



## Service Level Agreement

Between

Oswaldtwistle School

and schools in District 11 and District 14

**ALTERNATIVE PROVISION FOR PUPILS AT KS3 AND KS4**

May 2024 – April 2025

*‘Through a culture of mutual **respect** and the promotion of resilience and **self-belief**, we strive to provide young people with a second chance and in so doing help them to **achieve** the things they never thought they could, and assist them in **becoming** the person they’ve always dreamed of being.’*

*RESPECT BELIEVE ACHIEVE BECOME*

## **Our Vision**

To be widely regarded as a truly outstanding Alternative Provider that successfully responds to the needs of all the young people in the local education system who require something additional or alternative to the core that is offered by the mainstream sector.

To provide each child with a highly personalised learning experience, within a support network that focuses on removing 'barriers' and encouraging participation and achievement. This in turn will help transform life chances by equipping each and every child with the competencies and confidence to achieve their full potential, enjoy life and become the best they can.

To achieve exceptional outcomes by securing appropriate destinations for each and every student we work with, be it a return to a mainstream setting, moving on to a special school setting, heading off to college or entering the world of apprenticeships and work.

### **Underpinning philosophy of our intervention offer**

Social Emotional Literacy (Steiner, 1997 – see appendix 1) provides the underlying philosophy that permeates all that we do at Oswaldtwistle School. As a team we focus on the promotion and development of pupil self-awareness, self-regulation, motivation, empathy and social skills and the difference this can make to a young person's wellbeing and behaviour. Learning is highly personalised and we pride ourselves on delivering Quality First Teaching in the classroom and prompt intervention when a student is struggling to successfully access learning.

We foster the concept of 'Growth Mind-set' (C. Dweck, 1985) towards learning and life in general encouraging a 'can do' culture in the hope that students meet with their potential. Through this approach we promote resilience and the ability to cope with an ever-changing world of challenging situations.

### **Setting up the placement**

- Initially Schools should contact Oswaldtwistle and discuss the most suitable programme for their student (see appendix 2) and accordingly complete the referral form that can be found on the school website.
- Alternate Provision (AP) should be a direction from the school to the parent of the student clearly stating what the provision is and for how long it will last. It is the host school's responsibility to issue this direction letter and not the AP provider.
- Both Oswaldtwistle School and the host School will nominate a named individual who will be responsible for liaising and communicating with each other throughout the duration of the placement.
- Prior to the commencement of a placement, each partner School will ensure that the Provider has been supplied with all relevant pupil records and information.
- If necessary the host school may be asked to contribute to a risk assessment prior to a placement commencing.

- Prior to attending Oswaldtwistle School the identified staff from both schools along with parents/guardians/carers of pupils will need to attend an admission meeting at Oswaldtwistle.
- An appropriate programme of study should be agreed upon with clear targets and review dates being set.
- If requested a member of staff from Oswaldtwistle may visit the student in their host school before the commencement of an intervention placement to support the transition.

### **Funding the Placement**

- Each host school agrees to pay the applicable fee when invoiced following a pupil beginning an intervention programme.
- Additional costs for the transportation of students may be necessary and if this is the case this fee will be recharged to the school.
- The cost of any additional services will be invoiced to the relevant Home School by the Provider with payment to be made within 28 days of receiving the invoice.
- If a student has an EHCP the banding should follow the student if it is a long-term placement; that is longer than 6 weeks and will be charged on top of our standard charges. This is also the case for Pupil Premium.

### **Communications during the placement**

- The importance of routine communication and the sharing of information is an integral part of our offer. We will provide information at set times throughout the year but schools can request additional information when required; for example, an OFSTED inspection.
- Weekly attendance information and updates on pupil performance will be relayed on a weekly basis.
- At least one 'progress visit' should take place during a 6-week placement and a half termly visit for longer placements.
- For long term placements 3 tracking reports will be issued that provide details on pupil progress across the curriculum along with attendance figures and the student's behaviour profile.
- Safeguarding concerns will be shared immediately with the school via the nominated DSL.
- If a student's behaviour is unacceptable in respect of the "providers" code of conduct then it may be necessary to use a fixed term exclusion. All FTEs will be held against the referring school therefore Oswaldtwistle will inform the host school when action is taken. If the host school does not support a FTE then it will be their responsibility to provide education for the student on the day of the potential exclusion.
- AP placements are subject to regular review but it may be necessary at times to end interventions prematurely for persistent disruptive behaviour, a one-off offence that warrants a serious consequence or poor attendance. If this is likely the "client" will be informed with as much notice as possible.
- The host school must involve Oswaldtwistle if a TAF is in place.
- The host school will remain the Lead professional for students as long as they remain on their roll.
- A phased return can be organised ahead of the transition back to the host school and support following transition will be available if requested.

