

COMMISSIONER INFORMATION | 2026/27

LRL Education

Alternative provision, specialist tuition, Manchester FIREBOX and targeted school outreach.

Re-engage learning. Rebuild trust. Create a route forward.

For schools, local authorities and other commissioning organisations considering provision for young people with SEND, additional needs and barriers to attendance, including persistent and severe absence.



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L.R.L Education Ltd | Company 15328245 | UKPRN 10094376 | NCN 47559 | NCFE 9002556

Four routes, one standard: the learner must move forward.

LRL Education matches provision to the barrier to education, the learner's SEND and communication needs, current attendance pattern, risk, curriculum priorities and intended destination. The right route is agreed rather than assumed.

Salford Alternative Provision

Small-group academic learning, 1:1 mentoring, SEND-informed support, practical learning, personal development and a planned 2026/27 enrichment framework.

Manchester FIREBOX

A two-day or three-day KS3/KS4 route combining education, boxing, mentoring and personal development at Moss Side Fire Station Boxing Club.

Specialist 1:1 Tuition

Personalised education for EOTAS, SEND, SEMH, EBSA, persistent or severe absence, disrupted education and learners unable to access a conventional timetable.

Targeted School Outreach

In-school intervention focused on regulation, confidence, resilience, communication, attendance and sustainable engagement.

Who we work with

- Young people with SEND and additional needs, including ADHD, autism and social, emotional and mental health needs.
- Learners experiencing EBSA, persistent absence, severe absence, exclusion risk or wider disengagement from education.
- Pupils requiring a smaller, relational, structured environment with clear routines, adapted teaching and visible progression.
- Learners whose next step may be reintegration, specialist placement, EOTAS, college, training or another agreed destination.

Provider status

LRL Education provides non-school alternative provision and specialist tuition. It is not presented as a DfE-registered independent school. Commissioners remain responsible for satisfying themselves that a placement is suitable, lawful and compatible with the pupil's wider education arrangements. Where a pupil remains on a school's roll, the school retains accountability for the pupil's education.

Due diligence should be fast, clear and evidenced.

LRL supplies current controlled evidence through the appropriate due-diligence route. Public policies provide an initial view; pupil-specific information is transferred securely and only where necessary.

Safeguarding

DSL arrangements, reporting and escalation routes, safer recruitment, staff conduct and secure safeguarding records.

Attendance

Daily recording, same-day follow-up and timely visibility for the placing organisation.

Education

Baseline information, curriculum pathway, English and Maths, qualifications, ILPs and progress review.

SEND

Communication, regulation, reasonable adjustment and accessibility considered before and during placement.

Risk and safety

Individual and activity risk assessment, premises controls, educational visits and health and safety arrangements.

Quality assurance

Work scrutiny, progress checks, placement review and reporting linked to agreed outcomes.

Information governance

Data protection, secure record keeping, proportionate information sharing and privacy controls.

Transition

A clear next-step plan so provision remains purposeful and time-limited where that is the agreed model.

National assurance context

The Department for Education voluntary national standards for non-school alternative provision are non-statutory. LRL uses them as an assurance reference point alongside statutory guidance, safeguarding duties and local commissioning requirements.

Reference: <https://www.gov.uk/government/publications/non-school-alternative-provision-voluntary-national-standards>

Academic recovery, personal development and enrichment planned as one programme.

Salford AP is designed for learners who need a smaller, relational and structured environment while retaining a clear education and progression purpose. Core learning is organised around Strong Foundations, Secure Self and The Wider World.

Strong Foundations	Secure Self	The Wider World
English, Maths, Science, PSHE, Functional Skills and GCSE support from assessed starting points.	Mentoring, regulation, sport, wellbeing, creativity, reflection and stronger learning habits.	Vocational learning, outdoor education, employability, life skills, community, cultural experiences and enrichment.

