



Redborne Upper School

Alternative Provision Policy

This policy will be evaluated and reviewed every three years by the Assistant Headteacher: Curriculum Planning (Graeme Armstrong)

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

Date approved by governors:

Date of union consultation:

Date for review:

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School acknowledgement

Alternative provision is educational provision for pupils who are unable to access mainstream education for a number of different reasons, or who require a provision which is different to the mainstream provision on offer.

The governors and the school leaders recognise that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed.

Moreover, we recognise the need to offer a wide reaching provision that allows all pupils to achieve their potential. To facilitate this, an individual learning pathway may be required and Redborne works with different local providers to ensure all pupils reach their potential and succeed.

The objectives of this policy are:

- To outline the reasons why pupils might be offered alternative provision
- To ensure that alternative provision is offered to suitable pupils in a consistent way
- To provide guidance on the referral process and the suitability of alternative providers
- To ensure there are effective procedures in place relating to attendance and the safeguarding of pupils when under the care of alternative providers
- To outline the arrangements in place for keeping in touch with pupils to monitor academic progress, behaviour and pastoral welfare
- To guide and support staff with the monitoring of alternative provision.

Alternative Provision Policy

1. Reasons why we might offer Alternative Provision

1.1 Pupils will be referred to Alternative Provision on the basis that their needs are not being met by the mainstream provision on offer at Redborne.

1.2 Some reasons might be:

- The pupil's strengths are not being developed through the National Curriculum; alternative provision recognises that pupils have different strengths and weaknesses and that the mainstream education may not be suited to all pupils in attendance.
- The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some pupils.
- 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 pupil has not been attending school regularly, and is therefore unlikely to achieve GCSEs; alternative provision offers a different setting with a broader choice of subjects for pupils which is intended to promote improved attendance.
- Alternative provision may provide a greater opportunity for a pupil to progress to a suitable post-16 pathway.

2. Responsibilities

2.1 The Governing Body will:

- Monitor the implementation of the Alternative Provision Policy and review it on a regular basis.

2.2 The Head Teacher will:

- Take overall responsibility for the school's use of alternative provision for certain pupils.
- Report to the Governing Body on the effectiveness of the implementation of the Alternative Provision Policy.

2.3 The Senior Leadership Team will:

- Understand and comply with the guidelines detailed within the Alternative Provision Policy and other related documents.
- Arrange for the appointment of an appropriate member of staff to attend meetings relating to pupil referrals and conduct regular progress visits to the

alternative provider.

- Continually assess the quality and suitability of providers of alternative education for our pupils.

2.4 The Pastoral Team will:

- Liaise with the DSL, SENDCo, Educational welfare officer, and other relevant staff to ensure that the appropriate measures are in place to support pupils who are being educated in an alternative setting.
- Monitor attendance of pupils referred to alternative providers on each day that they are expected to attend.
- Undertake twice termly visits to the alternative provision sites to review the progress of the relevant pupils, as requested by the Senior Leadership Team.
- Decide, in collaboration with the Senior Leadership Team, on the appropriate course of action if informed of any serious behavioural incidents by an alternative provider.
- Arrange for the appropriate intervention when a pupil's attendance falls below the Redborne target.

2.5 The Designated Safeguarding Lead will:

- Ensure that the alternative provider is registered and approved and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety.
- Ensure that all alternative providers hold a copy of, and adhere to, Redborne's Child Protection and Safeguarding Policies.

2.6 The Examination's Officer will:

- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.

2.7 The Special Educational Needs and Disability Coordinator (SENDCo) will:

- If appropriate, provide details of SEN support required through a pupil's Support Plan, provision mapping and other relevant information to the alternative provider to cater for the special educational needs of pupils.
- Ensure that any necessary access arrangement applications are made, and that the providers are aware of agreed arrangements and put them in place.

2.8 The Finance Department will:

- Handle the payment process in relation to alternative provision as authorised by the Head Teacher or person with budget holder responsibility.

