



Alternative Provision Policy

The Woodlands

Approved by:	L Candler S Green	Date: Sept 24
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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- The Government and our school strongly believes that every child deserves an education that enables them to fulfil their potential, whatever their background, needs or location in the country. Alternative Provision (AP) plays a critical role in making this happen. It provides support to children at challenging moments in their lives and each placement has the potential to transform a child's life chances – 'Creating opportunity for all' Our vision for alternative provision March 2018
- Many young people accessing alternative provision make up some of the most vulnerable children in our society and are affected by a number of wider issues, which impact on their ability and willingness to engage in learning.
- The purpose of alternative provision is to re-engage excluded pupils in their education. Alternative Provision should provide opportunities for appropriate achievement and accreditation across the broad range of curriculum content and activities and prepare young people for future careers.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- <https://www.gov.uk/government/publications/alternative-provision> , which introduced the Public Sector Equality Duty and protects people from discrimination

The provision of off-site alternative education is governed by the following legislation:

- a) Section 29A of Education Act 2002
 - b) The Education (Education Provision for Improving behaviour) Regulations 2010
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- Main legislation covering the duties and powers relating to these issues
 - Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
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- Section 29A of the Education Act 2002;
- Sections 6A and 100 of the Education and Inspections Act 2006; • Sections 1C and 4 of the Academies Act 2010 (as amended);
- The Education (Pupil Referral Units) (Application of Enactments) (England) 4 Regulations 20071
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
- The Education (Educational Provision for Improving Behaviour) Regulations 20102 The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012;
- The Schools Forums (England) Regulations 2012.

3. Roles and responsibilities

The Management Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Monitor the implementation of the Alternative Provision Policy and review it on a regular basis.

The Executive Headteacher will:

- Take overall responsibility for the school's use of alternative provision for certain students
- Report to the Management Committee on the effectiveness of the implementation of the Alternative Provision Policy

Senior Leadership Team will:

- Understand and comply with the guidelines detailed within the Alternative Provision Policy and other related documents.
- Ensure that pastoral mentors with responsibility for alternative provision and/or the KS3 / 4 and AP Curriculum Lead will attend meetings relating to student referrals and conduct regular progress visits to the alternative provider.
- Continually assess the quality and suitability of providers of alternative education for our students.

KS3 / 4 & AP Curriculum and Alternative Provision Lead will:

- Liaise with the Pastoral and Safeguarding Manager, SENCO, Examinations Officer, Attendance Officer, and other relevant staff to ensure that the appropriate measures are in place to support students who are being educated in an alternative setting.
- Undertake periodic visits to the alternative provision sites to review the progress of the relevant students, as requested by the Senior Leadership Team.

- Decide, in collaboration with the Senior Leadership Team, on the appropriate course of action if informed of any serious behavioural incidents by an alternative provider
- Ensure that the alternative provider is present on the Durham County Council Directory of Alternative Providers and meets minimum standards
- Ensure QA checks of relevant policies including Safeguarding & Health & Safety are completed at regular intervals.
- Ensure service level agreements with providers are in place and service specification is adhered to
- Work alongside the Local Authority and the Inclusion and Alternative Provision Team to ensure The Woodlands is operating within Local Authority guidelines in regard to Alternative Provision.

Attendance officer will:

- Monitor attendance of students referred to alternative providers and update records on a daily basis.
- Provide attendance updates to KS3 / 4 & AP Curriculum Lead on a regular basis

Examinations officer will:

- Provide relevant student data to help facilitate the transition from school to the alternative provider.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.

Special Educational Needs Coordinator (SENCO) will:

- Share pupil passports and any relevant documentation with the alternative provider to cater for the Special Educational Needs of students.

The School Business Manager will:

- Handle the payment process in relation to alternative provision as authorised by the Executive Headteacher or person with budget holder responsibility.

4. Rational

The purpose of this policy is:

- To set out the rationale for securing a personalised curriculum in alternative provision for pupils at KS4 and KS3
- To ensure that alternative provision is offered to suitable pupils in a consistent way.

5. Purpose

- A number of pupils at KS3 and KS4 are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience for the world of work. It is acknowledged by staff at The Woodlands that for some pupils a more therapeutic or specialised provision is needed to prepare pupils for making a successful transition into post 16 options and adulthood.
- Important acknowledgements underpinning this policy are: AP is provided through full or part time, and short or longer term placements. Placements can be delivered by AP academies, AP free schools and pupil referral units. Other settings also provide AP, including independent schools, further education colleges and other providers from the private and voluntary sectors
(*Department for Education 2018*)

Objectives of this Policy

- Alternative provision should be tailored
- Fit appropriately with, and support a pupil's education attainment
- Adequately reflect the learning capacity and capabilities of pupils
- Incorporate a pupil's interests.
- Take parental/carer views into account

Personal Development & Behaviours

- Meet the specifically identified personal and social and needs of the pupil;
- Improve pupil motivation and self-confidence, attendance and engagement with education,
- Support the pupil with careers advice and guidance, providing 2 opportunities for access across each key stage
- Help pupils develop their social and life skills
- Address behaviour and communication issues;
- Prepare the pupil for independent life and living.

