



## ALTERNATIVE PROVISION POLICY

**SALT Vision Statement:**

**“Be Extraordinary”**

**Mission Statement:**

We believe that young people achieve their fullest potential when they have a vision of everything their lives could become. The Bible (John 10:10) quotes Jesus as saying, “I have come that they may have life and may have it in all its fullness”. As academies, we commit ourselves to inspiring our students, and equipping them with the resilience and determination to unlock their unique gifts and realise their highest aspirations. We aim to achieve this through following distinctively Christian principles, and focusing on four key areas, service, achievement, leadership and teamwork.

THIS POLICY APPLIES TO THE SALT TRUST BOARD & ALL TRUST SCHOOLS/  
ACADEMIES

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## Policy updates

Date	Page	Policy updates
January 2021		NEW policy

## Statement of Intent

Newland St John's CE Academy 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. Sentamu Academy Learning Trust is committed to a safe, welcoming and inclusive learning environment, in which all our pupils are happy, can flourish and will thrive, to live life in all its fullness. Every child is revered and respected as a member of our community.

Alternative provision is educational provision for pupils who are unable to access, or unsuited to, mainstream education for a variety of reasons. This may involve working with Alternative Provision schools as well as individual providers. 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.

Signed by:

\_\_\_\_\_ Head teacher / Principal Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors Date: \_\_\_\_\_

# 1. Legal framework

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 (2017) ‘Exclusion from maintained schools, academies and pupil referral units in England’
  - DfE (2020) ‘Keeping children safe in education’
  - DfE (2018) ‘Mental health and behaviour in schools’
- 1.1. This policy operates in conjunction with the following Trust/school policies:
  - **Behaviour Policy** (*school policy*)
  - **Equality Policy** (*Trust policy*)
  - **Attendance Policy** (*school policy*)
  - **Safeguarding and Child Protection Policy** (*Trust policy*)
  - **E-safety Policy** (*school policy*)
  - **Health and Safety Policy** (*Trust policy*)
  - **SEND Policy** (*Trust policy*)
  - **Anti-Bullying Policy** (*school policy*)
  - **Exclusion Policy** (*school 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.”<sup>1</sup>

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<sup>1</sup> DfE (2013) ‘Alternative provision’ p.3

### 3. Purpose of alternative provision

- 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. 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 **Headteacher/Principal** 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 **Headteacher/Principal** 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 Special Educational Needs and Disability (SEND) or Social, Emotional and Mental Health (SEMH) need, and will work in collaboration with partner agencies in health and children's social care, educational psychology, and children and young people's mental health services (CYPMHS) to support the pupil to engage in education.
- 6.3. If the support the school implements for the pupil does not lead to increased engagement in education or improvements in the pupil's welfare, the **Headteacher/ Principal**, in collaboration with other members of staff such as the **Special Educational Needs Coordinator (SENCo)**, will consider if the pupil should be directed to alternative provision.
- 6.4. If a pupil is directed to alternative provision, the school will ensure that a personalised plan for intervention is developed, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and

monitoring progress, and a baseline of the current position against which to measure progress.

- 6.5. Intervention plans will be linked to other relevant information, such as Education Health Care (EHC) plans.
- 6.6. Full records of all alternative provision placements will be maintained, including information on the pupil's progress, achievements and destination following their placement, as well as the pupil's own assessment of their placement.

## 7. Roles and responsibilities

- 7.1. The organisation of alternative provision for excluded pupils falls within the remit and duties of the LA.
- 7.2. The Local Governing Committee will be responsible for:
  - Ensuring that the Leadership Team arrange 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/ Principal** 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 **Local Governing Committee**.
  - Ensuring that budgets for alternative provision are established in due time, approved by the **Local Governing Committee** and managed effectively.
  - Notifying parents/carers 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 **Senior Leadership Team (SLT)** will be responsible for:
  - Supporting members of staff with the monitoring and support of alternative curriculum provision.
  - Arranging the appointment of the **alternative provision lead**.
  - Continually assessing the quality and suitability of providers of alternative education.
  - Regularly reporting to governors on the number of pupils accessing alternative provision, including those who have been reintegrated into mainstream education.
- 7.5. The **alternative provision lead** will be responsible for:

- Liaising with the relevant members of staff, e.g. the **Designated Safeguarding Lead (DSL) and SENCo**, 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 and undertake relevant quality assurance checks.
- Deciding on an appropriate course of action, in conjunction with the **SLT and Headteacher/ Principal**, if informed by a provider of any serious behavioural incidents involving the school's pupils.

7.6. The **Headteacher/ Principal** 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 are aware of the school's **Safeguarding and Child Protection Policy** and that the providers own Safeguarding and Child Protection Policy is compliant with expectations.

1. The **designated mental health lead** will work with the alternative provision lead to:

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

7.7. The **attendance lead** will work with the alternative provision lead to ensure that:

- Monitoring is undertaken on the attendance of pupils who have been referred to alternative provision and updating the school's records on a **weekly** basis.
- They provide attendance updates to the **alternative provision lead and Headteacher/ Principal** on a **weekly** basis.

