No - reason why:

School's statement: *please summarise the reasons for your request, including*

- main presenting difficulty
- strategies and interventions employed so far
- what **skills** and **strengths** the pupil demonstrates (i.e., personal qualities, social skills, curriculum strengths, physical abilities)
- pupil's views

**In the first instance, this request should be discussed with your Education Inclusion Partner.**



## Eligibility Criteria – The student

- is supported with in-school interventions following referral to key agencies which may include Inclusion Adviser and Education Psychology teams.
- despite support through school-based interventions, continues to present behaviour difficulties.
- is presenting with **significant and enduring** behaviour which causes distress to the pupils/peers/school staff (apart from the Ur Future programme, which is specifically targeting children who have **not** received a fixed-term exclusion but may be at risk of receiving one, should the situation not improve. A child at risk of permanent exclusion will **not be eligible for this programme**. The sort of issues they may be presenting with could include disengagement with education/lack of motivation, poor attendance, emerging behavioural difficulties, or difficulties around social relationships).
- is at risk of experiencing exclusion, or their learning is blocked by either their behaviour or their emotional state.
- is not considered to have complex social communication needs or moderate or severe learning difficulties as their primary need.
- has a CAF (preferable). If no CAF, evidence is needed to justify why there isn't one.

**Attach the following documents and any other supporting information. (Tick if attached):**

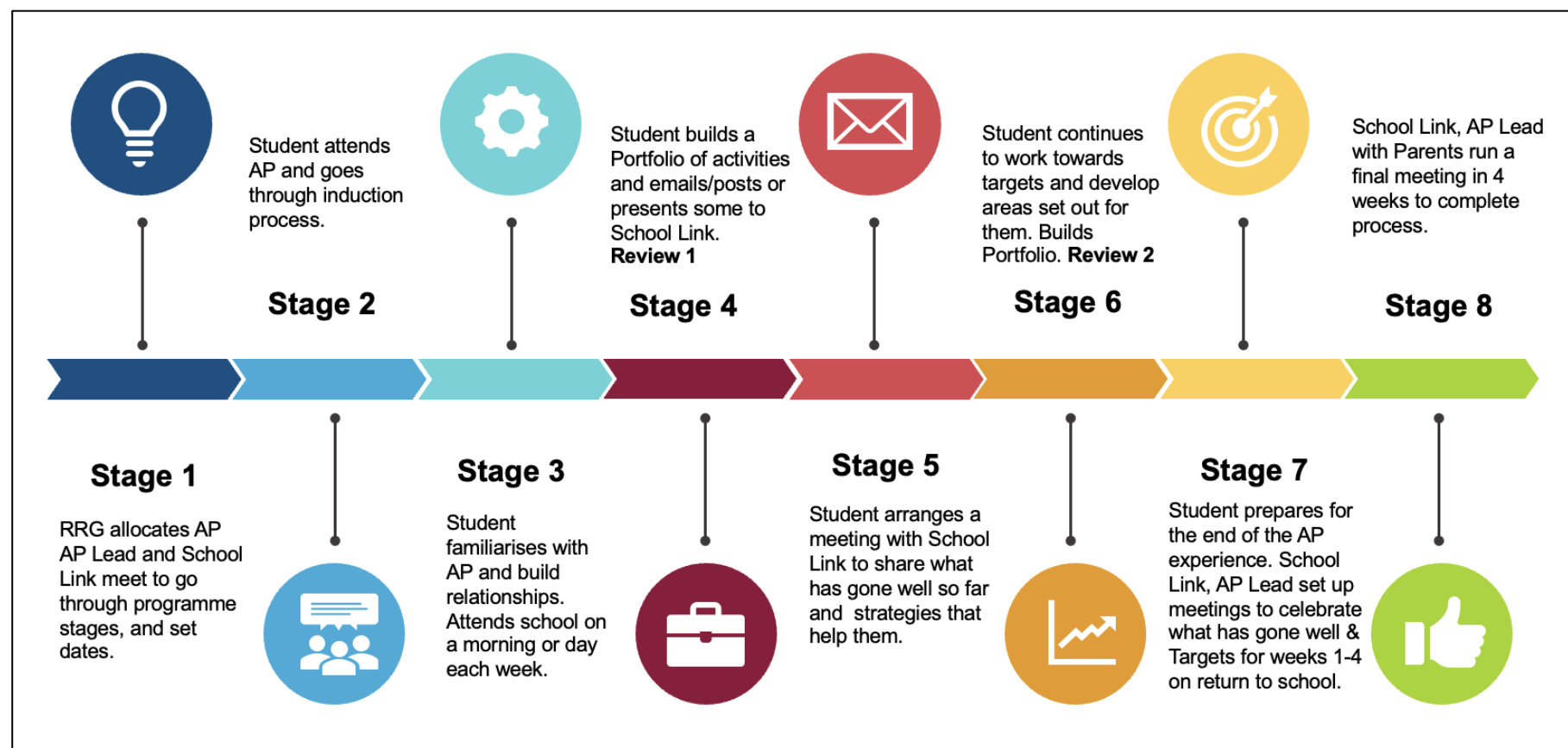
	CAF documentation
	Current Individual Learning Plan specifying interventions through school-based interventions
	Positive Handling Plan/Risk Assessment
	Recent review meeting minutes indicating the outcomes of previous interventions
	YARM referral
	Behaviour records/plans or evidence that indicate severity and frequency of the difficulties
	Evidence of Behaviour Support Team consultation / intervention
	Psychology Service referral and involvement
	Other relevant documentation, including involvement of other agencies
	Medical evidence, if appropriate and Health Care Plan if in place
	Strengths and difficulties questionnaire or SEMH assessment
	Boxall/THRIVE or similar profile

