

**Alternative Provision Policy & Guidance**

**THIS POLICY APPLIES ACROSS ALL TRUST SCHOOLS AND SERVICES**

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| **Change Log** |
| **Updates:** | * **Contents**: Added to easily navigate the policy document.
* **Legal Framework**: Updated to reflect the up-to-date legal requirements.
* **Roles and Responsibilities**: Added to clarify specific responsibilities regarding alternative provision.
* **Purpose of Alternative Provision**: Updated wording.
* **Planning for Alternative Provision**: Updated responsibilities of the LA to include strategic planning in collaboration with schools.
* **Good Alternative Provision**: Added to outline the framework for high-quality education equivalent to mainstream schools, addressing pupils' educational and pastoral needs, and detailing staff qualifications and training requirements.
* **Quality Assurance**: Updated to include new safeguarding measures and procedures for monitoring alternative provision. The section regarding all providers of education needing to be registered has been removed in accordance with the DfE’s updated guidance which legislates that local authorities and schools can arrange alternative provision in settings which are not colleges or schools.
* **Referral Process for Off-Site Direction**: Clarified the process for referring pupils off-site to support behaviour improvement.
* **In-School Unit**: Added to detail the requirement for a school pupil support unit and its role in providing planned interventions.
* **Unregistered Alternative Provision**: Added this new section on ensuring the safety and quality of unregistered alternative provision.
* **Pupils with Additional Needs**: Added this new section on additional support and alternative placements for pupils with SEND, SEMH needs, or an EHC plan.
* **Monitoring Academic Progress, Behaviour, and Welfare**: Added this new section on monitoring pupils' progress and welfare in alternative provision.
* **Free School Meals (FSM)**: Added this new section which ensures FSM provision for eligible pupils in alternative provision.
* **Monitoring and Review**: Added this section to reflect the policy's formal review process every three years and as needed in response to changes in the legal framework.
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| **Completed by:** | **Joseph Walker – Policy and Governance Officer** |

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16. Introduction

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 guidance outlines the key aspects of alternative provision, 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. [Updated] Legal framework

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

* Education and Inspections Act 2006
* Data Protection Act 2018
* The UK General Data Protection Regulation (UKGDPR)
* Education Act 2002
* DfE (2025) ‘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 (2024) ‘Behaviour in Schools’
1. [New] Roles and Responsibilities

**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 board.
* Notifying parents when their child has been directed to alternative provision.
* Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider.

**The 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.

**The alternative provision lead will be responsible for:**

* Liaising with the relevant members of staff, e.g. the 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.
* 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.

**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.

**The designated mental health lead will be responsible for:**

* 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.

**The attendance lead 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 alternative provision lead and headteacher on a weekly basis. .

**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.
1. [Updated] Purpose of alternative provision

The Trust recognises that mainstream education is not always suitable for everyone as all pupils are individuals with their own strength and weaknesses.

Alternative provision will focus on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and will offer a variety of alternative curriculum provisions in order to support pupils’ wider development.

The school will arrange alternative provision for pupils for various reasons, including but not limited to:

* Supporting pupils who have had one or more fixed-period suspensions, or are at risk of permanent exclusion.
* Providing a range of alternative curriculum provisions to support pupils’ wider development, equipping them with skills and experience beneficial for their future.
* Personalising the curriculum for pupils with specific needs.
* Supporting pupils who struggle to meet the academic and social demands of mainstream education.
* Ensuring suitable education for pupils who are unable to attend due to illness, including those with SEMH (Social, Emotional, and Mental Health) needs.
* Mitigating any negative experiences caused by pupils' difficulties in accessing certain subjects.
* Fulfilling the school's legal obligations.
1. [Updated] Planning for alternative provision

**[New]** The LA will be responsible for having a strategic plan in place for alternative provision in the area. This plan will include:

* How the LA will assess and ensure that there is sufficient and suitable quality alternative provision to meet all pupils’ needs.
* Funding arrangements.
* Agreement on how placements into alternative provision are handled.
* Commissioning process.
* Quality assurance of placements, including quality of education and safeguarding.
* Reintegration policies.
* Plans and processes for outreach work and delivering interventions.

**[New]** The school will collaborate with the LA on devising an alternative provision strategic plan as and when is necessary.

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

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 CAMHS to support the pupil to engage in education.

If the support and interventions provided by the school pupil does not lead to increased engagement in education or improvements in the pupil’s welfare and/or behaviour, the headteacher, in collaboration with other members of staff such as the SENCO, will consider if the pupil should be directed to alternative provision.

If a pupil is directed to alternative provision, the school will ensure that a personalised learning plan 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. Learning plans will be linked to other relevant information, such as EHC plans.

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.