7.8. The **assessment lead** will work with the alternative provision lead to:

- Coordinate with the provider to make arrangements for pupils who are required to sit public examinations.
- Liaise with the **alternative provision lead** to ensure there is a system in place for tracking pupil progress.

7.9. The **SENCo** will work with the alternative provision lead to ensure that they are:

- 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/carers will be called for a meeting with the **Headteacher/ Principal and alternative provision lead**.
- 8.3. At the meeting, the **alternative provision lead** will clearly explain to the pupil and their parents/carers the reasons for directing the pupil to alternative provision.
- 8.4. An agreement will be made between the school and the parents/carers 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/carers and pupils.
- 8.5. Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting.
- 8.6. Parents/carers of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.
- 8.7. Once parents/carers 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**.
- 8.8. Where parents/carers refuse to accept the offer of alternative provision, this will be documented.
- 8.9. 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. In consultation with parent/carers the school can direct a pupil to off-site alternative provision in order to improve their behaviour.
- 9.2. In these instances, the **Headteacher/Principal** will:
  - Ensure that the pupil's parents/carers (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/carers 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 Local Governing Committee will ensure that the Headteacher/Principal arranges suitable full-time education for pupils who receive a fixed-period

exclusion of more than five school days. This provision will begin no later than the sixth school day of exclusion; however, the school will endeavour to arrange the alternative provision to begin as soon as possible after the commencement of an exclusion.

- 10.2. Consecutive fixed-period exclusions are regarded as a cumulative period. If a pupil is excluded for more than five consecutive days, the alternative provision will be arranged for the sixth school day of exclusion, regardless of whether this is a result of one or more fixed-period exclusions.
- 10.3. 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.
- 10.4. 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/carers, with a view to identify a new placement.
- 10.5. Where it is not possible or appropriate to arrange alternative provision during the first five school days of an exclusion, the **Headteacher/ Principal** will ensure that the pupil is set work and that this is marked.

## 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/ Principal, 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. Notifying parents/carers

- 12.1. Where the school directs a pupil to off-site alternative provision, their parents/carers will be notified in writing.
- 12.2. Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin.
- 12.3. The notification letter will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision.
- 12.4. The notification letter will state the dates for which the pupil will be required to attend alternative provision, the time the provision will start, the amount of time the pupil is to spend at the placement each day, the address the pupil will need to attend and the name of the person responsible for the provision.

## 13. Communication with providers

- 13.1. 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 **alternative provision lead**.
- 13.2. The school will maintain ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and provide pastoral support.
- 13.3. 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.
- 13.4. Providers will be made aware that they should raise any safeguarding concerns regarding a pupil of the school with the **DSL**.

## 14. Monitoring academic progress, behaviour and welfare

- 14.1. Upon placement in alternative provision, the school will provide the provider with the pupil's attainment data.
- 14.2. Whilst a pupil is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare.
- 14.3. 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.
- 14.4. The **alternative provision lead**, or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals.
- 14.5. If a serious behaviour incident occurs whilst a pupil is in alternative provision, the provider will contact the school.
- 14.6. Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the **Headteacher/ Principal, alternative provision lead**, pupil, their parents/carers and the provider.
- 14.7. If a pupil's progress does not improve following **three** formal review meetings, the school may end the placement.
- 14.8. The placement may also be ended in some extreme circumstances, e.g. safeguarding concerns.

## 15. Monitoring attendance

- 15.1. 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.

- 15.2. Providers are required to contact the school whenever a pupil placed there is absent.
- 15.3. The school will contact pupils' parents/carers, where their child has been absent from provision, in order to resolve the issue and to ensure regular attendance is achieved.
- 15.4. The school will formally monitor the attendance of pupils placed in alternative provision and update attendance records on a **weekly** basis.
- 15.5. Pupils whose attendance falls below the school's target will be subject to interventions as per the school's **Attendance Policy**.

## 16. Reintegration

- 16.1. 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.
- 16.2. The **Headteacher/ Principal** will arrange a meeting with the alternative provision setting to develop the reintegration plan.
- 16.3. Before reintegration, the **Headteacher/ Principal** 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.
- 16.4. The **Headteacher/ Principal** will also speak to the pupil to assess their views on the success of the placement.
- 16.5. In light of the final report and views of the pupil, the **Headteacher/ Principal** will implement an appropriate reintegration plan based on the pupil's needs. Where possible, this should include a discussion with the pupil's parents/carers and/or setting specific objectives for the pupil to achieve on reintegration, e.g. attendance or behaviour.
- 16.6. Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.
- 16.7. **[Secondary schools]** If a pupil will not reintegrate before the end of Year 11, the school will work with the provider to ensure the pupil can move onto suitable education, employment alongside part-time studying, or training whilst providing ongoing arrangements to support their mental wellbeing. The school will collect and record information about the pupil's next destination as part of its planning for alternative provision intervention.

## 17. Monitoring and review

- 17.1. This policy will be reviewed by the Trust's Church Effectiveness & Standards Committee. It will be issued to the **Headteacher/ Principal** who will add in/

amend any local details for the **Local Governing Committee** to review and adopt this policy on an **annual** basis.

17.2. Any changes to this policy will be communicated to all members of staff.

17.3. The next scheduled review date for this policy is recorded on the title page.