The Student Passport is completed once the Referral has been confirmed, and the student has been assigned an Alternative placement. The School Link person will then receive a Transition and Reintegration Pack.

<b>Student Passport</b>		<i>Parent Carer Name:</i>	<i>Contact No:</i>		
AP Start Date:			<i>Email:</i>		
<b>Photo</b>	<i>Student Name:</i>	<i>School Name:</i>	<i>School Link Person:</i> <i>Contact No.</i> <i>Email:</i>		
	<i>Dob:</i>	<i>Alternative Provision Name:</i>	<i>AP Link Person:</i> <i>Contact No.</i> <i>Email:</i>		
	<i>Year Group:</i>	<b>What I would like you to know about me:</b>			
	Starting Points in	I am good at:	I sometimes find it difficult to:		
	English:				
Maths:					
Specific Needs:	Science:	I will support myself by:	When I'm angry I calm down by:		
	Behavior and Mental Health and Well Being:				
<b>Review One</b> <span style="float: right;">Those present: .....</span> <ul style="list-style-type: none"> <li>What has gone well so far?</li> <li>Next Steps?</li> </ul>		<b>Review 2</b> <span style="float: right;">Those present: .....</span> <ul style="list-style-type: none"> <li>What has gone well so far?</li> <li>Next Steps</li> </ul>			
Transition Arrangements			Outcomes following AP placement		
Targets?	Who?	Expected Outcomes?	AP End Date:		
			English:	Maths:	Science:
			Behavior and Mental Health and Well Being:		Other:
			Notes:		

# Transition and Reintegration Process

The timeline below focuses on the 8 stages that need to be incorporated into any of the AP programmes that children or young people take part in. The length of time between each stage is not set in stone, and the whole length of the AP programme should be taken into consideration. The Grid below should be completed by the AP Lead and School Link at **Stage 1**.



*All schools must agree to maintain weekly contact with the student to aid reintegration and work with AP staff to devise a reintegration support plan for each student, taking onboard strategies and suggestions from the AP.  
All students will remain dual-rolled with their home school for the duration of the programme.*

## Transition and Reintegration Process: Guidance Notes

Stage	Key Actions	Relevance to Transition	Link to Student Passport (SP)
1	<ul style="list-style-type: none"> <li>Rapid Response Group (RRG) go through Forms and allocates Alternative Provision (AP)</li> <li>AP Lead and School Link Person meet to go through programme, stages and set dates.</li> <li>AP Lead and School Link Person and explain process to young person and parent/carer.</li> <li>Young person goes through Student Passport and completes their sections.</li> </ul>	Important to set out expectations and clarify processes for student to feel safe	Student's input and starting points are stated in the SP from day 1.
2	<ul style="list-style-type: none"> <li>Student attends AP and goes through induction process.</li> <li>Student given a timeline of links with their mainstream school and expectations for transition and reintegration.</li> </ul>	Timeline of links back to mainstream highlights the importance of working closely with the school	SP records these meetings to track consistency and development.
3	<ul style="list-style-type: none"> <li>Student familiarises with AP and build relationships.</li> <li>Attends mainstream school on a particular day/time each week at the discretion of the school and AP arrangement from Week 1.</li> </ul>	Going back to mainstream intermittently will ensure student can apply what they are learning at the AP, and teachers can familiarise with new strategies	SP records these meetings to track consistency and development.
4	<ul style="list-style-type: none"> <li>Student should be well into routines and activities at the AP.</li> <li>Student should be encouraged to build a Portfolio of (best) activities and email/post or present to their School Link.</li> <li><b>Review 1 (RRG) (Week 6)</b></li> </ul>	Review 1 (RRG) (Week 6) Able to summarise progress so far and targets for next steps/or prepare for return (Stage 6)	Highlighted in SP
5	<ul style="list-style-type: none"> <li>Student continues with routines and activities at the AP.</li> <li>Student arranges a meeting with School Link to share what has gone well so far and strategies that help them.</li> </ul>	Student takes responsibility for contacting their school link	Recorded as a success in the SP
6	<ul style="list-style-type: none"> <li>Student continues to work towards targets and develop areas set out for them. Builds Portfolio.</li> <li><b>Review 2 (RRG) (Week 10-12)</b></li> </ul>	Review 1 (RRG) (Week 6) Able to summarise progress so far prepare for return	Recorded as a success in the SP
7	<ul style="list-style-type: none"> <li>Student prepares for the end of the AP experience.</li> <li>School Link, AP Lead set up meetings to celebrate what has gone well &amp; Targets for weeks 1-4 on return to school.</li> </ul>	Key step for student and School Link should at this stage share agreed strategies with school staff	Collates examples of work/success for portfolio
8	<ul style="list-style-type: none"> <li>Back at school, Student feeds back weekly to AP on successes/challenges.</li> <li>AP Lead visits student in mainstream after 1 2 weeks of student's return</li> <li>School Link, AP Lead with Parents run a final meeting in week 4 of return complete process.</li> <li>Strategies agreed are shared with staff who teach the student.</li> </ul>	Student has been prepared for this stage; however School Link and AP Lead will be in contact regularly to ensure smooth transition back to mainstream	Student's summary and reference to the process is key

