



Alternative Provision Policy

Version 26/27

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This document is based on statutory guidance and provides a set of guiding principles that the school will follow to ensure that children and young people benefit from high quality provision which is safe, secure and appropriate to their individual needs.

Planning and commissioning alternative provision

What is alternative provision?

- Alternative provision (AP) can be defined as something in which a pupil participates as part of their regular timetable and not led by school staff.
- The school will use such provision to try to prevent exclusions, or to re-engage pupils in their education following periods of disengagement or non-attendance.

Commissioning of Alternative Provision

- The school will carefully consider what providers are available that can meet the needs of our pupils, including the quality and safety of the provision, costs and value for money.
- For pupils with an Education, Health and Care Plan, the school will liaise with the Local Authority prior to placement. Alternative provision must continue to deliver the special educational provision specified within the EHCP.
- Prior to commissioning alternative provision, the school will consult with parents/carers regarding the proposed placement, intended outcomes, duration of placement and review arrangements. Parents/carers will be invited to participate in all review meetings.
- A personalised plan for intervention will be prepared by the school 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. Plans will be linked to other relevant information or activities such as EHCPs for children with SEND.
- The school will maintain on-going contact with the provider and pupil via the Attendance Officer, Director of Pupil Support and the Deputy Headteacher.
- Clear procedures will be in place to exchange information, monitor progress and provide pastoral support. This may vary depending on the nature and length of time a pupil attends the provision.
- The school will maintain a full record of all placements they make, including a pupils progress, achievements and destination following the placement.

What is high quality alternative provision?

- High quality alternative provision is that which appropriately meets the needs of pupils and enables them to achieve educational attainment on par with their mainstream peers.

Provision will differ from pupil to pupil, but the DfE say provision should:

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils' needs and rigorous assessment of progress.
- Offer appropriate and challenging teaching on par with mainstream education - unless this is being provided elsewhere within a package of provision.
- Be suited to the pupils' capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress; and have good arrangements for working with other relevant services such as social care, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

The school will also ensure that:

- The specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment.

- Provision leads to improved pupil motivation and self-confidence, attendance and engagement with education; and provision has clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

Key points for consideration before commissioning a place at AP

The school will consider the following key points prior to commissioning Alternative Provision for a pupil on our role:

- Have the pupil, parents/carers and relevant teachers been spoken to before a decision about alternative provision has been made?
- Are the nature of the intervention, objectives and timeline clearly defined?
- What other considerations are there, such as transport arrangements?
- What does the pupil want, or need, to get from the provision?
- How long should the provision be for?
- Is it part time or full time? If part-time, the pupil should attend school as usual on the days they are not in the alternative provision
- How will it fit with the pupil's mainstream curriculum? If part-time or temporary, it should complement and keep up with the pupil's current curriculum, timetable and qualification route.
- What will success look like at the end of the provision?
- What are the intended outcomes – particularly in the areas of attendance, attitude, attainment, behaviour and positive destination?

DfE registration requirements for alternative providers

The school will only commission places at AP if they meet the criteria for AP as set out by the DfE. This is outlined below:

‘Every provider of education that is not a maintained school or school must be registered as an ‘independent school’ if it provides full-time education to:

- *five or more students of compulsory school age, or*
- *one such student who is looked-after, or*
- *one such student with an Education Health & Care Plan (EHCP).*

It is an offence to operate an unregistered independent school. Applications for registration by new schools must be submitted and approved before a school begins to operate and admit students.

Ofsted may decide to make an unannounced visit to an institution on the basis of information they have received about it operating as an unregistered independent school. If Ofsted consider in the course of such a visit that an institution is operating unlawfully and should cease to operate as a school, they will inform the operator it is an offence to operate without registration and take any appropriate steps with the LA to ensure the premises are closed and the children provided for.’

Definition of full-time provision

“Full-time education” is not defined in law but DfE say it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4, full-time education in a school would usually be 25 hours a week.

