



Successful Learners; Success for Life

Alternative Provision Policy

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Statement of intent

St Andrew's recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the school.

Alternative provision is educational provision for pupils who are unable to access, or unsuited to, mainstream education for a variety of reasons. It aims to ensure the continued education of pupils in the school in a supportive and nurturing environment. The school strives to reintegrate all pupils back into mainstream education wherever possible.

This policy outlines the key aspects of alternative provision at the school, including the reasons for which a pupil may be directed to alternative provision, the referral process and the methods for reintegrating pupils back into the school.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Data Protection Act 2018
- The General Data Protection Regulation
- Education Act 2002
- DfE (2013) 'Alternative Provision'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'

1.2. This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Equality Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- E-safety Policy
- Health and Safety Policy
- SEND Policy
- Anti-Bullying Policy

2. Definition

2.1. For the purposes of this policy, 'alternative provision' is defined as: "Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed-period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour."¹

3. Purpose of alternative provision

¹ DfE (2013) 'Alternative provision' p.3

- 3.1. The school recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.
- 3.2. Alternative provision focusses on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions in order to support pupils' wider development.
- 3.3. The school may arrange alternative provision for pupils for several reasons including, but not limited to, the following:
 - To encourage the inclusion in education of pupils who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion
 - To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life
 - To further personalise the curriculum for some pupils, where there is a need
 - To meet the needs of pupils who struggle to meet the academic and social demands of mainstream education expectations
 - To meet the needs of pupils who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education.
 - To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
 - To meet legal obligations
- 3.4. Once directed to alternative provision, the length of time a pupil spends there will be dependent on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored.
- 3.5. Directing a pupil to alternative provision can benefit them in different ways depending on their individual circumstances, including the following:
 - Pupils can access a variety of educational options, including academic and vocational routes
 - Pupils are given a greater degree of flexibility in what and how they learn, which can increase motivation

- Pupils are given a level of independence and are encouraged to take responsibility for themselves

4. What makes good alternative provision

- 4.1. Alternative provision will differ from pupil to pupil dependent on their needs; however, the providers commissioned by the school aim to:
 - Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment.
 - Achieve good academic attainment on par with mainstream schools and deliver appropriate accreditation and qualifications.
 - Improve pupil motivation, self-confidence, attendance and engagement with education.
 - Provide clearly defined objectives to the school and pupil, including the next steps following the placement such as reintegration into mainstream education.

5. Suitability of providers

- 5.1. The school is able to access a variety of alternative provision placements and has procedures in place to ensure pupils make good progress whilst at the provision, as outlined in [section 14](#) of this policy.
- 5.2. The suitability of the providers of alternative provision commissioned by the school will be continually assessed to ensure they continue to offer the best path for the school's pupils.
- 5.3. The school's DSL will ensure all providers to the school are registered and approved, and that they have relevant policies in place to cover safeguarding and health and safety.
- 5.4. The DSL and SENDCo will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

6. Planning for alternative provision

- 6.1. The school will strive to encourage all pupils to achieve or exceed the standards of a good education.

- 6.2. The school will focus on the early assessment and identification of a pupil's needs, including any SEND or SEMH need, and will work in collaboration with partner agencies in health and children's social care, educational psychology, and children and Adolescent's mental health services (CAMHS) to support the pupil to engage in education.
- 6.3. If support the school implements for the pupil does not lead to increased engagement in education or improvements in the pupil's welfare, the headteacher, in collaboration with other members of staff such as the SENDCo, will consider if the pupil should be directed to alternative provision.
- 6.4. Support will be linked to other relevant information, such as EHC plans.

7. Roles and responsibilities

- 7.1. The LA will be responsible for:
 - Arranging suitable full-time education for pupils who have been permanently excluded from the school, as outlined in [section 10](#) of this policy.
 - Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness.
- 7.2. The governing board will be responsible for:
 - Arranging suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days, as outlined in [section 10](#) of this policy.
 - Where appropriate, directing pupils off-site for education to improve their behaviour.
 - Monitoring and reviewing the implementation of this policy.
- 7.3. The headteacher will be responsible for:
 - Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
 - Reporting on the effectiveness of the implementation of this policy to the governing body.
 - Ensuring that budgets for alternative provision are established in due time, approved by the governing body and managed effectively.

- Notifying parents when their child has been directed to alternative provision, as outlined in section 12 of this policy.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider.

7.4. The SLT will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Continually assessing the quality and suitability of providers of alternative education.

7.5. The SENDCo will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL, to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the SLT and headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.

7.6. The DSL will be responsible for:

- Ensuring that the alternative education providers used by the school are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Ensuring that all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.

7.7. The Pastoral Lead will be responsible for:

- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils with the SENDCo.
- Assisting in the development of reintegration plans for pupils with SEMH needs.
- Giving alternative provision settings details of a pupil's SEMH needs, where appropriate, so their placement can be catered to them.

