

# Use of Alternative Provision Policy



Procedure Originator:	P HARRISON
Approved By:	CEO
Date Approved:	
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Audience:	Employees

## **1. Introduction**

Shaw Education Trust, subsequently in this policy referred to as 'SET', has a duty to ensure that appropriate policies and supporting procedures, protocols or guidelines are in place to comply with legislation, enabling all staff to fulfil their roles safely and competently to provide effective and appropriate education for all pupils.

To ensure the SET executive provides a robust and clear governance framework for use of alternative provision, the SET executive team has developed this policy to manage processes to achieve compliance and effective co-ordination across the organisation.

The policy creates a framework for the effective commissioning and review of alternative provision.

Each academy is expected to have a local policy for the use of alternative provision which reflects this overarching policy.

## **2. Policy statement**

The SET executive provides this policy as a structure for the development of local academy alternative provision policies. The structure includes:

- Ensuring that relevant legislation is acknowledged and adhered to
- Ensuring that the equality impact assessment process is completed on this policy
- Establishing a common approach to the commissioning and review of alternative provision
- Ensuring systems exist to ensure the monitoring of pupil safety, behaviour and progress whilst attending alternative provision

## **3. Aim**

The aim of this policy is to provide a structure for the development, approval and management of local alternative provision policy.

## **4. Scope**

This policy applies to all SET academies.

## **5. Objectives**

To enable SET wide consistency in the approach to the commissioning and review of alternative provision:

To establish a framework for ensuring pupils are safe from harm

To establish a framework to ensure pupils behaviour improves during their time in alternative provision

To establish the ethos that alternative provision is used for the purpose of securing an improved long term outcome

To establish a framework to ensure pupils make progress during their time in alternative provision

## 6. Roles and responsibilities

**Accountable Officer** - the Chief Executive, as Accountable Officer, has overall responsibility for ensuring the SET academies have appropriate policies and other written control documents in place to ensure pupils access high quality alternative provision where it is needed.

**Chief Operating Officer** - is responsible for ensuring that:

- The policy is maintained
- Documents and training are cascaded appropriately across the organisation

**Principals** - are responsible for ensuring that local policy regarding alternative provision is maintained and regularly reviewed. They are responsible for ensuring that consideration is given to any training and resources implications that are defined through their local policy.

**Chairs of Academy Council and Principals** – will:

- Acknowledge this policy when approving local policy.
- Cascade approved/amended policies in line with their procedures
- Provide advice and assistance to policy development as required.
- Understand the policy process and their role in supporting best practice

## 7. Policy information

### Reasons why an academy might offer Alternative Provision

Pupils may be referred to Alternative Provision on the basis that this provision is more appropriate for them than what the Academy can provide. Some reasons might be:

- The student's strengths are not being developed through the standard curriculum. The emphasis on vocational education that some alternative provision offers may better meet the pupil's needs.
- The pupil has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from school. Alternative provision is seen as a desirable alternative to permanent exclusion for pupils and to encourage their continued inclusion in education.
- The student has not been attending school regularly, and is therefore unlikely to achieve the progress expected of them. Alternative provision may provide a greater opportunity for a pupil to progress to a suitable placement during the next step of their education.

### **Reaching a decision to explore an Alternative Provision placement**

The decision must be taken through discussion with an appropriate range of professionals. The Headteacher / Principal must approve the decision.

Each academy must have a mechanism in place to consult with the pupil.

Each academy must have a mechanism in place to consult with those who have parental responsibility for the pupil.

The school will use DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2013) as a basis for making arrangements for alternative provision.

Pupils who are referred to alternative provision will remain on roll of the academy and the school funds their place in alternative provision. The school remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the pupil's education.

A representative from the school will clearly explain to pupil and his / her parents / carers the reasons why the alternative provision is being offered.

The pupil's parents / carers will sign a relevant alternative provision contract.

Responsibilities for supporting the pupil and timescales for reviewing the contract must be agreed during a meeting.