DfE also say they will consider any institution that is operating during the day for more than 18 hours per week to be providing full time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated and therefore indicates that the education provided is the main source of education for that child.

Relevant factors in determining whether education is full-time include, the number of hours per week including breaks and independent study time, the number of weeks in the academic term/year the education is provided, the time of day, and whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

All pupils must receive full-time provision in total, whether in one setting or more, unless a pupils medical condition makes full-time provision inappropriate.

Commissioning checklist

Prior to commissioning a place at an Alternative Provider for a pupil on roll at Malet Lambert, we will:

Check the registration status of each provider and whether they should be registered.

Check the provider's policies and procedures:

- A written behaviour policy setting out amongst other matters the sanctions to be adopted in the event of pupil misbehaviour (a copy of which will be kept on file at Malet Lambert).
- Detailed curriculum plans and schemes of work, and pupil assessment procedures.
- Particulars of arrangements to safeguard and promote the welfare of pupils and how those arrangements have regard to DfE guidance: Keeping Children Safe in Education and Working Together to Safeguard Children (copies of the below will be kept on file at Malet Lambert).
- Anti-bullying policy
- Health and safety policy
- Complaints procedure
- Quality of accommodation
- Qualifications and experience of staff
- Arrangements for administering First Aid
- Fire risk assessment and procedures
- Confirmation of all appropriate safer recruitment checks having being completed on staff working with our pupil.
- Support providers to access appropriate safeguarding training and information.
- Give providers information in writing about how the school should be informed of attendance and agree the subsequent follow up of absence.

Health and safety

The Health and Safety at Work Act 1974 places a duty on employers, including alternative education providers to ensure, so far as is reasonably practicable, the health, safety and welfare at work of its employees, and others who are affected by their activities such as young people on educational placements.

Under the Management of Health and Safety at Work Regulations 1999, employers have a responsibility to ensure that young people at work (including those attending alternative education provision) are not exposed to risk due to lack of experience, being unaware of existing or potential risks and/or lack of maturity, physical capability etc.

The school follows the current guidance on the Health and Safety set out in the Education Alliance Health and Safety Policy.

Key points:

- The alternative education provider has primary responsibility for health and safety of the pupil and should be managing any significant risks. The school will take reasonable steps to satisfy themselves that providers are doing this.

- The school will ensure that AP is competent and ensure it is appropriate for pupils concerned. Provision must be age appropriate and take into consideration any pupils who might be at greater risk, for example due to health conditions or learning difficulties, so this can be considered when planning the placement. This should include details of any medical or behavioural conditions as well.
- The school will discuss with the provider what the pupil will be doing during the placement, noting any relevant precautions. The alternative education provider (employer) can include specific factors for young people into their existing risk assessment as appropriate.
- Providers will inform the school of any significant health and safety risks to pupils on placement and how they are being controlled. The school will inform parents/carers.
- When commissioning alternative education provision, relevant health and safety information will be obtained to assess the suitability of the provider.
- The school will decide the extent of checks that are carried out when commissioning provision. This will be based on the type of environment and potential risks involved within the placement. Checks should be kept in proportion to the risks involved. In lower risk environments, information gained may be relatively straight forward and limited, whilst in environments with less familiar risks or for those in higher risk environments, such as construction, agriculture, manufacturing or motor vehicle repairs, as well as workshop/machinery environments etc.; the checks will need to be more robust.
- The school will ensure that adequate health and safety arrangements are in place and the work the pupil will be doing is being effectively managed to ensure their health and safety. This will need to consider induction, training, supervision, site familiarisation and any protective equipment that might be needed etc.
In addition, pupils should know how and who to raise health and safety concerns.
- The school will check that the provider understands about the specific factors relevant to young people at work, including certain industry specific prohibitions and limitations.
- The school will conduct a physical check of the provider and placement is carried out by a competent person. A competent person is somebody who has suitable training, skills, experience and knowledge. Physical checks should look at the general suitability of workplace conditions, housekeeping, toilets and washing facilities, fire precautions, guarding of machines, provision of any necessary protective equipment etc. This list is not exhaustive and there may be other important aspects to consider dependent upon the type of environment and risks involved.
- Any serious incidents should be reported immediately to the school.
- The school will carry out appropriate monitoring throughout the placement to satisfy them that providers are continuing to manage the health and safety of pupils on placement. This could be undertaken as part of a general quality assurance visit to assess the overall effectiveness of the provision. Health and safety checks should be undertaken by a competent person and be kept in proportion to the environment and risks involved. Checks should be recorded.

