



Alternative Provision Policy

Author:	Director of Safeguarding
Approval needed by:	The Trust Board
Consultation required :	Trust Leader for Vulnerable Groups
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Our Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

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1. **Named Staff and Contacts**

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2. Context

Alternative provision is an educational provision for those students who are unable to access full-time mainstream education. The reasons for this are varied and each student for whom alternative provision is considered will have uniquely individual needs which may make mainstream provision unsuitable for a period of time.

These are the main reasons (not exhaustive and in no particular order) for choosing alternative provision:

- The student has had one or more fixed-term exclusions (FTE) and is considered to be at risk of further FTE or permanent exclusion. Alternative provision can be a strategy to avoid permanent exclusion and encourage inclusion in education.
- The student has a diagnosed medical difficulty which means they are unable to attend school.
- The student has a diagnosed special educational need and/or an educational health and care plan and it is recommended within that plan for the student to attend a particular alternative provision for a number of hours per week to support their special educational need.
- The student has not been attending school regularly for whatever reason, and alternative provision may encourage attendance and inclusion back into mainstream.

All at the de Ferrers Trust recognise that there is a need for the curriculum to be inclusive and accessible, providing opportunities for each student to achieve highly and reach their potential. If alternative provision is being considered for a student, we will follow the Department for Education statutory guidance 'Alternative Provision' January 2013 which confers statutory duties and powers concerning alternative provision. <https://www.gov.uk/government/publications/alternative-provision>

3. Definition

Alternative provision is defined as education arranged by local authorities for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a fixed period exclusion; and students being directed by schools to off-site provision to improve their behaviour.

4. Purpose of this policy

The purpose of this policy is to provide information pertaining to how and why alternative provision may be sourced for a student and the process that each school will follow from recommending a student attend alternative provision to the management and oversight of that provision.

5. Alternative provision registration

An alternative provision provider should be registered as an independent school if it meets the criteria for registration; that it provides full-time education to five or more students of compulsory school age, or one such pupil who is looked-after or has an education, health and care plan. All alternative provision academies and alternative provision free schools must be registered as independent schools whether or not they are full-time or part-time.

6. Management of alternative provision

The management of the alternative provision placements rests with the Principal of each academy within the trust and they must oversee all those who are placed in alternative provision and ensure that each student who is receiving alternative provision has clearly defined objectives relating to both personal and academic attainment and that progress towards these objectives is clearly agreed and defined in regular (at least half termly) appropriate reviews that are held with the alternative provision provider, an appropriate senior member of academy staff, and the student and the student's family.

Where reintegration back into mainstream education is an objective there should be an agreement on how to assess when the student is ready to return and the academy will provide the appropriate level of support to assist the reintegration process. These objectives and plans should be set out in writing and regularly monitored through visits to the provider. Evidence of this must be recorded on CPOMS under the safeguarding category, alternative provision sub category.

All students must receive a full-time education whether in one setting or more unless medical difficulties prevent them from doing so, so any child in part-time alternative provision must have other provision for the remainder of the week. Full time is not defined in law, however for the purpose of this policy any student in alternative provision should receive the same amount of education as they would receive in a mainstream setting. This can be made up of two or more part-time provisions.

All alternative provision settings must complete the self-assessment detailed in annex A and this will form the basis for a visit report when school staff visit the placement half termly. These self-assessments must be kept in hard copy by the Principal/DSL and a copy uploaded onto the Student's profile on CPOMS.

The Principal will conduct the half termly visits or will nominate a senior member of staff to conduct the half termly visits and they will complete the alternative provision due diligence checklist detailed in annex B on each visit and this report will be uploaded onto the student's safeguarding record on CPOMS.

The self-assessment and the due diligence checklist are the academy's confirmation that the alternative provision has had all the appropriate checks in line with Keeping Children Safe in Education 2021 and the DfE Alternative Provision guidance.

The Principal will assess termly whether there is a need for the continuation of the alternative provision based on the student's attendance and engagement and progress with the alternative provision provided. If a student fails to attend an alternative provision provided by the academy the Principal may assess this sooner.

Each academy will keep a record of which students have attended which alternative provision in each academic year.