## Transition and Reintegration Timeline

Name of AP:

Name of Student:

\*Link person from the home school must be identified for weekly communication.

\*Mid-programme Review meetings 1 takes place at the AP, and Review 2 to at school.

Stage (refer to timeline)	Week	Date	Action	Who?
1	0		<ul style="list-style-type: none"> <li>RRG referral agreed</li> </ul>	
	1		<ul style="list-style-type: none"> <li>Initial meeting takes place between AP Lead and School Link to set dates and discuss Programme.</li> <li>Admissions meeting arranged.</li> </ul>	
2	1		<ul style="list-style-type: none"> <li>Student starts and completes baseline tests followed by induction</li> </ul>	
3	2-6?		<ul style="list-style-type: none"> <li></li> </ul>	
			<ul style="list-style-type: none"> <li></li> </ul>	
4	6		<ul style="list-style-type: none"> <li>Review 1 is carried out and notes sent to Rapid Response Team</li> </ul>	
			<ul style="list-style-type: none"> <li></li> </ul>	
5			<ul style="list-style-type: none"> <li></li> </ul>	
			<ul style="list-style-type: none"> <li></li> </ul>	
6			<ul style="list-style-type: none"> <li></li> </ul>	
			<ul style="list-style-type: none"> <li></li> </ul>	
7			<ul style="list-style-type: none"> <li></li> </ul>	
8			<ul style="list-style-type: none"> <li></li> </ul>	

## Pupil Risk Assessment and BEHAVIOUR MANAGEMENT PLANNING

Assessing and managing foreseeable risks for children who present challenging or adverse behaviours including students who are vulnerable for any reason.

**Referrer name:**

**Organisation:**

**Student Name:**

**Year Group:**

**Date of birth:**

<b>Organisation completing this form please complete sections below</b>	
Describe the foresee-able risk.	e.g., Aggression towards pupils and/or staff who aim to intervene.
Is the risk potential or actual? (See guide below)	e.g., The risk is actual.
List who is affected by the risk.	e.g., Student, other pupils, and staff members.

<b>Assessment of Risk</b>	
In which situation/s does the risk usually occur?	e.g., X has been involved in a violent incident
1) How many times has the identified foresee-able risk known to have happened? 2) In your view, how likely is it that the foreseeable risk will arise?	1) 2)
If the risk arises, who is likely to be injured or hurt?	e.g., Students and staff
What kinds of injuries or harm are likely to occur?	
How serious could the identified adverse outcomes be?	

**For staff use only - Information to inform positive behaviour planning at :  
Agreed Behaviour Management Plan & School Risk Management Strategy**

Focus of measures	Measures to be employed	Level of Risk
Proactive interventions put in place to prevent risk.		e.g. LOW based on information received.
Proactive interventions to manage risks.		e.g. Medium when in classroom High when in Hall
Reactive interventions to respond to adverse outcomes		e.g. Medium when in classroom High when in Hall

<b>Agreed Consistent Responses to Specific Situations</b>		
Behaviour/Situation	Agreed Response	Next Steps
Any physical altercations	Duty to be called	Sanction/Action to be decided if there is an incident
Any verbal threats that are unprovoked	Duty to be called	
Suspension / Internal exclusion issued where necessary	SLT to sanction as appropriate.	