1. [New] Good Alternative Provision

**[New]** The framework surrounding alternative provision will offer good quality education equivalent to that provided in a mainstream school. The provision will be suitable to pupils’ educational needs, ages, abilities and aptitudes, and any SEND.

**[New]** Good alternative provision will support pupils to overcome their barriers to attainment and achievement, giving equal consideration to their pastoral needs. Additionally, provision will address pupils’ physical or mental health needs alongside personal, social and emotional needs.

**[New]** Staff providing alternative provision will:

* Ensure provision is of high quality.
* Be qualified.
* Have undertaken suitable training.
* Have relevant experience.
* Have undertaken all necessary safeguarding checks.

**[New]** Pupils attending alternative provision will be involved in decisions about their education from the outset, to the extent that their age, additional needs and health allow. Pupils will be informed of the reasons and intended outcome for the placement and be encouraged to commit to and engage with the provision.

**[New]** Pupils will be given the opportunity to take appropriate and relevant qualifications to prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destinations.

1. [Updated] Quality Assurance – Choosing Appropriate Alternative Provision

Alternative provision will differ from pupil-to-pupil dependent on their needs; however, the providers commissioned by the school will:

1. **Match the provision to the learner** – Commissioners should carefully consider what providers are available that can meet the needs of their learner, including the quality and safety of the provision, costs, and value for money. This should involve a visit to the site where possible or meeting with the provider to assess whether the provision is a good ‘fit’ for the needs of the learner.

2**. Ensure learner** **safety** – It is the responsibility of the commissioner to seek assurance that safeguarding, pastoral support and health and safety arrangements at the provision including transport arrangements are suitable for the individual learner. 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 pupil.

The DSL will obtain written confirmation from the alternative provision 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. **See supporting documents.**

**[New]** The DSL will also seek written confirmation that the provider will inform the school of any changes to arrangements that may put a pupil at risk, e.g. staff changes, so that those involved in the commissioning of alternative provision can assure themselves that appropriate safeguarding checks have been carried out on new staff.

**[New]** The school will ensure that the provider has arrangements in place to follow up absences promptly, particularly where this is unexpected or unexplained. The whereabouts of pupils placed at alternative provision will always be known during school hours – this will include maintaining records of the address of the provider and any subcontracted provision or satellite sites pupils may attend.

**[New]** Reviews of alternative provision will be carried out at least half-termly to assure that the provision is achieving its objectives, that pupils are regularly attending, and that the placement continues to be safe and meet pupils’ needs.

**[New]** Where safeguarding concerns arise, the placement will be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

The school will ensure that the provider is aware of the additional risk of harm to which pupils placed at alternative provision may be vulnerable to.

The school will continue to be responsible for the safeguarding of a pupil placed at alternative provision in accordance with the Child Protection and Safeguarding Policy and will satisfy itself that the provider meets the needs of the pupil.

**3.** **Provide personalised** **learning** - A personalised learning plan should be prepared by the AP Lead that sets clear objectives for improvement and attainment for the pupil to help them to overcome any barriers to attainment. The plan should include:

1. Timeframes, transition arrangements at the start and end of the placement, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress should be agreed at the outset
2. Plans should be linked to other relevant information or activities such as EHCPs for learners with SEND and should lead to learners demonstrating motivation, self-confidence, and engagement with education.

**4.** **Collaborate –** Information sharing arrangements should be agreed between the AP Lead and the alternative provider/s that are robust and secure. A school commissioning alternative provision must retain responsibility for safeguarding and SEND leadership for the learner and ensure all relevant information is shared with providers (in line with advice set out in Working Together to Safeguard Children 2018). The AP Lead should maintain on-going contact with the provider/s and learner and parent. Such contact will need to be regular and proportionate to the learner’s age and needs. As a minimum the Trust recommends that:

1. Regular meetings are scheduled to discuss progress and to allow providers to contribute to any assessments and support that may be needed. As a guide we recommend a minimum of:
	1. one visit/meeting at the alternative provision per month or
	2. one visit every ten sessions (one session being the equivalent of half a day including travel), whichever is more frequent.
2. Any provider who works with a learner with an EHCP should be required by the commissioner to attend or to submit a written report for the review of the learner’s EHCP.

**5.** **Information sharing** – It is the responsibility of the AP Lead to ensure:

1. Where the learner attends more than one alternative provision, that each provider knows which other providers are involved. By knowing who is involved in the learner’s daily/weekly life, providers can more readily contribute to a contextual approach to safeguarding.
2. Absence information is shared daily.
3. A chronology of any safeguarding concerns and actions are shared by the commissioner with each provider at the start of a placement. Any new or developing issues are shared by provider/s and the commissioner who must ensure other providers involved are kept informed.
4. Low-income families whose children are eligible for free school meals are offered vouchers, food, or meals to make sure they continue receiving this support when attending alternative provision.
5. Referral process for Off-site direction

A decision to refer a pupil off-site for educational provision intended to improve their behaviour should be made after taking into consideration the local circumstances and individual case of the pupil concerned. An off-site referral will ordinarily only take place after other interventions within the school setting have been tried and if it is felt that additional training or education would be beneficial to the pupil in helping to improve their behaviour. A pupil should not, for example, be required to attend off-site provision from the first day of the school year.

