



The Redhill Academy Trust
Alternative Provision Policy

Approving Body	Governing Body/Head Teacher/Delegate/PHSE Lead
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Supersedes Version	
Review Date	MArch 2022
Legislation	DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2013)
Further Information/Guidance	

POLICY STATEMENT

Context of Policy

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

The Redhill Academy Trust recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of what is accessible at The Redhill Academy Trust.

To facilitate this individual learning pathway, The Redhill Academy Trust works with different local providers to help students who have struggled to reach their potential in a school based environment to succeed.

Objectives of this Policy

The objectives of this policy are:

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

Reasons why we might offer Alternative Provision

Students will be referred to Alternative Provision on the basis that this provision is more appropriate for them than what The Redhill Academy Trust can provide.

Some reasons might be:

- The student's strengths are not being developed through the National Curriculum. Alternative provision recognises that students have different strengths and weaknesses and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students.
- The student 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 students and to encourage their continued inclusion in education.
- The student 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 students which may encourage attendance. Alternative provision may provide a greater opportunity for a student to progress to a suitable post-16 pathway.

RESPONSIBILITIES

The Redhill Academy Trust will:

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

Headteacher will:

- Take overall responsibility for the academy's use of alternative provision for certain students.
- Report to the Trust on the effectiveness of the implementation of the Alternative Provision Policy.

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 student referrals and conduct regular progress visits to the alternative provider.
- Continually assess the quality and suitability of providers of alternative education for our students.

Offsite Learning Leaders will:

- Liaise with the Designated Safeguarding Lead, SENCO, Examinations and Data Manager, Attendance Administrator, and other relevant staff to ensure that the appropriate measures are in place to support students who are being educated in an alternative setting.
- Undertake periodic visits to the alternative provision sites to review the progress of the relevant students, 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 student's attendance falls below the academy's target.

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, the academy's Child Protection and Safeguarding Policies.

Examinations and Data Manager will:

- Provide relevant student data to help facilitate the transition from school to the alternative provider.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.
- Liaise with the Offsite Learning Leader to ensure the system for tracking student progress is accurately recorded during the scheduled windows for data capture.

Special Educational Needs and Disability Coordinator (SENCO) will:

- If appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the special educational needs of students.

Finance Department will:

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

Suitability of Providers:

- The Redhill Academy Trust is able to 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.
- The academy aims to continually assess the quality and suitability of the providers of alternative education for our students.
- It is the responsibility of The Redhill Academy Trust 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.
- All students 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.
- All the qualifications they receive will be nationally recognised and enable progression to further education.
- Providers must also be able to offer students their statutory entitlement to education relating to faith and physical education and should also expect to offer 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.

Referral Process:

- The academy will use DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2013) as a basis for making arrangements for alternative provision.
- Parents / carers will be fully involved in the process and any decisions taken.
- Students who are referred to alternative provision will remain on roll with the academy and the academy funds their place in alternative provision. The academy remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the student's education.
- The academy will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the academy will clearly explain to student and his / her parents / carers the reasons why the alternative provision is being offered.
- The student'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.
- 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.
- Once committed to alternative provision, students must attend and parents / carers must support this. Failure to do so will carry the same consequences as non-attendance at the academy.
- Impact / success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.

- Where necessary, the academy will formulate a Service Level Agreement between the academy and the alternative provider.

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 will contact the academy whenever the student is absent.
- The academy will then make contact with parents and try and resolve the issue to ensure regular attendance is achieved.
The academy will formally monitor attendance and update records and maintain contact with the alternative provider on a weekly basis.
- Students whose attendance falls below the academy target will be subject to a number of interventions as set out in the school'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 held by the academy.

Coding:

Present at an Approved Off-Site Educational Activity:

An approved educational activity is where a pupil is taking part in supervised educational activity such as field trips, educational visits, work experience or alternative provision. Pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements prescribed in regulation 6(4) of the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which the mark is recorded.

Attendance codes for when pupils are present at approved off-site educational activity are as follows:

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 schools are 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. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school of any

absences by individual pupils. The school should record the pupil's absence using the relevant absence code.

To be used where there is no admissions number attached to the provider and where academies are still responsible for the safeguarding and welfare of the student. E.g. a vocational placement such as a football course/cookery course, or that alike.

Code D: Dual Registered - at another educational establishment:

This code is not counted as a possible attendance in the School Census. The law allows for dual registration of pupils at more than one school. This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are 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. Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school.

To be used where there is an admissions number attached to the provision and where government funding is used to pay for the provision.

Monitoring Academic Progress, Behaviour and Pastoral Welfare:

- The student's attainment data will be communicated to the alternative provider on commencement of placement.
- A termly report will be completed by the alternative provider as part of the monitoring process.
- The student will be visited on a regular basis by an appropriate staff member from the academy and an 'Alternative Provision Record' will be completed.
- The student'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.
- Students who are making less than satisfactory progress will be subject to a formal review meeting involving the academy, the student, parents/carers and the provider.

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