HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

Hollingworth Learning Trust

Alternative Provision Policy

September 2026

Headteacher

Mr. M. Cockcroft

BE POSITIVE ***BE PRO-ACTIVE*** ***BE PROUD***

Introduction

At Heap Bridge Village Primary School, we recognise the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed. We aim to create a safe, caring, and friendly environment so that all pupils can learn effectively, improve their life chances, and achieve their full potential.

However, we recognise that some of our pupils need a more flexible, individualised curriculum or more bespoke support that cannot be provided solely through standard on-site mainstream education. Alternative provision (AP) is an educational provision for pupils who are unable to access all aspects of mainstream education for a variety of reasons. It aims to ensure the continued education of pupils in a supportive, nurturing, and flexible environment, with the ultimate goal of reintegrating pupils back into mainstream education wherever possible.

Definition

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 school for pupils on a fixed-period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.'* (DFE Alternative Provision – Page 3)

Policy Aims

- To outline the circumstances under which alternative provision, including off-site directions and the use of adjusted/part-time timetables, might be considered.
- To provide clear guidance on the referral process, commissioning, and how we determine the suitability of alternative providers.
- To ensure robust procedures are in place for safeguarding, monitoring attendance, tracking academic progress, and supporting the pastoral welfare of pupils in alternative provision.
- To outline arrangements for flexi-schooling requests and pupil reintegration.

Legislation and Guidance

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

- **Department for Education (DfE) Guidance:** Arranging Alternative Provision (2025); Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024); Keeping Children Safe in Education (2025); Mental Health and Behaviour in Schools (2018).
- **Statutory Legislation:** The Education and Inspections Act 2006; The Education Act 2002; The Education Act 1996; The Education (Pupil Registration) (England) Regulations 2006 (and subsequent amendments); The Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Inclusion Policy
- Attendance Policy
- Safeguarding Policy
- Health and Safety Policy
- SEND Policy
- Exclusion Policy

Rationale for Using Alternative Provision

Heap Bridge Village Primary School recognises that all pupils are individuals with different strengths and areas for development. The school may arrange alternative provision (either on-site, such as in The Hub, or off-site) full-time or part-time for reasons including:

- To encourage the inclusion in education of pupils who have had fixed-period exclusions or are at risk of permanent exclusion.
- To supplement and personalise the mainstream curriculum to support a pupil's wider development, equipping them with practical skills and experiences.
- To meet the needs of pupils who struggle to access the academic and social demands of mainstream education.
- To support pupils who have not been attending school regularly due to illness, or Social, Emotional, and Mental Health (SEMH) needs.
- To meet the requirements set out in a pupil's Education, Health and Care Plan (EHCP).

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. 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, through a tailored and personalised curriculum.
- 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.
- Pupils can access therapeutic support and smaller class sizes designed to re-engage children who are struggling in traditional mainstream classrooms due to anxiety, behavioural needs, or SEND.

Maintaining a Sense of Belonging

At all times, a pupil accessing alternative provision remains a valued member of the Heap Bridge Village Primary School community. The school will take reasonable steps to maintain their sense of belonging by:

- Ensuring regular visits to the provision or home by school staff.
- Providing opportunities to join whole-school initiatives, trips, and leavers' celebrations.
- Facilitating continued contact with peers and inclusion in school reward systems.
- Guaranteeing access to school support services.

Quality Alternative Provision

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.
- 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.

Suitability of Providers

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 this policy. 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.

The school's DSL & SENCo 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. The DSL 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.

Planning for Alternative Provision

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 children and young people's mental health services (CAMHS) to support the pupil to engage in education.

If the support 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 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 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. Intervention plans will be linked to other relevant information, such as EHCPs and SEN Support 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.

Roles and Responsibilities

The LA will be responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded from school.
- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness.

The Governing Board will be responsible for:

- Monitoring the use of alternative provision and ensuring it meets the needs of pupils.
- Holding the Headteacher to account for the implementation of this policy.
- Directing pupils off-site for education to improve their behaviour, where appropriate.
- Arranging full-time education for pupils who receive a fixed-period exclusion of more than five school days.

The Headteacher will be responsible for:

- Taking overall responsibility for the school's use of alternative provision and policy implementation.
- Notifying parents/carers when their child is directed to alternative provision.

- Ensuring the resources and budgets used for alternative provision represent value for money and are managed effectively.
- Establishing a personalized intervention plan with clear objectives before a placement begins.

