

Three Counties Academy Trust



Alternative Provision Policy

#G19

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Statement of intent

Three Counties Academy Trust 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 within our Trust and in particular at our secondary provision.

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 our schools in a supportive and nurturing environment. The Trust strives to reintegrate all pupils back into mainstream education wherever possible, whilst recognising the positive impact a programme of alternative provision can bring to pupils who undertake it.

This policy outlines the key aspects of alternative provision used by Three Counties Academy Trust, including the reasons for which a pupil may be directed to alternative provision, the referral process, and the methods for reintegrating pupils back into our schools where it is appropriate to do so.

1. 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 (UK GDPR)
- Education Act 2002
- DfE (2013) 'Alternative Provision'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'

This policy operates in conjunction with the following school policies:

- Conduct for Learning (Behaviour) Policy
- Staff Equality, Equity, Diversity, and Inclusion Policy
- Pupil Equality, Equity, Diversity, and Inclusion Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-Bullying Policy
- Suspensions and Exclusions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Attendance and Absence Policy

2. Roles and responsibilities

The Executive Headteacher will be responsible for:

- Taking overall responsibility of the Trust use of alternative provision and the implementation of this policy
- Reporting on the effectiveness of the implementation of this policy to the Governing Board
- Ensuring that budgets for alternative provision are established in due time and managed effectively
- Designating an Alternative Provision Lead, nominally the Head of School

The Head of School will be responsible for:

- Reporting on the effectiveness of the implementation of this policy to the Governing Board
- Ensuring that budgets for alternative provision are managed effectively
- 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
- Supporting members of staff with the monitoring and support of alternative curriculum provision
- Continually assessing the quality and suitability of providers of alternative education
- Liaising with the relevant members of staff, e.g., the Executive Leader for Safeguarding and Inclusion, Education Welfare Officer, and SENCO, to ensure that the appropriate measures are in place to support pupils in alternative provision
- Undertaking visits to the alternative provision sites or designating a member of SLT to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the Executive Headteacher and Executive Leader for Safeguarding and Inclusion, if informed by a provider of any serious behavioural incidents involving the school's pupils

The LA will be responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded from any Trust 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:

- Arranging suitable full-time education for pupils who receive a suspension of more than five school days
- Where appropriate, directing pupils off-site for education to improve their behaviour
- Monitoring and reviewing the implementation of this policy

The Executive Leader for Safeguarding and Inclusion will be responsible for:

- Ensuring that the alternative education providers used by the Trust and Trust schools 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 Trusts Child Protection and Safeguarding Policy
- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils, in line with the Trusts Social, Emotional and Mental Health (SEMH) Policy
- 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 Education Welfare Officer will be responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the Trusts and schools records on a daily basis

- Providing attendance updates to the Head of School and Executive Headteacher on a weekly basis.

The Assistant Headteacher with responsibility for Data and Assessment will be responsible for:

- Coordinating with the provider to make arrangements for pupils who are required to sit public examinations
- Liaising with the Head of School to ensure there is a system in place for tracking pupil progress

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

3. Purpose of alternative provision

The Trust will recognise that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.

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 Trust will 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 suspension, 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 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

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.

4. Good alternative provision

Alternative provision will differ from pupil to pupil dependent on their needs; however, the providers commissioned by the Trust 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 and safeguarding

The Trust will have access to a variety of alternative provision placements and will have procedures in place to ensure pupils make good progress whilst at the provision.

The suitability of the providers of alternative provision commissioned by the Trust will be continually assessed to ensure they continue to offer the best path for the Trusts pupils.

The Executive Leader for Safeguarding and Inclusion will ensure all providers to the Trust are registered and approved, and that they have relevant policies in place to cover safeguarding and health and safety.

The Executive Leader for Safeguarding and Inclusion 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 Trust and our schools would otherwise perform in respect of our own staff.

The Trust will ensure that all relevant individuals are aware of the additional risk of harm to which pupils placed at alternative provision may be vulnerable.

The Trust 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.

6. Planning for alternative provision

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

The Trust 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 (CYPMHS) to support the pupil to engage in education.