### **Establishing the suitability of alternative providers**

Each academy must ensure that:

- There is always be a clear rationale in place to establish that the alternative provision will allow the student to make good academic progress.
- The alternative provision is a legal entity. If the alternative provision is working as an unregistered school then the potential placement discussion must be halted.
- The alternative provider has relevant policies in place to cover Child Protection and Health & Safety and reflect the latest statutory guidance.
- Any qualifications the pupils can access will be nationally recognised and enable progression to the next steps of their education, employment or training.
- Alternative providers are able to offer pupils an appropriately broad and balanced curriculum. Academy leaders will be required to make a professional judgment about this aspect in relation to the needs of the pupil. Pupils should also expect to access personal, social, health and economic education (PSHEE). This will allow students to develop key skills and attributes such as resilience, sexual health, risk-management and self-esteem.
- All staff at the alternative provision have enhanced DBS checks. The academy must receive written confirmation that the appropriate checks have been carried out in line with the latest version of 'Keeping Children Safe in Education – September 2018'.
- All staff at the alternative provider have undertaken appropriate safeguarding and child protection training and that there are systems in place to update staff on a regular basis.
- The alternative provision has a good quality e-safety / acceptable use policy in place.
- The alternative provision has a good quality anti-bullying policy in place.
- The alternative provider has a good quality lone working policy in place.
- The alternative provider has a good quality risk assessment system in place and it is used effectively.
- The alternative provision has a fire risk assessment and regular fire drills take place.
- The alternative provider has public liability insurance in place and the certificate is displayed.
- The alternative provider has good quality systems for the administration of first aid and that facilities are readily available.
- The alternative provider has good systems in place to supervise pupils safely.
- The alternative provider has a good quality target setting and tracking system in place to allow pupils to make good progress.

- The alternative provider has good quality systems in place to use assessment information to inform their teaching practice.
- The alternative provider has a clear mechanism for reporting progress to pupils, the academy and parents. This mechanism must be at least in-line with academy expectations.
- The alternative provider is resourced adequately to deliver on its stated offer.
- The alternative provider has a mechanism for reporting daily attendance to the academy. Systems to address non-attendance are clear to both the alternative provider and the academy.
- The alternative provider has a good quality induction process in place.
- The alternative provider has an effective mechanism for pupils to be able to share their views.
- The alternative provider is able to counter-sign a written agreement with the academy regarding the provision to be offered. This will clearly set out the expectations of all parties.
- The alternative provider is able to provide clear lines of communication between them and academy leaders.
- The alternative provider has effective behaviour management processes in place, which include responses to punctuality concerns.
- The alternative provider has effective systems in place for providing careers education and guidance.
- The alternative provider is not acting in a way that would undermine the equalities act.

### **Reviewing the alternative provider's impact**

Any agreement around alternative provision for a student will be regularly reviewed. Timescales and responsibilities for reviewing the agreement will be agreed by the academy, alternative provider and parents / carers.

The impact and success of the placement will be measured against targets agreed in the initial meeting and these will be regularly reviewed.

The academy will use the written contract with the alternative provider to manage the arrangement. Failure to deliver on the agreement must be addressed immediately.

### **Attendance and Safeguarding**

All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at alternative provision is an essential component in achieving this.

Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate attendance data is kept by the academy.

Alternative providers must contact the academy whenever the pupil is absent.

The academy will formally monitor attendance and update records and maintain contact with the alternative provider.

Pupils whose attendance falls below the academy target will be subject to interventions as set out in the Academy's Attendance Policy.

There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at the academy and that all alternative providers adhere to the Child Protection and Safeguarding Policies of the academy.

### **Monitoring Academic Progress and Behaviour**

The pupil's attainment data will be communicated to the alternative provider on commencement of placement.

Regular reports will be completed by the alternative provider as part of the monitoring process.

The pupil will be visited on a regular basis by an appropriate staff member from the academy and a record of this visit will be completed and held in the pupil's file.

The pupil's own views on the placement will be taken into account as part of the monitoring process.

The provider will be expected to contact the academy to inform them of any serious behavioural incidents.

Pupils who are making less than satisfactory progress will be subject to a formal review meeting involving the academy leaders, the pupil, parents/carers and the provider.

### **Ceasing the alternative provision**

Academy leaders must immediately cease any placement which is likely to put the pupil in danger.

Academy leaders must hold the alternative providers to account for the progress pupils are making. If this is unsatisfactory then academy leaders must seriously consider ceasing the placement.

The placement must be ceased at a point when the pupil is likely to be successful during the next stage of their education, employment or training.

## **8. Policy training**

The initial implementation of the policy will involve a short webinar for senior leaders and academy councillors.

Academy leaders must ask the SET executive for specific training regarding the use of alternative provision if they identify a need.



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