**For staff use only - Information to inform positive behaviour planning at :**

1) Information received from school:	Person receiving information:	Date:
--------------------------------------	-------------------------------	-------

2) **Staff should seek further information around:**

3) **SEND status:**

Signed by:

Date:

Name:

Role:

REVIEW DATE: e.g., February half term

**Assessor's Guide:** Some working definitions -  
**Risk:**

Risk is a combination of the severity of harm and the likelihood of it happening.

**Actual or Potential?**

This depends on whether the conflicting factors/parties are likely to be together or come together. If the pupil is known to be in contact with protagonists (or other threats) this poses actual risk.

**Likelihood:**

Rate the chance of the risk occurring using the following scale – Very likely, likely, Unlikely, Highly Unlikely.

**NB:**

1. Risk will vary depending on the interaction of a particular set of variables.
2. At any given time, it is expected that this form will be completed by a senior member of MPS staff.
3. The format is adapted from DfES document – “*Guidance on the Use of Restrictive Interventions for Pupils with Severe Behavioural Difficulties*” Pupil Support: Health & SEN 2003)



## **Tendering for Alternative Provision**

### **Overview**

Tendering is a formal competitive bidding process where suppliers compete under strict rules for contracts. The procedure is used to ensure competition, openness, fairness, and accountability. The Council buys a wide range of products, social care, and services, through contracts with numerous suppliers. All the Council's procurement is managed by the Corporate Procurement Team.

### **Adults and community services and children's procurement**

Decisions made in Adult and Children's Commissioning often mean that we have to tender services. This means inviting external organisations to show that they can provide specific services at the quality and price that the council requires.

### **Procurement and contracts review teams**

The procurement and contracts review teams support and advise colleagues in the procurement, contract management, monitoring and review of adult and children's services for social care and supporting people.

They work closely with:

- voluntary organisations
- private companies
- the NHS
- other public and local authorities

### **If you would like to submit a tender**

Please follow these steps:

1. Please follow the instructions outlined in the advert to request an application form and a brief description of the work to be procured.
2. If you think you can supply the service, return the application form and all information requested by the return date.
3. You will be advised if your application is successful and a full invitation to tender sent to you.
4. This will contain full details of the tendering requirements including instructions on how and when to return your bid. You must follow these instructions exactly or your bid may be rejected.

Make sure you:

- follow the instructions.
- provide all the information asked for.
- ask if you are in doubt.
- use the tender reply label.

Make sure you don't:

- amend the documents or change the way in which you are asked to provide the information.
- mark the tender return envelope in any way to show any indication of your name.
- send in pages or books or unnecessary documentation.

If you have any queries, please contact us: [childrencommissioning@lbbd.gov.uk](mailto:childrencommissioning@lbbd.gov.uk)

## **Procurement rules, regulations and procedures**

Our tendering processes are regulated by:

- European Union procurement directives
- Our own contract rules.

The contract rules apply to expenditure below a threshold set by the European Union.

Generally, all contracts over £50,000 are subject to competitive tender. The contract rules also lay down strict rules for how tenders must be received by us, and how our officers must deal with the tenders received.

There are minimum procedures that employees have to follow when making purchases on behalf of the council. The procedures are grouped into three categories, depending on how much is being spent.

### **Low value - Class A contracts**

For low-value contracts, usually with expenditure of less than £10,000:

- employees should always use our corporate contracts if they exist
- staff should either place an official order using our online Purchase Order System or use Purchase Cards
- employees should try to secure value for money by obtaining and documenting three price quotes, except for incidental items of very low value.

### **Medium value - Class B contracts**

For contracts with expenditure of between £10,000 and £50,000, our employees must:

- always use our corporate contracts if they exist.

- obtain at least three competitive quotations and get confirmation in writing of price, goods, or service.
- assess quotations and accept the best-value whole-life price.
- place an official order with the successful supplier (including the quoted price and terms and conditions) using our online Purchase Order System (unless using Purchase Cards)
- ensure where possible that our terms and conditions are adopted and emphasise that no invoice will be paid unless our official order number is quoted unless using Purchase Cards.

### **High value - Class C contracts**

With offers invited for contracts with an estimated value of more than £50,000:

- six firms are usually invited by advertisement (or for construction-related contracts through [Constructionline](#))
- all contracts with a value of over £50,000 will be exposed to a formal competitive tendering process.
- contracts that exceed the EU thresholds are subject to the regulations of the European Procurement Directive

### **Advertising contracts**

The council is required to advertise tender opportunities in order to introduce competition and secure best value.

We will usually advertise these opportunities on our Tendering page-  
<https://www.lbbd.gov.uk/tendering>

For lower-value contracts below the EU procurement thresholds, we also advertise on the [Contracts Finder](#) website.

If there is a niche or specialist requirement, the council will also place an advertisement in relevant trade publications.



# Barking & Dagenham

Education Inclusion Officer: Bal Gill

Email: [bal.gill@lbbd.gov.uk](mailto:bal.gill@lbbd.gov.uk)

