



WOODLANDS
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Alternative Provision Policy

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Contents

Purpose of the Policy	3
Objectives of this Policy	3
Definition	3
Main Legislation Covering the Duties and Powers Relating to this Policy	3
Alternative Provision Selected by Woodlands School	4
Power of Schools to Direct a Pupil Off-Site for Education to Improve Behaviour	5
Safeguarding	5
Deputy Head Teacher (Pastoral)	6
Alternative Education Coordinator	6
Designated Safeguarding Lead	7
Attendance Lead	7
Assessment Lead	7
SENDCo	7

Alternative provision is an educational provision for pupils who are not accessing mainstream education for a variety of reasons at KS3 and KS4.

Purpose of the Policy

A small number of pupils at KS3 and KS4 are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience for the world of work.

Important acknowledgements underpinning this policy are:

- Woodlands School recognises the need to personalise the curriculum even further, for some pupils.
- Pupils may benefit from an alternative provision that is linked to skills aptitudes and interests they have which are outside the mainstream curriculum.
- These pupils need to develop skills and experience of the world of work to reduce the chances of them being NEET post-16.
- Woodlands School may also direct pupils off-site for education, to help improve their behaviour.

Objectives of this Policy

The principal objectives of this policy are:

- To ensure that alternative provision is offered to suitable pupils in a consistent way.
- To provide guidance on the identification of pupils requiring alternative provision and of suitable provision for different aptitudes and aspirations.
- To ensure that budgets for such provision are established in due time, approved by SLT and Governors and managed effectively by the Deputy Head and Alternative Education Lead.
- To guide and support staff with the monitoring and support of alternative curriculum provision.

Definition

The definition of alternative provision is as follows: education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to offsite provision to receive education intended to improve their behaviour.

Elective home education (EHE) and special educational provision otherwise than at school arranged under section 61 of the Children and Families Act 2014 (EOTAS) are not a form of alternative provision

Commissioners responsible for arranging alternative provision should ensure that it is good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks.

Main legislation covering the duties and powers relating to this policy:

- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
- Section 29A of the Education Act 2002;
- Sections 6A and 100 of the Education and Inspections Act 2006;
- Sections 1C and 4 of the Academies Act 2010 (as amended);
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007(1);

- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
- The Education (Educational Provision for Improving Behaviour) Regulations 2010(2)
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
- The Schools Forums (England) Regulations 2012

Alternative provision selected by Woodlands School:

- Alternative provisions will only be selected and used by Woodlands School from the Essex County Council local directory of ‘approved’ provision, which meets clearly defined standards (including registration where necessary, safeguarding, health and safety, quality of accommodation, quality of education etc.)
- Woodlands School identifies a suitable alternative provision is that which appropriately meets the needs of pupils which require its use and enables them to achieve good educational attainment on par with their mainstream peers.
- These are to be good quality alternative provisions, and delivered by high quality staff with suitable training, experience and safeguarding checks.
- Where an intervention is part-time or temporary, to help minimise disruption to a pupil’s education, the school should complement and keep up with the pupil’s current curriculum, timetable and qualification route.
- Woodlands School must ensure all pupils receiving an alternative education must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision may differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, good academic attainment on par with experiences at Woodlands School – particularly in English, Maths and Science (including IT) – with appropriate accreditation and qualifications.
- The alternative education provision will 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. Improving the pupil’s motivation and self-confidence, attendance and engagement.
- Woodlands School will ensure a collaborative approach in supporting the alternative education provision, ensuring clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.
- The alternative provision is to have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.
- The law does not define “full-time education” but children should have provision, where possible, which is equivalent to the education they would receive in a mainstream (or special) school. This may not mean the same number of hours.
- Full and part-time education should still aim to achieve good academic attainment particularly in English and Maths.
- If the school feels that the pupils’ educational needs are not being met through the national curriculum. Alternative Provision recognises that we are all individuals with different strengths and weaknesses and that mainstream education is not for everyone.
- Pupils may be directed off-site for their education to help improve their behaviour.
- Woodlands School may use Alternative Provision as a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education.
- Woodlands School may use Alternative Provision as a strategy if a pupil has not been attending school regularly for whatever reason and is therefore unlikely to achieve GCSEs. Alternative Provision offers a different setting with a broader choice of subjects for pupils

and a tailored timetable to address their educational and emotional needs, which may encourage in a bid to improve engagement and attendance.

- To enhance the pupil's curriculum linked to the area of need or interest.

Power of Schools to Direct a Pupil Off-Site for Education to Improve Behaviour

Governing bodies of maintained schools have the power to direct a student off-site for education to improve his or her behaviour (Education Act 2002). The Secretary of State has made regulations, as is required by the related primary legislation, concerning schools' use of power.