3. Suitability of Providers

3.1 Redborne is able to access a limited number of alternative provision placements and there should always be a clear rationale in place to ensure that this provision will allow the pupil to make good academic progress.

3.2 The school aims to continually assess the quality and suitability of the providers

of alternative education for our pupils.

3.3 It is the responsibility of Redborne to ensure that the alternative provider is registered and approved and that they have relevant policies in place to cover Child Protection and Health & Safety.

3.4 All pupils who are referred to alternative provision will have access to a core curriculum, as well as an alternative curriculum covering a range of other subjects.

3.5 All the qualifications they receive will be nationally recognised and enable progression to further education.

3.6 Providers, where possible, must also be able to offer pupils their statutory entitlement to education relating to faith and physical education and should also expect to offer personal, social, health and economic education (PSHE). If this is not possible, Redborne will cater for this provision.

4. Referral Process

4.1 The school will use DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2013, updated 27 June 2016) as a basis for making arrangements for alternative provision.

4.2 Parents/carers will be fully involved in the process and informed of any decisions taken.

4.3 Pupils who are referred to alternative provision will remain on roll with Redborne and the school will fund their place in the alternative provision.

4.4 The school remains ultimately responsible for the pupil, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the pupil's education.

4.5 Prior to agreeing an alternative provision placement, Redborne will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.

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

4.7 The pupil's parents/carers will sign the relevant alternative provision contract. Responsibilities for supporting the child and timescales for reviewing the contract must be agreed during the initial meeting.

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

4.9 Once committed to alternative provision, pupils must attend and parents/carers must support this. Failure to do so will carry the same consequences as non-attendance at Redborne and may jeopardise the placement.

4.10 Impact/success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.

4.11 Where necessary, the school will formulate a Service Level Agreement between the school and the alternative provider.

5. Attendance and Safeguarding

5.1 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.

5.2 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 Redborne.

5.3 Alternative providers will contact Redborne daily to report on pupil attendance.

5.4 Should attendance be a concern, Redborne will make contact with parents and try to resolve the issue to ensure regular attendance is achieved.

5.5 Pupils whose attendance falls below the Redborne target will be subject to a number of interventions as set out in the school's Attendance Policy.

5.6 There is an expectation that any safeguarding concerns are raised with the DSL at Redborne and that all alternative providers adhere to the Child Protection and Safeguarding Policies held by the school.

6. Monitoring Academic Progress, Behaviour and Pastoral Welfare

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

6.2 A termly report will be completed by the alternative provider as part of the monitoring process.

6.3 The pupil will be visited twice termly by an appropriate staff member from Redborne and an 'Alternative Provision Record' of the visit will be completed.

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

6.5 The provider will be expected to contact Redborne to inform them of any serious behavioural incidents.

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

6.7 In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ceased.

Appendix 1: Alternative Provision Commissioning Proforma

Name of provider	
OfSTED registration number	
Local authority Approved	
Safeguarding policies	All staff DBS checked Adequate safeguarding policies in place
Insurance	
Key contact at provider	
Attendance contact	
Academic progress contact	
Method and frequency of information sharing	Attendance: Progress:
Qualification to be taken: Name and level	
Arrangements for sitting examinations	

Appendix 2: Alternative Provision Visit Proforma

Student Name			
Year Group		Tutor Group	
Name of placement			
Date and time of visit		Member of staff	
Attendance	%	Safeguarding concerns (Record concerns separately)	Y/N
Attendance Notes:			
Behaviour/ Wellbeing notes:			
Progress:		Attainment:	
Curriculum notes:			
Other comments:			
Actions for Redborne		Actions for AP provider:	
Discussed with parent carer: YES/NO If no, give reasons			

Appendix 3: Alternative Provision

Termly Review

Student name:	
Provision attended (Include no of day per week)	
Start date of placement	
Termly attendance	
Punctuality	
Attitude to learning	
Areas of success	

Targets for next term	
Any other comments	