



ALTERNATIVE PROVISION POLICY

2023-2027

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Member of Staff Responsible:

Mrs Claire Davies

Our Vision

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Our Values

To Love

The New Testament sums up the entire law as a call to “love your neighbour as yourself” (Galatians 5:14). The Bible teaches that we are only able to love because God first loved us (1 John 4:10). This love is expected to characterise the way in which the DoWMAT operates, makes decisions, builds relationships, and carries out its day-to-day business: each person putting the needs of others before their own, with a commitment to the flourishing of all. The exposition of love in 1 Corinthians 13 reminds us that love is patient, kind, forgiving, generous, humble, trusting, respectful, hopeful, resilient and enduring. Those who learn and work in the DoWMAT, and all who come into contact with it, can expect to experience that love in the way that they are treated.



To Learn



The DoWMAT is a Christian learning community that is committed to enabling all to live a life of freedom and transformation as a result of the hope and wisdom that learning brings. Learning is at the heart of the Church of England’s vision for and commitment to education. Growing in wisdom is celebrated in the Bible and all are exhorted to listen, to seek guidance, to acquire knowledge and to learn discretion (Proverbs 1: 1-6), largely through human relationships and interactions. Jesus’ teaching, as summed up in the Beatitudes (Matthew 5:3-10), describes human beings who are learning to live a life that is characterised by humility, compassion, mercy, righteousness and peace. The learning that takes place within the DoWMAT is expected to be recognisably rooted in these godly characteristics and focused upon enabling the holistic development of people who are made in the image of God.

To Serve

Service and servant leadership, was a striking feature of the way in which Jesus lived his life. The example he gave to his disciples in washing their feet (John 13:1-17) provides us with a role model for the way in which we should seek to live in community with others. Putting the needs of others before our own, supporting people in their growth and development as holistic human beings, enabling people’s gifts and talents to come to the fore as a result of our service to them are all defining characteristics of the way in which the DoWMAT operates. In serving others and meeting their needs through generosity of spirit, we manifest God’s grace and love for others (1 Peter 4:8-11).



These core values underpin all aspects of our Trust as we strive to make a positive difference to the lives of all DoWMAT pupils whilst they are at school and in later life. Through these values, we can be sure our community is one of hope; a place of transformation and trust, where all are treated with respect and dignity.

OUTSTANDING PROFESSIONALS | COLLABORATIVE PARTNERSHIPS | STRONG SYSTEMS | CONFIDENT LEARNERS

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Statement of intent

Diocese of Worcester Multi Academy Trust recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the academy.

Alternative provision is educational provision for pupils who are unable to access, or unsuited to, mainstream education for a variety of reasons. It aims to ensure the continued education of pupils in the academy in a supportive and nurturing environment. The academy strives to reintegrate all pupils into mainstream education wherever possible.

This statement outlines the key aspects of alternative provision at the academy, including the reasons for which a pupil may be directed to alternative provision, the referral process and the methods for reintegrating pupils into the academy.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Data Protection Act 2018
- The General Data Protection Regulation
- Education Act 2002
- DfE (2013) 'Alternative Provision'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'

1.2. This policy operates in conjunction with the following academy policies:

- Behavioural Policy
- Equal Opportunities Policy
- Attendance and Truancy Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Health and Safety Policy
- SEND Policy
- Anti-Bullying Policy
- Exclusion Policy
- Social, Emotional and Mental Health (SEMH) Policy

2. Definition

2.1. For the purposes of this policy, 'alternative provision' is defined as: "Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed-period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour."¹

3. Purpose of alternative provision

3.1. The academy recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.

3.2. Alternative provision focuses on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions in order to support pupils' wider development.

¹ DfE (2013) 'Alternative provision' p.3

3.3. The academy may arrange alternative provision for pupils for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of pupils who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion.
- To ensure pupils are offered a variety of alternative curriculum provision as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life.
- To further personalise the curriculum for some pupils, where there is a need.
- To meet the needs of pupils who struggle to meet the academic and social demands of mainstream education expectations.
- To meet the needs of pupils who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not otherwise receive a suitable education.
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
- To meet legal obligations

3.4. Once directed to alternative provision, the length of time pupils spend there will be dependent on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored.

3.5. Directing pupils to alternative provision can benefit them in different ways depending on their individual circumstances, including the following:

- Pupils can access a variety of educational options, including academic and vocational routes.
- Pupils are given a greater degree of flexibility in what and how they learn, which can increase motivation.
- Pupils are given a level of independence and are encouraged to take responsibility for themselves.