Academic and Careers:

- Alternative provision providers are to deliver an ambitious, coherently planned and sequenced curriculum which prepares pupils for their next steps in employment, education or training.
- Alternative provision providers are to deliver the qualifications outlined in the 'Qualifications' section of this document

- To achieve nationally accredited qualifications which are competitive and recognised.
- Curriculum to be devised and linked to the National Curriculum/Core subjects and be succinct and skills focused allowing progression onto examination routes.
- Marking & Feedback – Providers are required to provide feedback to pupils in line with the Woodlands Marking policy
- RHSE is developed through the curriculum across all provisions and delivered via a timetabled and structured lesson to all pupils who attend a provision for 3 days.
- Provide two opportunities for careers access across each key stage

Reasons why we might offer Alternative Provision

Students will be referred to Alternative Provision on the basis that this provision is more appropriate for them than what can be provided in school. Some reasons might be:

- The student's strengths are not being developed through the academic curriculum provided in school. Alternative provision recognises that students have different strengths and weaknesses and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students.
- The student has had one or more suspensions and their behaviour in school is affecting their progress and the progress of others. Alternative provision is seen as a desirable alternative to triggering further suspensions for students and to encourage their continued inclusion in education.
- Health reasons – including physical and mental health
- The student has not been attending school regularly, and needs an alternative to re-engage them in learning
- Alternative provision offers a different setting with a broader choice of options for students which may encourage attendance. Alternative provision may provide a greater opportunity for a student to progress to a suitable post-16 pathway.

6. Referral Process

- The Woodlands will identify those pupils who require placements. Parents / carers will be fully involved in the process and any decisions taken.
- The specific details/requirements of a pupil will be shared by the Woodlands Mentor with the provider via email (student referral form) prior to a placement commencing.

This information (the referral form) will include details on:

- Basic personal details
- Emergency contact details
- Academic attainment including strengths, weaknesses, subject interests
- Aspirations of the pupil

- Behaviour and attendance and social needs
- Special Educational Needs and learning styles
- Barriers to learning
- Risk assessment information
- Learning plans
- The named Mentor
- A risk assessment of a pupil will be undertaken by the Woodlands prior to a placement, and any necessary information on external factors will be shared with the alternative provider as appropriate.
- Any information must be provided and managed in accordance with data protection and GDPR principles. Providers are expected to have suitable data protection policies and training in place. Evidence of these must be presented to the Woodlands.

7. Attendance and Safeguarding

All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at alternative provision is an essential component in achieving this.

- Attendance at off-site alternative provision will be monitored closely.
- Alternative providers will contact The Woodlands to report attendance on a daily basis and will make first day attendance calls.
- The Woodlands will then make contact with parents and try and resolve the issue to ensure regular attendance is achieved.
- The Woodlands will formally monitor attendance and update records and maintain contact with the alternative provider
- Any students who have not attended Alternative Provision for five consecutive school days will be assigned a welfare check in line with the Attendance Policy
- The Woodlands will work in conjunction with the Local Authority to monitor safeguarding training of alternative provision staff via the Local Authority Directory of Alternative Provision minimum standards.
- There is an expectation that any safeguarding concerns are communicated via CPOMs and raised with a Designated Safeguarding Lead within The Woodlands. All alternative providers must adhere to the Child Protection and Safeguarding Policies held by The Woodlands.

8. Monitoring Academic Progress, Behaviour and Pastoral Welfare

- The student's attainment data will be communicated to the alternative provider on commencement of placement.
- A termly feedback report will be completed by the alternative provider as part of the monitoring process.

- The student will be visited on a regular basis by an appropriate member of staff to discuss progress
- The Woodlands, where appropriate, will provide academic support in Alternative Provisions to ensure an appropriate level of education for student's.
- The student's own views on the placement will be taken into account as part of the monitoring process.
- The provider will be expected to contact The Woodlands to inform them of any serious behavioural incidents.
- Students who are making less than satisfactory progress may be subject to a meeting involving The Woodlands, the student, parents/carers and the provider if appropriate.
- In extreme circumstances, or following unsatisfactory review meetings, the placement may be ended.

8. Transition to Post 16

- Alternative Providers will cooperate with the Woodlands and individual pupils in developing plans for future activity including developing career plans.

- All pupils will be allocated a Durham Works key worker and full mentor support when in Post 16.

9. Monitoring arrangements

The Executive Headteacher will update the Alternative Curriculum Policy information, at least every year.

This document will be reviewed by the management committee at least every 4 years.

This document will be approved by the management committee

10. Links with other policies

This document links to the following policies:

Attendance Policy

Behaviour Policy

Keeping Children Safe in Education School Policy & Guidance