Under the current regulations, parents/carers will be notified in writing of any requirement that their child attend off-site provision. Notice must be sent as soon as practical and no later than two days before the off-site placement is due to begin. The notice letter must be sent out explaining:

- The reasons for the referral to alternative provision;
- The aims of the placement;
- The period for which the pupil will be required to attend the placement;
- The date and time the placement will start;
- The address the pupil will need to attend and the name of the person to whom they must report on the first day;
- Details of the session times i.e. the time the morning and afternoon sessions start and end.

The Governors have the responsibility to ensure Woodlands School will:

- ensure that parents (and the local authority where the pupil has a EHCP) are given clear information about the placement: why, when, where, and how it will be reviewed.
- keep the placement under review and involve parents in the review
- The governing body will obtain from the provider a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. The governing body will also seek the pupil's views on the success of the placement.

This policy does not stand alone, and Woodlands School has many other policies that support the Alternative Provision Policy, such as:

- Safeguarding Policy
- Anti-Bullying Policy
- Code of Conduct for staff
- Racial Equality Policy
- Intimate Care Policy
- Recruitment Policy
- Confidentiality Policy
- Educational Trips and Visits Policy
- Lone Working Policy
- Children in Care Policy
- E-Safety Policy
- Equality Policy
- Health and Safety Policy
- SEND Policy
- Attendance Policy

Safeguarding

Where a child is placed in alternative provision, the commissioning school or local authority

continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs. Commissioners should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that schools would otherwise perform in respect of their own staff. This includes written confirmation that the alternative provision provider will inform the commissioner of any changes to arrangements that may put the child at risk, e.g. staff changes, so that the commissioner can assure itself that appropriate safeguarding checks have been carried out on new staff.

The commissioner should always know where the child is during school hours. This includes having records of the actual address of the commissioned alternative provider and any subcontracted provision or satellite sites the child may attend.

Deputy Head Teacher (Pastoral)

The Deputy Headteacher will be responsible for:

- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Providing timely and accurate information to the Governors relating to all Alternative Provision.
- Reporting on the effectiveness of the implementation of this policy to the Trust.
- Ensuring that budgets for alternative provision are established in due time, approved by the Head Teacher and managed effectively.
- Reviewing the AP risk assessment with the AP lead to ensure suitability of provision.
- Continually assessing the quality and suitability of providers of alternative education.
- The Deputy Head Teacher will ensure the following roles and responsibilities be carried out.

Alternative Education Coordinator (As delegated by Head Teacher)

The Alternative Education Coordinator will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL and SENDCo, to ensure that the appropriate measures are in place to support learners in alternative provision.
- Undertaking visits to the alternative provision sites, on a regular basis and as requested by the SLT, to review the progress of relevant learners.
- Notifying parent/carers as early as possible when the school is considering directing their child to alternative provision, as outlined in the notifying parent/carers section of this policy.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider (including safeguarding, SEN and medical information).
- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Deciding on an appropriate course of action, in conjunction with the SLT and Head Teacher, if informed by a provider of any serious behavioural incidents involving the academy's learners.
- Assisting in the identification of learners with additional needs and developing appropriate support plans for these learners.
- Assisting in the development of reintegration plans for learners.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be responsible for:

- Working with the Deputy Head Teacher to ensure that the alternative education providers used by the academy are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Working with the Deputy Head Teacher to ensure that all adults at the provision are cleared to work with learners, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.
- Liaising with the alternative provision where learners have a social worker, to ensure that they have the necessary information to meet their needs. This includes providing contact details for social workers and the VSH.
- Sharing safeguarding and child protection information with the provider in a suitable format.

Attendance Lead

The Attendance Lead will be responsible for:

- Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the pupil to attend the provision.
- Monitoring the attendance of learners who have been referred to alternative provision and updating the school's records on a daily basis.
- Providing attendance updates to the alternative provision lead on a daily basis.
- Establishing communication with the alternative provider to ensure absences are communicated daily.
- Ensuring that any unauthorised periods of absence are followed up, including making home visits where necessary.

Assessment Lead

The Assessment Lead will be responsible for:

- Coordinating with the provider to make arrangements for learners who are required to sit public examinations.
- Liaising with the alternative provision lead to ensure there is a system in place for tracking learner progress.

SENDCo

The SENDCo will be responsible for:

- Informing the Local Authority caseworker, where a learner has an EHCP, if there is any possibility that they may require provision with an alternative provider.
- Giving alternative provision providers details of a learner's SEND, where appropriate, so their placement can be catered to them.
- Completing any referrals or requests which are recommended by the provider but not within their remit to complete.

- Maintaining records of SEND provision whilst the learner is attending the alternative provision
- Coordinating annual reviews (for learners with an Education Health and Care Plan) and completing the required paperwork whilst the learner is in alternative provision
- Maintaining contact with the LA caseworker (where a learner has an EHCP)
- Where a child or young person has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude.



Signed: _____
Head Teacher

Dated: 8th July 2025



Signed: _____
Chair of Governors

Dated: 8th July 2025