Safeguarding

- Any safeguarding concern relating to a provider will trigger an immediate review of the placement.
- All providers must be compliant with the statutory guidance in the most recent version of Keeping Children Safe in Education. A key part of this process should be school staff ensuring that staff at the registered alternative provision had appropriate safer recruitment checks.
- Providers must have a designated Safeguarding Lead and have undertaken the relevant and appropriate training.
- The school will retain responsibility for the process of making referrals to children's social care and for statutory assessments under the Children Act 1989 and any role they might be expected to play in such assessments (KCSIE).

The Placement

The school maintains responsibility for:

- Pupil welfare: safeguarding, child protection; health and safety.
- Sharing all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.
- Ensuring that parents/carers (and the LA where the pupil has an EHCP) have clear information about the placement - why, when, where, and how it will be reviewed, setting out in writing the agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to the provider.
- Where reintegration to school is an objective, planning for and providing an appropriate package of support to assist the pupil's reintegration
- Involving parents/carers (and LA if child has EHCP) in regular reviews of the placement.
- Attendance monitoring and follow-up of absences.
- Meeting the needs identified within a child's EHC plan, where applicable.
- Transport arrangements; Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made.
- Sanctioning a fixed term or permanent exclusion.
- Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support.
- Careers guidance; the school will ensure pupils receive their full entitlement to careers information, advice and guidance.
- pupil outcomes – obtaining a final report on the pupil's achievements during the placement including attainment and progress, attendance records and evidence of change in behaviour.
- Seeking pupil's views on success of the placement.
- For Year 11 pupils, working with the provider to prevent young people becoming NEET and ensuring that they can move on to suitable education, training or employment alongside part-time study. The school will collect and record information about the pupil's next destination, as an indicator of alternative provision quality.

Recording and Monitoring Attendance

- Each pupil attending alternative provision will remain on roll and the school retains the ultimate duty of care for pre-16 students, wherever they are being educated. Whilst a pupil is attending an alternative provider, providers are obliged to support the school in their duty of care.
- The provider is responsible for enrolling pre-16 pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This MUST be completed twice a day, am and pm. This is a legal requirement for any pre-16 group in the same way as it is for post-16 groups (The Education Student Registration (England) Regulations 2006).
- The provider will inform the school immediately of any absences. The school will record the pupil's absence using the relevant code.

Attendance Register Codes

All sessions when a pupil is not expected to be physically present on the school site will be marked appropriately using the DfE registration:

- Code B (off-site educational activity). This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately, the school is responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils.

- Code D (dual Registered – at another educational establishment). This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend another school at which they were registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question.
- Code C (leave of absence authorised by the school).
- For unexplained absences, the school attendance policy will be used to follow up unexplained absences in a timely manner.
- If the school has agreed to a pupil being absent for part of the week or day as part of a reintegration timetable, this will be recorded as an authorised absence.

Quality Assurance and Evaluating the Impact of the Provision

The school will consider the following when commissioning and reviewing provisions:

- The quality of teaching and learning at the alternative provision.
- Reviews will take place each half term
- Academic progress, ensuring targets are suitably challenging.
- Accreditation including English and maths.
- Safeguarding and health and safety (including quality of accommodation).
- Personal development and well-being.
- Pupils' views.
- Employability and skills for life – progression to post-16 destinations.