- 7.8. The attendance Officer will be responsible for:
- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
 - Providing attendance updates to the SENDCO and headteacher on a weekly basis.
- 7.9. The SENCO will be responsible for:
- Giving alternative provision providers details of a pupil's SEND, where appropriate, so their placement can be catered to them.

8. Referral process

- 8.1. The school will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision.
- 8.2. Once the school has taken the decision to direct a pupil to alternative provision, the pupil and their parents will be called for a meeting with the headteacher and SENDCo.
- 8.3. At the meeting, the SENDCo will clearly explain to the pupil and their parents the reasons for directing the pupil to alternative provision.
- 8.4. An agreement will be made between the school and the parents with regards to referring the pupil to alternative provision. This agreement will be reviewed on a termly basis, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parents and pupils.
- 8.5. Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.
- 8.6. Once parents have agreed for their child to be directed to alternative provision, the pupil must attend any on- or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the school, as outlined in the Attendance Policy.
- 8.7. Where parents refuse to accept the offer of alternative provision, this will be documented.
- 8.8. A pupil referred to alternative provision will be dual registered from the day the provision commences.

9. Directing pupils off-site to improve behaviour

- 9.1. The school can direct a pupil to off-site alternative provision in order to improve their behaviour.

9.2. In these instances, the governing board will:

- Ensure that the pupil's parents (and the LA, where the pupil has a statement of SEN or EHC plan) are given clear information about the placement, i.e. why their child has been directed to off-site provision, when the placement will begin, where the placement will be, and how it will be reviewed.
- Keep the placement under review and involve the pupil's parents in this process. The frequency of these reviews is decided on a case-by-case basis.

10. Arranging provision for excluded pupils

10.1. The LA will arrange suitable full-time education for any pupil permanently excluded from the school; this alternative provision will begin no later than the sixth school day of exclusion.

10.2. Where a pupil who is permanently excluded has an EHC plan, the LA may review the plan or reassess the pupil's needs, in conjunction with their parents, with a view to identify a new placement.

10.3. Where it is not possible or appropriate to arrange alternative provision during the first five school days of an exclusion, the headteacher will ensure that the pupil is provided with work using a virtual platform and feedback will be provided.

11. Pupils with additional needs

11.1. Where the school has concerns about the behaviour, or risk of exclusion, of a pupil with additional needs (including SEND and SEMH needs) and/or an EHC plan, or a looked-after child, the headteacher, DSL and SENCO will consider what additional support or alternative placement may be required.

11.2. The school will always ensure there has been an accurate assessment of a pupil's needs in order to ensure that suitable alternative provision is put in place.

12. Communication with providers

12.1. The objectives of placing individual pupils in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by the SENDCo.

12.2. The school will maintain ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and provide pastoral support.

- 12.3. All relevant information shared between the school, provider and other parties will be communicated in easily-understood language and in accordance with data protection principles; including any information on SEND, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate.
- 12.4. Providers will be made aware that they should raise any safeguarding concerns regarding a pupil of the school with the DSL.

13. Monitoring academic progress, behaviour and welfare

- 13.1. Upon placement in alternative provision, the school will provide the provider with the pupil's attainment data, if appropriate.
- 13.2. Whilst a pupil is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare.
- 13.3. Providers are required to complete a termly report on the pupil's academic progress, behaviour and welfare, as part of the school's monitoring process.
- 13.4. The SENDCo, or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals.
- 13.5. If a serious behaviour incident occurs whilst a pupil is in alternative provision, the provider will contact the school.
- 13.6. The placement may end in some extreme circumstances, e.g. safeguarding concerns.

14. Monitoring attendance

- 14.1. The school recognises that, for alternative provision to benefit pupils, they must attend the provision; therefore, the school will monitor the attendance of all pupils in alternative provision.
- 14.2. Providers are required to contact the school whenever a pupil placed there is absent.
- 14.3. The school will contact pupils' parents, where their child has been absent from provision, in order to resolve the issue and to ensure regular attendance is achieved.
- 14.4. The school will formally monitor the attendance of pupils placed in alternative provision and update attendance records.
- 14.5. Pupils whose attendance falls below the school's target will be subject to interventions as per WCF procedures.

15. Reintegration

- 15.1. Where it is considered appropriate for a pupil to return to mainstream education, the school and the alternative provision setting will work together to develop a reintegration plan.
- 15.2. The headteacher and/or SENDCo will arrange a meeting with the alternative provision setting to develop the reintegration plan.
- 15.3. Before reintegration, the headteacher and/or SENDCo will obtain a final report on the pupil's achievements during the placement; this includes academic attainment and progress, attendance records and evidence of a change in behaviour.
- 15.4. The headteacher and/or SENDCo will also speak to the pupil to assess their views on the success of the placement.
- 15.5. In light of the final report and views of the pupil, the headteacher and/or SENDCo will implement an appropriate reintegration plan based on the pupil's needs. This may include a discussion with the pupil's parents and/or setting specific objectives for the pupil to achieve on reintegration, e.g. attendance or behaviour.
- 15.6. Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.