4. Good alternative provision

4.1. Alternative provision will differ from pupil to pupil dependent on their needs; however, the providers commissioned by the academy aim to:

- Be suited to pupils' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment.
- Achieve good academic attainment on par with mainstream academies and deliver appropriate accreditation and qualifications.
- Improve pupil motivation, self-confidence, attendance and engagement with education.

- Provide clearly defined objectives to the academy and pupil, including the next steps following the placement such as reintegration into mainstream education.

5. Suitability of providers

- 5.1. The academy is able to access a variety of alternative provision placements and has procedures in place to ensure pupils make good progress whilst at the provision, as outlined in section 14 of this policy.
- 5.2. The suitability of the providers of alternative provision commissioned by the academy will be continually assessed to ensure they continue to offer the best path for the academy's pupils.
- 5.3. The academy's **DSL** will ensure all providers to the academy are registered and approved, and that they have relevant policies in place to cover safeguarding and health and safety.
- 5.4. The **DSL** will 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 the academy would otherwise perform in respect of its own staff.

6. Planning for alternative provision

- 6.1. The academy will strive to encourage all pupils to achieve or exceed the standards of a good education.
- 6.2. The academy will focus on the early assessment and identification of a pupil's needs, including any SEND or SEMH need, and will work in collaboration with partner agencies in health and children's social care, educational psychology, and children and young people's mental health services (CAMHS) to support the pupil to engage in education.
- 6.3. If the support the academy implements for the pupil does not lead to increased engagement in education or improvements in the pupil's welfare, the **Headteacher**, in collaboration with other members of staff such as the **SENDCO**, will consider if the pupil should be directed to alternative provision.
- 6.4. If a pupil is directed to alternative provision, the academy will ensure that a personalised plan for intervention is developed, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
- 6.5. Intervention plans will be linked to other relevant information, such as EHCP plans.
- 6.6. Full records of all alternative provision placements will be maintained, including information on the pupil's progress, achievements and destination following his/her placement, as well as the pupil's own assessment of the placement.

7. Roles and responsibilities

- 7.1. The LA will be responsible for:
 - Arranging suitable full-time education for pupils who have been permanently excluded from the academy, as outlined in section 10 of this policy.

- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness.

7.2. The Local Academy Board will be responsible for:

- Arranging suitable full-time education for pupils who receive a fixed-period exclusion of more than five academy days, as outlined in section 10 of this policy.
- Where appropriate, directing pupils off-site for education to improve their behaviour.
- Monitoring and reviewing the implementation of this policy.

7.3. The **Headteacher** will be responsible for:

- Taking overall responsibility of the academy's use of alternative provision and the implementation of this policy.
- Reporting on the effectiveness of the implementation of this policy to the **Local Academy Board**.
- Ensuring that budgets for alternative provision are established in due time, approved by the **Local Academy Board** and managed effectively.
- Notifying parents when their child has been directed to alternative provision, as outlined in section 12 of this policy.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the academy to the provider.

7.4. The **SLT** will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Arranging the appointment of the **Alternative Provision Lead**.
- Continually assessing the quality and suitability of providers of alternative education.

7.5. The **Alternative Provision Lead / Headteacher** 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 pupils in alternative provision.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the **SLT and Headteacher**, if informed by a provider of any serious behavioural incidents involving the academy's pupils.

7.6. The **DSL** will be responsible for:

- Ensuring 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.
- Ensuring that all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the academy's **Child Protection and Safeguarding Policy**.

7.7. The **designated Mental Health Lead / SENDCo** will be responsible for:

- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils, in line with the academy's **Social, Emotional and Mental Health Policy**.
- Assisting in the development of reintegration plans for pupils with SEMH needs.
- Giving alternative provision settings details of pupils' SEMH needs, where appropriate, so their placement can be catered to them.

7.8. The **Attendance Lead** will be responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the academy's records on a **weekly** basis.
- Providing attendance updates to the **Alternative Provision Lead and Headteacher** on a **weekly** basis.

7.9. The **Assessment Lead** will be responsible for:

- Coordinating with the provider to make arrangements for pupils who are required to sit public examinations.
- Liaising with the **Alternative Provision Lead** to ensure there is a system in place for tracking pupil progress.

7.10. The **SENDCO** will be responsible for:

- Giving alternative provision providers details of pupils' SEND, where appropriate, so their placement can be catered to them.

8. Referral process

8.1. The academy will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision.

8.2. Once the academy has taken the decision to direct a pupil to alternative provision, the pupil and his/her parents will be called for a meeting with **the Headteacher and Alternative Provision Lead**.