The role of governors - understanding the progress made by pupils who attend alternative provision so they can ensure decisions about value for money are well informed.

The school will ensure a minimum of one visit every 6 weeks of the academic year, to each provider. The scope and detail of regular reports from providers will be agreed locally at the point of commissioning.

Provider Responsibilities

Providers of alternative provision are responsible for:

- Ensuring they are compliant with the most recent DfE guidance around legislation and the definition of an independent school.
- Maintain contact with the school and the pupil parent/carer, with regular updates on the pupils progress:
- Carry out an initial assessment of educational needs for the pupil to confirm what level of course and support is appropriate.
- Notify the school of attendance and absence; good practice would determine this is at least daily.
- Provide relevant policies and procedures that relate to the child's welfare, education and safety for example; Safeguarding policy including the use of social media and E-safety, Health and Safety Policy and Behaviour Policy.
- Attend relevant multi-agency meetings around the pupil when required.
- Plan (PEP) for children looked after, EHCP meetings, SEND review meetings and Social Care meetings.
- Have clear monitoring criteria to judge the quality of the teaching and learning, and report this to the school at agreed intervals.
- Provide a named contact for all matters pertaining to the pupil.
- Be aware of and comply with school and East Riding policies, standards and procedures, such as East Riding Children Safeguarding Partnership, Children Missing Education.

- Maintain Individual Learning Plans, these set out the targets that the pupil will achieve on programme (e.g., L1 Functional Skills English, Pass grade) as well as the wider targets (e.g., 95% attendance, behaviour). All targets must be agreed by the pupil, the provider and the school.

Monitoring

This policy will be reviewed as required, at least every 3 years.

- Annual checks will be conducted by a competent person from the school.
- Six weekly monitoring visits will be conducted by either a Senior Leader of the school or the Education Welfare Officer.
- Pupil progress will be monitored at least on a half termly basis (depending upon the length of the provision).

Off Site Direction and Managed Moves

What is an off-site direction? - [OSD Flowchart.pdf](#)

Off-site direction is when a governing board of a maintained school requires a pupil to attend somewhere off-site to receive education that is intended to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or outreach support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange short-term temporary support in another mainstream school or AP. During the off-site direction, pupils must be dual registered.

Guidance and protocols

The following guidance is from the documentation ***“Off-site directions and managed moves protocol for East Riding Secondary Schools”***. Whilst we are not under this guidance, we collaborate with East Riding schools regularly and therefore should be mindful of the following terminology:

Level 1 – Off-Site Direction (short term intervention with the pupil returning to their base school) following 1-2 weeks in another educational setting.

Level 2 – Off-Site Direction (that if successful could become a permanent managed move)

Level 3 – Managed Move

What is a managed move?

A managed move is a voluntary and collaborative process whereby a pupil transfers to another school, with the agreement of the pupil's parents/carers, the home school, the receiving school and, where appropriate, the local authority.

When are managed moves used?

Managed moves are used as an intervention to support pupils at risk of permanent exclusion or where a change of educational setting is considered to be in the pupil's best interests. A managed move should only be offered as a permanent transfer, and only when the pupil has been attending the proposed new school under an off-site direction and a review of the direction has established that the pupil has settled well into the school and should remain there on a permanent basis. Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a

pupil at any mainstream school to transfer to another mainstream school as a managed move, but this should only happen when it is in the pupil's best interest.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority at an early stage. If the local authority, both schools and parents/carers are in agreement that there should indeed be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Off Site Direction Flow Chart

SLT make decision on OSD



House Team complete OSD paperwork
and send to JRO/NBU



JRO shares paperwork with OSD school
and arranges dates/timings



House Team books taxis via Finance,
informs home, and arranges work



JRO sends letter home



House Team meets pupil at OSD school
to support admission



House Team arranges "Looking Forward"
meeting with parents before pupil
returns



Pupil returns to Malet Lambert