2026 DfE Enrichment Framework

LRL's 2026/27 Salford enrichment programme is designed against the Department for Education's eight enrichment benchmarks and the five core enrichment areas. The framework is non-statutory guidance published in June 2026 and applies to alternative provision. Enrichment is therefore planned as an entitlement with objectives, accessibility, reflection and measurable outcomes rather than as unstructured reward time.

1 Strategically aligned	2 Broad and well-rounded	3 Communicated and celebrated	4 Shaped by the community
5 Accessible and engaging	6 Partnership-based	7 Outcomes-focused	8 Continually improving

Core areas: civic engagement; arts and culture; nature, outdoor and adventure; sport and physical activity; wider life skills.

Official framework: <https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges>

Focus. Identity. Resilience. Education. Built On eXcellence.

Manchester FIREBOX is a KS3 and KS4 re-engagement programme delivered by LRL Education at Moss Side Fire Station Boxing Club. The hook is boxing; the outcome is wider: education, regulation, confidence, identity, discipline, attendance and a credible next step.



Two routes

3-day: Monday, Wednesday, Friday

2-day: Tuesday and Thursday

38-week rolling curriculum

Maximum cohort: 8 pupils

Location

Moss Side Fire Station Boxing Club

9 Denhill Road

Manchester M15 5NR

Programme components

- Bespoke English, Maths and wider education matched to assessed starting points.
- Boxing-led physical development, fitness and skills in a structured environment.
- Trusted mentoring, reflection and target setting.
- Personal development around confidence, self-awareness, emotional regulation and future pathways.
- SEND-informed support for learners including ADHD, autism, SEMH, EBSA, persistent absence and severe absence.

Commissioning information

Programmes from £150 per pupil, per day. Full-year school partnership discounts shown on the website: 1 place 2% off; 2 places 5% off; 3 or more places 10% off.

Physical activity suitability is considered before placement and during delivery. Individual needs, health information, risk controls, supervision and appropriate adaptations form part of placement planning. Commissioners can request activity-specific due-diligence information.

Removing barriers must be part of the education plan.

LRL works with young people whose education has become difficult to access. This includes pupils with SEND and additional needs and learners experiencing emotionally based school avoidance, persistent absence or severe absence. Attendance is treated as a barrier to understand and improve, not simply a figure to record.

What LRL needs to understand

- Current attendance pattern and known barriers.
- SEND profile, communication preferences, regulation needs and reasonable adjustments.
- Relevant safeguarding and risk information needed to plan safely.
- Current attainment and curriculum priorities.
- What has already been tried and what has or has not helped.
- The intended outcome, review point and likely next destination.

What commissioners should receive

- Attendance visibility and same-day absence communication.
- Clear individual objectives and baseline information.
- Progress reporting against agreed academic and personal-development measures.
- Safeguarding communication through agreed routes.
- Review information that supports continued placement, change or transition decisions.
- A credible transition or next-step plan.

Referral pathway

01	02	03	04	05
Initial discussion	Suitability and due diligence	Placement agreement	Baseline and start	Review and next step

Attendance guidance reference: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

NEXT STEPS

Send the problem, not a pre-selected solution.

For an initial discussion, share the presenting barriers, current education arrangement, attendance pattern, relevant SEND information and the outcome you need. Do not send unnecessary sensitive pupil information through a general enquiry email or website form.

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Website	www.lrleducation.co.uk
Salford centre	Victoria Lane, Swinton, M27 9LS
Manchester FIREBOX	Moss Side Fire Station Boxing Club, 9 Denhill Road, Manchester, M15 5NR

Organisation identifiers

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- VAT 490 699 244
- UKPRN 10094376
- NCN 47559
- NCFE centre 9002556
- ICO registration ZB636072
- North West SEND Flexible Purchasing System approved provider

Evidence available during due diligence

Public policies, current controlled policy copies, insurance evidence, safeguarding and safer-recruitment evidence, curriculum information, placement-specific risk and attendance arrangements, and reporting/review expectations can be supplied as appropriate.

This pack is an overview and does not replace a placement agreement, current controlled policy, contract, local commissioning requirements or statutory guidance.