If support the Trust implements for the pupil does not lead to increased engagement in education or improvements in the pupil's welfare, the Head of School, in collaboration with other members of staff such as the Executive Leader for Safeguarding and Inclusion and the SENCO, will consider if the pupil should be directed to alternative provision.

If a pupil is directed to alternative provision, the Trust 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 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.

7. Referral process

The Trust will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision.

Once the Trust has taken the decision to direct a pupil to alternative provision, the pupil and their parents will be called for a meeting with the Head of School and Executive Leader for Safeguarding and Inclusion.

At the meeting, the Head of School will clearly explain to the pupil and their parents the reasons for directing the pupil to alternative provision.

An agreement will be made between the Trust, individual 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 will be made clear to providers, parents, and pupils.

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 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 school, as outlined in the Attendance and Absence Policy.

Where parents refuse to accept the offer of alternative provision, this will be documented.

A pupil referred to alternative provision will be dual registered from the day the provision commences.

8. Directing pupils off-site to improve behaviour

Where necessary, the Governing Board will direct a pupil to off-site alternative provision in order to improve their behaviour.

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

9. Arranging provision for suspended pupils

The Governing Board will arrange suitable full-time education for pupils who receive a suspension of more than five school days. This provision will begin no later than the sixth school day of suspension; however, the Trust will endeavour to arrange the alternative provision to begin as soon as possible after the commencement of a suspension. For LAC, this process will be streamlined, and the Trust will aim to get this in place from the first day of the suspension.

Consecutive suspensions are regarded as a cumulative period. If a pupil is suspended for more than five consecutive days, the alternative provision will be arranged for the sixth school day of suspension, regardless of whether this is a result of one or more suspensions.

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

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 Head of School will ensure that the pupil is set work and that this is marked.

10. Pupils with additional needs

Where the Trust 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 Head of School, Executive Leader for Safeguarding and Inclusion and SENCO will consider what additional support or alternative placement may be required.

The Trust 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.

11. Notifying parents

Where the Trust directs a pupil to off-site alternative provision, their parents will be notified in writing.

Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin.

The notification letter will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision.

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.

12. 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 Head of School

The Trust and individual 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 Trust, 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 Executive Leader for Safeguarding and Inclusion.

13. Monitoring academic progress, behaviour, and welfare

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

Whilst a pupil is placed in alternative provision, the individual 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 Head of School, or their SLT delegate, 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 Trust and school.

Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the Executive Headteacher, Executive Leader for Safeguarding and Inclusion, pupil, their parents, and the provider.

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

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

14. Monitoring attendance

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

Providers will be required to contact the school, nominally the Education Welfare Officer, whenever a pupil placed there is absent.

The Education Welfare Officer 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 Education Welfare Officer 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 Trust and school's target will be subject to interventions as per the Trusts Attendance and Truancy Policy.

15. Reintegration

Where it is considered appropriate for a pupil to return to mainstream education, the Trust and the alternative provision setting will work together to develop a reintegration plan.

The Head of School and Executive Leader for Safeguarding and Inclusion will arrange a meeting with the alternative provision setting to develop the reintegration plan.

Before reintegration, the Head of School 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 Head of School and Executive Leader for Safeguarding and Inclusion will also speak to the pupil to assess their views on the success of the placement.

In light of the final report and views of the pupil, the Head of School 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.

Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.

If a pupil will not reintegrate before the end of Year 11, the Trust 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 Trust

will collect and record information about the pupil's next destination as part of its planning for alternative provision intervention.

16. Monitoring and review

This policy will be reviewed in line with the published schedule at the front of this document and at any point material changes require it by the Executive Headteacher, Chief Finance Officer and the Executive Leader for Safeguarding and Inclusion in conjunction with the Governing Board, Head of School, SENCO, and Education Welfare Officer. Any changes made to the policy will be amended by the Executive Headteacher and will be communicated to all members of staff.

The next scheduled review date for this policy is 31st August 2023.

Signed by:

_____	Executive Headteacher	Date: _____
_____	Chair of Trustees	Date: _____