



Name of Academy

Alternative Provision Policy

Approved by:	Board of Directors	Date:
Last reviewed on:	New policy July 2020	
Next review due by:	July 2021	

Statement of intent

The Boston Witham Academies Federation recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all learners to succeed; furthermore, we recognise the need to offer other provisions to some learners that allow them to achieve their potential outside of what is accessible at the academy.

Alternative provision is educational provision for learners who are unable to access, or unsuited to, mainstream education for a variety of reasons. It aims to ensure the continued education of learners in the academy in a supportive and nurturing environment. The academy strives to reintegrate all learners back into mainstream education wherever possible.

This policy outlines the key aspects of alternative provision at the academy, including the reasons for which a learner may be directed to alternative provision, the referral process and the methods for reintegrating learners back into the academy.

Legal Framework

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'

This policy operates in conjunction with the following academy policies:

- Behavioural Policy
- Equal Opportunities Policy
- Attendance Policy
- Attendance Policy for Learners with Additional Health Needs
- Child Protection and Safeguarding Policy
- E-safety Policy
- Health and Safety Policy
- SEND Policy
- Anti-Bullying Policy
- Exclusion Policy

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).

Purpose of Alternative Provision

- Each academy recognises that all learners are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.
- Alternative provision focusses on ensuring that learners 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 learners' wider development.

Each academy may arrange alternative provision for learners for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of learners who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion
- To ensure learners 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 learners, where there is a need
- To meet the needs of learners who struggle to meet the academic and social demands of mainstream education expectations
- To meet the needs of learners 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 learner may have had in subject areas they cannot access
- To meet legal obligations

Once directed to alternative provision, the length of time a learner spends there will be dependent on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored.

Directing a learner to alternative provision can benefit them in different ways depending on their individual circumstances, including the following:

- Learners can access a variety of educational options, including academic and vocational routes

- Learners are given a greater degree of flexibility in what and how they learn, which can increase motivation
- Learners are given a level of independence and are encouraged to take responsibility for themselves.
- Good Alternative Provision.

Alternative provision will differ from learner to learner dependent on their needs; however, the providers commissioned by the academy aim to:

- Be suited to individual learners' 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 academies and deliver appropriate accreditation and qualifications.
- Improve learner motivation, self-confidence, attendance and engagement with education.
- Provide clearly defined objectives to the academy and learner, including the next steps following the placement such as reintegration into mainstream education.

Suitability of providers

AN academy is able to access a variety of alternative provision placements and has procedures in place to ensure learners make good progress whilst at the provision, as outlined in the monitoring academic progress, behaviour and welfare section of this policy.

The suitability of the providers of alternative provision commissioned by an academy will be continually assessed to ensure they continue to offer the best path for the academy's learners.

Each academy's Designated Safeguarding Lead (DSL) will ensure all providers to the academy 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 academy would otherwise perform in respect of its own staff.

Planning for alternative provision

Every academy will strive to encourage all learners to achieve or exceed the standards of a good education.

Each academy will focus on the early assessment and identification of a learner'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 to support the learner to engage in education.

If support the academy implements for the learner does not lead to increased engagement in education or improvements in the learner's welfare, the headteacher, in collaboration with other members of staff such as the SENCO, will consider if the learner should be directed to alternative provision.

If a learner is directed to alternative provision, the academy 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 learner's progress, achievements and destination following their placement, as well as the learner's own assessment of their placement.

Roles and responsibilities – Local Authority (LA)

The Local Authority is responsible for:

- Arranging suitable full-time education for learners who have been permanently excluded from an academy, as outlined in the arranging provision for excluded learners' section of this policy.
- Arranging suitable full-time education for learners who would not receive suitable education without alternative provision, e.g. because of illness.

Roles and responsibilities – Governing Body

The governing board will be responsible for:

- Arranging suitable full-time education for learners who receive a fixed-period exclusion of more than five academy days, as outlined in the arranging provision for excluded learners' section of this policy.
- Where appropriate, directing learners off-site for education to improve their behaviour.
- Monitoring and reviewing the implementation of this policy.

Roles and responsibilities – Headteacher

The Headteacher will be responsible for:

- Taking overall responsibility of the academy'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.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively

- Notifying parent/carers when their child has been directed to alternative provision, as outlined in the notifying parent/carers section of this policy
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the academy to the provider
- 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.

Roles and responsibilities – Alternative Provision Lead

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 learners in alternative provision
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant learners
- 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 academy's learners
- Assisting in the identification of learners with SEMH needs and developing appropriate support plans for these learners
- Assisting in the development of reintegration plans for learners with SEMH needs.
- Giving alternative provision settings details of a learner's SEMH needs, where appropriate, so their placement can be catered to them.