## Examinations

- The mainstream school will enter students for exams under their exam centre number, and all results remain with the mainstream school, to share with Oswaldtwistle within 24 hours of becoming available.
- The charges for the cost of examination entries will remain with the mainstream school.
- If the mainstream school requires a student to undertake an exam which is not on Oswaldtwistle school's curriculum, then all course materials and learning resources should be provided by the mainstream school.
- The mainstream school and Oswaldtwistle will also be expected to liaise with each other to manage the "Transfer of Candidacy" process.
- If the mainstream school requests that Access Arrangements are sought, then this will be recharged to the mainstream school.

## Contact Details:

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## Appendix 1

<b>What is 'Emotional Literacy?'</b>	
<b>self-awareness</b>	This is when you can identify your own patterns of behaviour and motives. You will also know when your actions and behaviour has had an impact on others; for better or for worse. You will recognise your triggers and your strengths.
<b>self-regulation</b>	This means that you will know how to control your impulses. You will think before you act and consider the consequences of your actions. You will know how to manage conflict and cope with difficult situations.
<b>motivation</b>	This is when you know you want to succeed at something. You will probably be able to set your own goals and work towards achieving them.
<b>empathy</b>	This means that you will understand where someone is coming from. This will help you to be compassionate about what they are going through. It will also help you not to judge others too quickly.
<b>social skills</b>	This is where you are good at working as part of a team. You are aware of others in the group and their needs as well as your own, especially when you're talking with them or in a conflict resolution situation. You will use 'active listening.' This may mean making eye contact, listening as well as talking and have open body language.

Programme	Details of Programme	Cost to mainstream school
KS3 Outreach programme  6 x 1hr sessions	This programme is intended to target students in the early weeks of disruption/demonstration of concerning behaviours. Ideally it will involve working with 2/3 students who are beginning to show signs of disaffection and noncompliance. The programme will help students to better understand and maintain their own emotional state. Focused out of class intervention and in lesson support/observation at the students' main stream school is also a feature of the programme	£400 per 6-week programme
KS3 intervention programme 6-week programme with a start date and end date for all attending students.	For students who are at risk of permanent exclusion. Themed course with a big focus on literacy, numeracy, social emotional development with mentoring/agency intervention. First 2 weeks full time, week 3-6 will involve 1 or 2 days in the student's mainstream setting, supported by an outreach worker for an hour/week.	£36 per day Plus, transport costs
Year 10 intervention programme 6-week programme with a start date and end date for all attending students.	For students who are at risk of permanent exclusion. Themed course with a big focus on Maths, English and Science (if requested) and social emotional development with mentoring/agency intervention. First 2 weeks full time, week 3-6 will involve 1 or 2 days in the student's mainstream setting, supported by an outreach worker for an hour/week.	£36 per day Plus, transport costs.
Year 10/11 Transition programme  Long term placement at Oswaldtwistle school/AP setting	Intended for students who are struggling to access the mainstream curriculum and who require a long-term, full-time placement. English and maths will be followed with the possibility of science plus 2 options. For an additional cost AP courses are available 2 days per week. Students will work alongside PEX students.	£36 per day plus PP and transport costs, with an additional £10 per day for AP days
Mental health and wellbeing support programme for KS3 and KS4  2 full term placement	This offer is for students who are suffering from anxiety, depression and other mental health issues which may be impacting on their attendance and academic progress. The programme operates away from the main building and focuses on supporting young people with their emotional struggles. A broad and balanced curriculum offer is available if students are able to access it.	£36 per day plus PP and transport costs.

<p>SEN Support programme</p> <p>2/3 full term placement</p>	<p>The aim of this programme is to help identify underlying SEND needs that may support onward referrals. The programme will allow for the graduated response to be completed. For an additional fee an Ed Psych assessment and full report can be provided. Support will also be offered with the application for a statutory assessment. Graduated Response 1 must have already been undertaken for a student to access this programme.</p>	<p>£36 per day plus PP and transport costs. Additional - Ed Psych assessment and report at a cost of £1,200</p>
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