



WOODLANDS
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Alternative Provision

Amended: October 2023

Approved by Governors:

Review date: October 2024

Reviewing Panel: Standards, Staffing and Curriculum

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

Rationale

The purpose of this policy is:

- To set out the rationale for securing a personalised curriculum for pupils at KS3/4.
- To ensure that alternative provision is offered to suitable pupils in a consistent way.
- To ensure that budgets for such provision are established in due time and managed effectively.
- To guide and support staff with the administration of alternative curriculum provision.

Purpose of the Policy

A 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:

- That 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.
- To enhance the pupils' curriculum linked to the area of need or interest.
- That a minority of pupils at KS3 struggle to meet the academic and social demands of mainstream education expectations.
- That a minority of pupils at KS4 struggle to meet the academic demands of their core GCSE subjects.
- These pupils may be damaged by their experiences in subject areas that they cannot access, or may negatively impact on the learning of their peers.
- These pupils need additional provision to enhance their experiences and qualifications at the end of KS3 and KS4.
- 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

At times it is recognised that children and young people may benefit from receiving their education through an alternative setting. The Local authority will arrange alternative education to support young people who cannot attend Woodlands because of exclusion or illness. Sometimes Woodlands will arrange alternative education for pupils temporarily suspended from school or who could benefit from

a different approach to their education. The school may also on occasions direct pupils to attend an off-site provision to improve their behaviour.

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, it 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.

These are the main reasons for choosing Alternative Provision;

- 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.
- Alternative Provision is a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education.
- The 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 attendance.
- To enhance the pupils curriculum linked to the area of need or interest.

All procedures have been developed on the basis of the following principles:

- The role of Alternative Education Coordinator has been established to monitor the attendance, safeguarding, appropriateness of curriculum and academic progress of pupils receiving at an offsite provision, as well as destinations following the placement. Pupil's own assessment of their placement will also be obtained and recorded.
- This role also carries out onsite visits as well as remote family consultation meetings (via teams/zoom).
- Alternative Education Coordinator will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, ensure successful integration, monitor progress, provide pastoral support, and encourage the pupil to feel part of the school.
- Pupils referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what Woodlands School can provide.
- If an alternative placement breaks down the situation will be discussed and meeting convened with the relevant agencies.
- Service Level Agreements are in place for all provisions.
- Once committed to off-site alternative provision, pupils must attend and failure to do so will carry the same consequences as non-attendance at Woodlands School.
- Woodlands School will monitor attendance through close links with the alternative provision provider.
- Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate attendance data is recorded by Woodlands School.
- 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.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead (DSL) at Woodlands School and that all alternative providers adhere to the safeguarding policy held by the school.
- Safeguarding Policy and updated training is shared with providers. Providers policies and procedures are kept on file at Woodlands School.

Process

- Woodlands School will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- Where possible, Woodland school will seek parents to be engaged in the decision taken by the school to direct a pupil off-site.

- A representative from the school will clearly explain to families the reason why the alternative provision is being offered. If parents refuse to accept the offer of alternative provision as an appropriate alternative to education at Woodlands School this will be documented.
- All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate.
- While 'full-time' is not defined in law, pupils in alternative provision should receive the same amount of education as they would receive in Woodlands school.
- Pupils must attend the on-site or off-site alternative provision as required and parents/carers must support this.
- Plans should also be linked to other relevant information or activities such as 'Education, Health and Care Plans' for children with SEN.
- Alternative learning providers will contact Woodlands School whenever the pupil is absent and also make contact with parents/carers and try and resolve the issue to ensure regular attendance is achieved and if unsuccessful contact the school attendance team for support and advice. If necessary this should then be referred to their agencies as appropriate.
- The Alternative Education Coordinator will visit all pupils at their offsite provision on at least two occasions each half term and complete a report. The report will include pupil views of the provision, an update of pupil progress in addition to feedback from the provider. For students with additional needs who are supported by our SEN department – 'Aspirations' the above also applies however, the Alternative Education Coordinator will be accompanied by the SENCO/Assistant SENCO, ensuring all SEND needs are being met.
- The Alternative Education Coordinator will also conduct school based / remote meetings with pupil and parents each half term to review academic progress and attainment. In addition, pastoral support will also be discussed. Where students have additional learning needs (EHCPs, SEN support) Woodlands SENDCO will also be present.
- Alternative Education Coordinator will coordinate early careers and post 16 meetings and coaching, ensuring that these pupils do not become NEET.
- Woodlands School will ensure pupils are dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the purpose of the school census a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision
- If the placement does not appear to be working or if the pupil is not attending - a formal meeting should be held involving the school, parent/carer, pupil and any other appropriate person. The meeting will reinforce the expectations of the original agreement while seeking feasible alternatives.
- Any agreement around alternative provision for a pupil must be regularly reviewed. Timescales and responsibilities for reviewing the agreement must be clear to professionals, parents and pupil and occur every term.
- Impact/success will be measured against the targets the pupils are set in a meeting once per term. Examples of these could include: attendance, behaviour, qualifications.
- Woodlands staff will be monitoring the attendance records weekly and a half termly visit will be undertaken by a member of Woodlands staff at the off-site provision. This will include lesson observations, pupil feedback, monitoring of academic progress and staff feedback.
- When a pupil reaches the end of Y11 while still in alternative provision – Woodlands School will work with the provider to ensure that the pupil can move on into suitable education, or employment alongside part-time study or training. The school will collect and record information about the pupil's next destination as part of its planning for alternative provision intervention. Alternative Education Coordinator will use information about pupils' destinations as one of the indicators of alternative provision quality.

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 Woodland 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.

- Safeguarding Policy Procedures for Assessing Risk.
- Anti-bullying Policy Induction and Code of Conduct for Staff.
- Racial Incident Policy Intimate Care Policy.
- Harassment and Discrimination Policy Safer recruitment Policy and Practice.
- Use of Physical Intervention Policy Confidentiality.
- Educational Visits Policy One to One Working.
- Intimate Care Policy Children in Care.
- E-safety Policy Equality.
- Health & Safety Policy SEN Policy.
- Drug and Substance Mis-use Policy.
- Behaviour Management Policy.
- Child Looked After Policy.
- Attendance Policy.



Signed: _____
Head Teacher

Dated: 4th December 2023



Signed: _____
Chair of Governors

Dated: 4th December 2023