Roles and responsibilities – Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be responsible for:

- Ensuring that the alternative education providers used by the academy 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 learners, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the academy's Child Protection and Safeguarding Policy.

Roles and responsibilities – Attendance Lead

The Attendance Lead will be responsible for:

- Monitoring the attendance of learners who have been referred to alternative provision and updating the academy's records on a weekly basis.

- Providing attendance updates to the alternative provision lead and headteacher on a weekly basis.

Roles and responsibilities – Assessment Lead

The Assessment Lead will be responsible for:

- Coordinating with the provider to make arrangements for learners who are required to sit public examinations.
- Liaising with the alternative provision lead to ensure there is a system in place for tracking learner progress.

Roles and responsibilities – SENCO

The SENCO will be responsible for:

- Giving alternative provision providers details of a learner's SEND, where appropriate, so their placement can be catered to them.

Referral process

An academy will work in conjunction with alternative provision providers to develop procedures for referring and admitting learners to alternative provision.

Once the academy has taken the decision to direct a learner to alternative provision, the learner and their parent/carers will be called for a meeting with the headteacher and alternative provision lead.

At the meeting, the alternative provision lead will clearly explain to the learner and their parent/carers the reasons for directing the learner to alternative provision.

An agreement will be made between the academy and the parent/carers with regards to referring the learner 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, parent/carers and learners.

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

Parent/carers of the learner will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

Once parent/carers have agreed for their child to be directed to alternative provision, the learner must attend any on or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the academy, as outlined in the Attendance Policy.

Where parent/carers refuse to accept the offer of alternative provision, this will be documented.

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

Directing learners off-site to improve behaviour

The academy can direct a learner to off-site alternative provision in order to improve their behaviour.

In these instances, the governing board will:

- Ensure that the learner's parent/carers (and the LA, where the learner 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 learner's parent/carers in this process. The frequency of these reviews is decided on a case-by-case basis.
- Arranging provision for excluded learners

The governing board will arrange suitable full-time education for learners 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 academy will endeavour to arrange the alternative provision to begin as soon as possible after the commencement of an exclusion.

Consecutive fixed-period exclusions are regarded as a cumulative period. If a learner 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.

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

Where a learner who is permanently excluded has an EHC plan, the LA may review the plan or reassess the learner's needs, in conjunction with their parent/carers, with a view to identify a new placement.

Where it is not possible or appropriate to arrange alternative provision during the first five academy days of an exclusion, the headteacher will ensure that the learner is set work and that this is marked.

Learners with additional needs

Where the academy has concerns about the behaviour, or risk of exclusion, of a learner with additional needs (including SEND and SEMH needs) and/or an EHC plan, and/or an IHCP or a looked-after child, the headteacher, DSL and SENCO will consider what additional support or alternative placement may be required.

The academy will always ensure there has been an accurate assessment of a learner's needs in order to ensure that suitable alternative provision is put in place.

Notifying parent/carers

Where the academy directs a learner to off-site alternative provision, their parent/carers 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 learner has been referred to this provision.

The notification letter will state the dates for which the learner will be required to attend alternative provision, the time the provision will start, the amount of time the learner is to spend at the placement each day, the address the learner will need to attend and the name of the person responsible for the provision.

Communication with providers

The objectives of placing individual learners in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by the alternative provision lead.

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

All relevant information shared between the academy, 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.

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

Monitoring academic progress, behaviour and welfare

Upon placement in alternative provision, the academy will provide the provider with the learner's attainment data.

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

Providers are required to complete a termly report on the learner's academic progress, behaviour and welfare, as part of the academy's monitoring process.

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

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

Learners 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, learner, their parent/carers and the provider.

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

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

Monitoring attendance

Every academy recognises that, for alternative provision to benefit learners, they must attend the provision; therefore, the academy will monitor the attendance of all learners in alternative provision.

Providers are required to contact the academy whenever a learner placed there is absent.

The academy will contact learners' parent/carers, where their child has been absent from provision, in order to resolve the issue and to ensure regular attendance is achieved.

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

Learners whose attendance falls below the academy's target will be subject to interventions as per the academy's Attendance Policy.

Reintegration

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

The headteacher will arrange a meeting with the alternative provision setting to develop the reintegration plan.

Before reintegration, the headteacher will obtain a final report on the learner'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 learner to assess their views on the success of the placement.

In light of the final report and views of the learner, the headteacher will implement an appropriate reintegration plan based on the learner's needs. This may include a discussion with the learner's parent/carers and/or setting specific objectives for the learner to achieve on reintegration, e.g. attendance or behaviour.

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

Monitoring and review

This policy will be reviewed by the headteacher and governing board on an annual basis. Any changes to this policy will be communicated to all members of staff. The next scheduled review date for this policy is July 2021.