Alternative Provision Policy

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1   Policy Statement

1.1   Alternative Provision is educational provision for pupils who are unable to access mainstream education for several different reasons, or who are unsuited to the mainstream provision on offer.

1.2   Oakfield School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for pupils to succeed. Additionally, we recognise the need to offer the type of provision that allows some pupils to achieve their potential outside of what is accessible at the School.

1.3   To facilitate this individual learning pathway, the school works with different local providers to help pupils who have struggles to reach their potential and succeed in a school-based environment.

1.4   **Definitions:**

1.4.1   The term 'School' refers to **'**Oakfield School'.

1.4.2   The term 'Provider' refers to 'Alternative Provision Provider'.

2   Objectives

2.1   The objectives of this policy are:

- To outline the reason 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 the provider.
- To ensure there are suitable procedures in place relating to attendance and the safeguarding of pupils when under the care of the provider.
- 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 and support of alternative provision.

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3 Reason why we might offer Alternative Provision

3.1 Pupils will be referred to alternative provision on the basis that this provision is more appropriate for them than what the school is able to provide. Reasons for this may be:

- The pupil's strengths are not being developed through the national curriculum. Alternative provision recognise that pupils have different strengths and weaknesses, and that mainstream education is not suitable for some. The emphasis on vocational education, that some alternative provisions offer, may be more attractive and suitable for some pupils.
- The pupil has had one or more fixed-term exclusions and is at risk of a permanent exclusion from the school. Alternative provision is seen as a desirable alternative to a permanent exclusion for the pupil and encourages their continued inclusion in education.
- The pupil has not been attending the school regularly and is therefore unlikely to achieve GCSEs. Alternative provision offers a different setting with a broader choice of subjects for pupils which may encourage attendance. Alternative provision may provide a greater opportunity for a pupil to secure a suitable post 16 pathway.

4 Responsibilities

4.1 The Governing Body will:

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

4.2 The Assistant Headteacher (Head of Curriculum) will:

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

4.3 The Senior Leadership Team (SLT) 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 provider;
- continually assess the quality and suitability of providers of alternative education for our pupils; and

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- visit providers to ensure health and safety risk assessment are in place.

4.4   The Offsite Coordinator will:

- liaise with the Designated Safeguarding Lead, SENDCo, Exams and Data Manager, Attendance Administrator and other relevant staff to ensure that the appropriate measures are in place to support pupils who are being educated in an alternative setting;
- undertake periodic visits to the alternative provision sites to review the progress of the relevant pupils, as requested by the SLT;
- decide, in collaboration with the SLT, on the appropriate course of action if informed of any serious behavioural incidents by the provider;
- arrange for the appropriate intervention when a pupil's attendance falls below the school target;
- ensure that the full-time providers are registered and an approved centre and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety. Part-time and day offsite placements may not be registered and approved however they will be subject to the school's quality assurance procedures; and
- ensure that the provider holds a copy of, and adheres to, the school's Child Protection and Safeguarding Policy.

4.5   The Attendance Administrators will:

- monitor attendance of pupils referred to the provider and update records on a weekly basis; and
- provide attendance updates to the Off-Site Coordinator.

4.6   The Curriculum Team:

- provide relevant pupil data to help facilitate the transition from the school to the provider;
- coordinate arrangements with the provider for public examination entries and the completion of public examination; and
- liaise with the Off-Site Coordinator and Head of Curriculum to ensure the system for tracking pupil progress is accurately recorded during the scheduled windows for data capture.

If appropriate, provide details of provision mapping and other relevant information to the provider to cater for the special education needs of pupils.

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4.7   The Finance Department will:

- handle the payment in relation to alternative provision as authorised by the Headteacher or person with budget holder responsibility.

5   Suitability of Providers

5.1   The school can access a variety of alternative provision placements and there should always be a clear rationale in place to ensure that this provision will allow the student to make good academic progress.

5.2   The school aims to continually assess the quality and suitability of the providers of alternative education for our pupils.

5.3   It is the responsibility of the school to ensure that the provider of any full-time placements is registered and approved and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety.

5.4   It is the responsibility of the school to ensure that any part-time or day placement providers are subject to the school's internal quality assurance procedures.

5.5   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.

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

5.7   The provider 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 and Social Education (PSE). This will allow pupils to develop key skills and attributes such as resilience, sexual health, risk-management, and self-esteem.

6   Referral Process

6.1   The School will use the DfE publication Alternative Provision: statutory guidance for the Local Authority (January 2013) as a basis for deciding alternative provision.

6.2   The parent/carer will be fully involved in the process and any decisions taken.

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6.3 Pupils who are referred to alternative provision will remain on roll with the school which will fund their place in alternative provision. 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.

6.4 The school will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.

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

6.6 The pupil's parent/carer will sign the relevant alternative provision responsibilities contract for supporting the pupil and timescales for reviewing the contract must be agreed during the initial meeting.

6.7 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, the provider, and the parent/carer.

6.8 Once committed to the alternative provision, pupils must attend regularly, and parents/carers must support this. Failure to do so will carry the same consequences as non-attendance at the school.

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

6.10 The school will formulate a Service Level Agreement between the school and the provider.

7   Attendance & Safeguarding

7.1 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 a component in achieving this.

7.2 Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate data is kept by the school. The provider will contact the school whenever the pupil is absent.

7.3 The school will then contact the parent/carer and try and resolve the issue to ensure regular attendance is achieved.

7.4 The school will formally monitor attendance and update records and maintain contact with the provider on a weekly basis.

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

7.6   All safeguarding concerns must be raised with the Designated Safeguarding Lead and the provider must adhere to the Child Protection & Safeguarding Policy held by the School.

8   Monitoring Academic Progress, Behaviour & Pastoral Welfare

8.1   Pupils' attainment data will be communicated to the provider on commencement of placement.

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

8.3   Pupils will be visited on a regular basis by an appropriate staff member from the school and an alternative provision record will be completed.

8.4   Pupils' own views on the placement will be considered as part of the monitoring process.

8.5   The Provider will be expected to contact the school to inform them of any serious behavioural incidents.

8.6   Pupils who are making less than satisfactory progress will be subject to a formal review meeting with the school, the parent/carer and the provider.

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

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Alternative Provision Agreement

Pupil:

Oakfield School expects that the alternative provision provider will:

- adhere to the Child Protection and Safeguarding Policy held by the school.
- contact the school whenever the pupil is absent.
- provide the school with attendance details on a weekly basis.
- inform the school of any serious behaviour incidents.
- raise any safeguarding concerns with the Designated Safeguarding Lead at the school.
- facilitate regular visits by a representative from the school.
- complete a termly report as part of the school's monitoring process.

The Alternative Provision provider can expect that Oakfield School will:

- ensure that the alternative provision provider holds copies of the school's Child Protection and Safeguarding policies.
- provide relevant pupil data to help facilitate the transition from the school to the alternative provision provider.
- if appropriate, provide details of provision mapping and other relevant information to the alternative provision provider to cater for SEN pupils.
- arrange for an appropriate staff member to conduct periodic visits to the alternative provision site to review the progress of the pupil.
- coordinate arrangements with the alternative provision provider for public examination entries and the completion of public examinations.

Signed (Alternative Provision Coordinator):

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Signed (Assistant Headteacher):

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Date:

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