When making the decision to refer off-site, all parties concerned (head teacher, class teachers, parents and the pupil) should understand the reason for the referral and the nature of the incidents that led to the referral. **It should be made clear to the pupil and parents that this is not an exclusion and is to address the pupil’s behaviour with additional help from an external training / education provider or Pupil Referral Unit.** Parents, and the pupil where they are over 18, must be notified of the referral at least two school days before the education provision begins. The referral notice must include the following information:

1. the address at which the educational provision is to be provided for the pupil;
2. particulars identifying the person to whom the pupil should report on first attending
3. the address for the purposes of receiving the educational provision;
4. the number of days for which the requirement is to be imposed;
5. the reasons for, and objectives of, imposing the requirement; and
6. in relation to the educational provision:
	1. where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends, or
	2. where a single session per day is provided, the times at which the session commences and ends.

 In these instances where a pupil is directed off-site, the school will:

1. 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.
2. Keep in touch with the pupil throughout the placement.
3. 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.
4. Hold a review meeting upon the request of the parent or where the pupil has an EHC plan.
5. Keep the length of time a pupil spends in alternative provision and the reintegration plan under review.

Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the commissioner, pupil, their parents and the provider. If a pupil’s progress does not improve following further formal review meetings, then the school may end the placement.

**The school does not need to obtain permission from the parents to send the pupil off-site.** Where a pastoral support programme is in place, or where other agencies (e.g. a social worker or a mental health worker) are known to be working with the child and / or their parents, (although not a requirement under the Regulations), it is recommended that all other agencies involved should be notified that the referral off-site is being made.

**[Updated] Before deciding to refer off-site**

Extra consideration should be made for pupils who have SEN before they are directed off-site and particularly children with statements for whom local authorities are under a statutory duty to arrange special educational provision which meets their SEN. In the case of a statemented pupil, it is recommended that an officer from the local authority should be consulted before the off-site direction is decided upon and this person should have expertise in SEN. If it is agreed that a referral off-site would be in the best interests of the pupil, then the school should make sure that the education / training addresses the pupil’s special educational needs. The school should also make sure that the venue is appropriate to the needs of the pupil and that the accommodation is suitable. The movement of pupils to support the improvement of behaviour will only be used when all other strategies have been exhausted.

Many pupils with SEN may also be disabled and have rights under the Disability Discrimination Acts 1995 and 2005. Commissioners must ensure that they do not discriminate against disabled pupils in their use of off-site referrals. They must make sure that:

* they are not treating disabled pupils less favourably for a reason related to their disability; and
* they are making reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.

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. At the meeting, a clear explanation will be provided to the pupil and their parents the reasons for directing the pupil to alternative provision.

Although the permission of parents is not required for an off-site direction, where possible the agreement of the parents should be sought. This agreement should be reviewed on at least a termly basis, and the timescales and responsibilities for reviewing the agreement will be made clear to providers, parents and pupils. Where parents refuse to accept the offer of alternative provision, this will be documented.

Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting.

Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

Once directed 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.

A pupil referred to alternative provision will be dual registered from the day the provision commences. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

The school must comply with the [Education (Educational Provision for](https://www.legislation.gov.uk/uksi/2010/1156/regulation/5/made)

[Improving Behaviour) Regulations 2010](https://www.legislation.gov.uk/uksi/2010/1156/regulation/5/made) which outline the procedure that must be

followed when directing a pupil off-site.

1. Arranging provision for suspended pupils

The school will arrange 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. For LAC, this process will be streamlined and the school will aim to get this in place from the first day of the exclusion. If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

• the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;

• the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;

• the address at which the provision will take place; and

• any information required by the pupil to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours’ notice with parents’ consent.

The notice must be provided in writing but can be provided by any effective method including text or email.

Consecutive fixed-period suspensions 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 suspensions.

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. The school must document the provision of immediate suitable education in the pupil’s PEP

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 identifying a new placement.

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 set work and that this is marked.

Provision does not have to be arranged for a pupil in the final year of compulsory education who does not have any further public examination to sit.

1. [New] In-school unit

[Units only intended for registered pupils]

The school’s pupil support unit will only provide support and interventions for pupils who are already registered at the school.