The SENCo 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 provision.
- Leading the strategic oversight, referral processes, and needs analysis for alternative provision.
- Developing individual risk assessments and personalised intervention plans for each pupil.
- Completing comprehensive pre-placement provider checks and conducting regular quality assurance visits.
- Building partnerships with parents/carers, keeping records of achievements, and managing records of adjusted timetables.
- Deciding on an appropriate course of action, in conjunction with the SLT, if informed by a provider of any serious behavioural incidents involving the school's pupils.
- Liaising with the Alternative Provision Lead to ensure there is a system in place for tracking pupil progress.
- Giving alternative provision providers details of a pupil's SEND, where appropriate, so their placement can be catered to them.
- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils.
- Assisting in the development of reintegration plans for pupils with SEMH needs.

The DSL will be responsible for:

- Promoting the safety and welfare of all pupils accessing alternative provision.
- Ensuring all alternative providers are registered, approved, and have relevant safeguarding/health and safety policies in place.
- Obtaining written confirmation from providers that appropriate safer recruitment and DBS checks have been carried out on their staff.

Suitability and Commissioning of Providers

Wherever possible, the school will utilise Ofsted-registered alternative providers. Prior to commissioning any off-site placement, the SENCo and DSL will conduct due diligence and pre-placement provider checks, which include:

- Reviewing the provider's registration status, latest Ofsted reports, and online presence.
- Verifying key policies: Safeguarding, Safer Recruitment, Health & Safety, Data Protection, Anti-Bullying, and Behaviour.
- Inspecting the physical environment (site security, fire safety, cleanliness, first aid, and bathrooms).
- Setting up a Service Level Agreement (SLA) outlining the start date, times, curriculum, planned outcomes, costs, safeguarding arrangements, and communication frequencies.

The school will inform the Local Authority whenever a new off-site placement is commissioned. If the pupil has an EHCP, the LA will be closely involved. If the pupil is a Looked After Child (LAC), the Virtual School Headteacher and Social Worker will be consulted.

Referral Process

1. Once the school determines that a pupil requires alternative provision, a meeting is convened with the Headteacher, SENCo, pupil, and parents/carers.
2. The reasons for the direction and the placement details are clearly explained.
3. An agreement is established between the school and parents/carers, which is reviewed on a termly basis.
4. Parents/carers are fully involved; however, if a parent/carer refuses the offer of alternative provision, this will be formally documented.
5. Once agreed, the pupil will be dual-registered, and standard school attendance requirements will apply.

Off-Site Direction

The Governing Board may require a pupil to attend an off-site education setting as a time-limited intervention to improve behavior when other targeted supports have failed. While the school works positively with parents/carers, parental approval is not legally required for an off-site direction aimed at behavior improvement. The school will notify parents/carers in writing, specifying why the direction has been made, the start date, times, location, and the name of the person responsible for the provision. Parents/carers remain under a legal duty (Section 444(1) of the Education Act 1996) to ensure their child attends.

Monitoring Academic Progress, Attendance and Welfare

The school will share baseline attainment data with the provider upon placement. Whilst a pupil is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare. 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. The SENCo or other member of school staff will conduct regular on-site quality assurance visits to observe lessons, review pupil work, and speak directly with the pupil and provider staff. 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 or SENCo, pupil, their parents/carers and the AP 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.

Monitoring Attendance

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

The school will contact the pupil's parents/carers, 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 Policy.

Adjusted and Part-Time Timetables

All pupils of compulsory school age are entitled to a full-time education. Heap Bridge Village Primary School does not use part-time timetables to manage or punish a pupil's behaviour.

In very exceptional circumstances (e.g., where a medical condition prevents full-time attendance), a temporary, short-term part-time timetable may be implemented if it is in the pupil's best interests.

- Any adjusted or part-time timetable must be explicitly approved by the Headteacher.
- It must be agreed upon by the parent/carer and form part of a wider support plan aimed at returning the pupil to full-time education as soon as possible.
- It must be reviewed regularly with input from the pupil and parents/carers.
- If the pupil does not access on-site provision daily, additional safety and welfare checks (home visits, phone calls) will be conducted by the school.
- The school will record absences using correct registration codes and report the timetable adjustment to the Local Authority.

Reintegration
The primary aim of alternative provision is to successfully reintegrate pupils back into mainstream education at Heap Bridge Village Primary School whenever appropriate.

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 or SENCo 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 or SENCo will also speak to the pupil and parents/carers to assess their views on the success of the placement.

In light of the final report and views of the pupil and parents/carers, the Headteacher will implement an appropriate reintegration plan based on the pupil's needs. Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.

Complaints
Any concerns or complaints regarding the implementation of alternative provision should be directed to a staff member or the Headteacher in accordance with the school's Complaints Policy.

Review Cycle
This policy will be monitored closely by the Headteacher and SENCo and formally reviewed by the Governing Board on an annual basis to ensure compliance with updating local and national frameworks.

Approved By: Governing Board & Headteacher

Review Date: Autumn 2026

Next Review Due: Autumn 2027