In developing and reviewing the school’s pupil support unit, the school will consider:

* Making referrals based on pupils’ needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents on the placement.
* Delivering a broad and balanced curriculum offer that:
	+ Aligns to the curriculum in mainstream lessons.
	+ Satisfies any relevant legal requirements regarding the school’s curriculum.
	+ Supports reintegration.
	+ Is personalised to address specific support needs.
* Maintaining a positive, visible presence from school leaders to make the pupil support unit an integral part of the school.
* Deploying staff with the appropriate skills so that pupils can be supported with their behaviour and learning needs to ensure effective impact and progress.
* Reviewing reintegration plans at regular intervals.
* Actively involving pupils and parents in reintegration discussions.

The progress of all pupils will be actively monitored whilst they are attending the pupil support unit.

**[Units for the admission of pupils not already on the schools’ admissions register]**

If the school’s pupil support unit also provide support and interventions for pupils who are already registered at the school and pupils from other local schools, then a placement is commissioned by another school, the pupils will be admitted in accordance with the Education (Pupil Registration) (England) Regulations and remain dual-registered at the referring school.

Where a pupil has an EHC plan, the referring school and LA will remain liable for the relevant statutory duties. Referring schools will be required to contact the LA at an early stage if it is contemplating a placement for a pupil with an EHC plan at this school.

1. [New] Unregistered alternative provision

Alternative provision may be arranged in settings which are not schools or colleges, known as unregistered alternative provision.

As with other types of alternative provision, the school will assure itself of the safety and quality of the provision and that the placement is appropriate for the pupil’s needs.

In ensuring that unregistered alternative provision is suitable, the school will make use of the local area quality assurance framework which provides an approved list of local unregistered alternative provision.

Approved unregistered providers will be measured against clear, locally defined standards and will meet the same standards as that of registered providers in terms of safeguarding, health and safety, quality of accommodation and quality of education.

The school will ensure that pupils are not placed with an unregistered provider if it would mean that the setting would need to be registered as an independent school.

1. [New] Pupils with additional needs

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.

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.

1. Communication with providers

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.

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

All relevant information shared between the school, provider and other parties will be communicated in a readable format 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.

Providers will be made aware that they should raise any safeguarding concerns regarding a pupil of the school with the DSL.

1. [New] Monitoring academic progress, behaviour and welfare

Upon placement in alternative provision, the school will provide the provider with the pupil’s attainment data.

Whilst a pupil is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare.

Providers will be required to complete a termly report on the pupil’s academic progress, behaviour and welfare, as part of the school’s monitoring process.

The alternative provision lead, or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals.

If a serious behaviour incident occurs whilst a pupil is in alternative provision, the provider will contact the school.

Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the headteacher, alternative provision lead, pupil, their parents and the provider.

If a pupil’s progress does not improve following three formal review meetings, the school may end the placement.

The placement may also be ended in some extreme circumstances, e.g. safeguarding concerns.

1. Monitoring attendance

The school will recognise that, for alternative provision to benefit pupils, they must attend the provision; therefore, the Attendance Lead will monitor the attendance of all pupils in alternative provision.

Providers will be required to contact the school whenever a pupil placed there is absent.

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.

The school will formally monitor the attendance of pupils placed in alternative provision and update attendance records on a weekly basis.

Pupils whose attendance falls below the school’s target will be subject to interventions as per the school’s Attendance and Truancy Policy.

1. [New] Free school meals (FSM)

The school will ensure that those pupils eligible for FSM are still provided with them whilst placed at alternative provision.

Prior to placing a pupil at alternative provision, the school will assess whether the provider is covered by the Education Act 1996 and therefore required to ensure that eligible pupils are provided with FSM.

Where alternative provision has been commissioned at an unregistered or private setting, the LA will consider whether a meal should be provided as part of this package of support.

1. [Updated] Reintegration

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.

Before reintegration, the headteacher 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.

The headteacher will also speak to the pupil to assess their views on the success of the placement.

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction (see paragraphs 35 to 46). They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil’s return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil’s parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

A part-time timetable should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

Schools can consider a range of measures to enable the pupil’s successful reintegration which can include, but are not limited to:

• Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;

• Daily contact with a designated pastoral professional in-school;

• Use of a report card with personalised targets leading to personalised rewards;

• Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;

• Planned pastoral interventions;

• Mentoring by a trusted adult or a local mentoring charity;

• Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;

• Informing the pupil, parents and staff of potential external support.

**[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.

1. [New] Monitoring and Review

This policy undergoes a formal review every three years and is updated as needed in response to any changes in the legal framework established by the DfE.

1. Supporting Documentation

Templates are provided for the following in supporting documentation folder:

1. School and Alternative Provision - Service Level Agreement
2. Learner Information Form
3. Alternative Provision Learner’s Plan
4. Alternative Provision Progress Review
5. Template letter of safeguarding assurance for commissioners