- 8.3. At the meeting, the **Alternative Provision Lead** will clearly explain to the pupil and his/her parents the reasons for directing the pupil to alternative provision.
- 8.4. An agreement will be made between the academy and the parents with regards to referring the pupil to alternative provision. This agreement will be reviewed on a **termly** basis, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parents and pupils.
- 8.5. Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting.
- 8.6. Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.
- 8.7. Once parents have agreed for their child to be directed to alternative provision, the pupil must attend any on- or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the academy, as outlined in the **Attendance and Truancy Policy**.
- 8.8. Where parents refuse to accept the offer of alternative provision, this will be documented.
- 8.9. A pupil referred to alternative provision will be dual registered from the day the provision commences.

9. Directing pupils off-site to improve behaviour

- 9.1. The academy can direct a pupil to off-site alternative provision in order to improve his/her behaviour.
- 9.2. In these instances, the local academy board will:
 - Ensure that the pupil's parents (and the LA, where the pupil has a statement of SEN or EHC plan) are given clear information about the placement, i.e. why their child has been directed to off-site provision, when the placement will begin, where the placement will be, and how it will be reviewed.
 - Keep the placement under review and involve the pupil's parents in this process. The frequency of these reviews is decided on a case-by-case basis.

10. Arranging provision for excluded pupils

- 10.1. The Local Academy Board will arrange suitable full-time education for pupils who receive a fixed-period exclusion of more than five academy days. This provision will begin no later than the sixth academy day of exclusion; however, the academy will endeavour to arrange the alternative provision to begin as soon as possible after the commencement of an exclusion.
- 10.2. Consecutive fixed-period exclusions are regarded as a cumulative period. If a pupil is excluded for more than five consecutive days, the alternative provision will be arranged for the sixth academy day of exclusion, regardless of whether this is a result of one or more fixed-period exclusions.
- 10.3. The LA will arrange suitable full-time education for any pupil permanently excluded from the academy; this alternative provision will begin no later than the sixth academy day of exclusion.

- 10.4. Where a pupil who is permanently excluded has an EHC plan, the LA may review the plan or reassess the pupil's needs, in conjunction with his/her parents, with a view to identifying a new placement.
- 10.5. Where it is not possible or appropriate to arrange alternative provision during the first five academy days of an exclusion, the **Headteacher** will ensure that the pupil is set work and that this is marked.

11. Pupils with additional needs

- 11.1. Where the academy has concerns about the behaviour, or risk of exclusion, of a pupil with additional needs (including SEND and SEMH needs) and/or an EHC plan, or a looked-after child, the **Headteacher, DSL and SENDCO** will consider what additional support or alternative placement may be required.
- 11.2. The academy will always ensure there has been an accurate assessment of a pupil's needs in order to ensure that suitable alternative provision is put in place.

12. Notifying parents

- 12.1. Where the academy directs a pupil to off-site alternative provision, his/her parents will be notified in writing.
- 12.2. Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin.
- 12.3. The notification letter will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision.
- 12.4. The notification letter will state the dates for which the pupil will be required to attend alternative provision, the time the provision will start, the amount of time the pupil is to spend at the placement each day, the address the pupil will need to attend and the name of the person responsible for the provision.

13. Communication with providers

- 13.1. The objectives for placing individual pupils in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by the **Alternative Provision Lead**.
- 13.2. The academy will maintain ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and provide pastoral support.
- 13.3. All relevant information shared between the academy, provider and other parties will be communicated in easily-understood language and in accordance with data protection principles; including any information on SEND, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate.
- 13.4. Providers will be made aware that they should raise any safeguarding concerns regarding a pupil of the academy with the **DSL**.

14. Monitoring academic progress, behaviour and welfare

- 14.1. Upon placement in alternative provision, the academy will provide the provider with the pupil's attainment data.
- 14.2. Whilst a pupil is placed in alternative provision, the academy will monitor his/her academic progress, behaviour and welfare.
- 14.3. Providers are required to complete a **termly** report on the pupil's academic progress, behaviour and welfare, as part of the academy's monitoring process.
- 14.4. The **Alternative Provision Lead** or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals.
- 14.5. If a serious behaviour incident occurs whilst a pupil is in alternative provision, the provider will contact the academy.
- 14.6. Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the **Headteacher, Alternative Provision Lead**, pupil, his/her parents and the provider.
- 14.7. If a pupil's progress does not improve following **three** formal review meetings, the academy may end the placement.
- 14.8. The placement may also be ended in some extreme circumstances, e.g. safeguarding concerns.

15. Monitoring attendance

- 15.1. The academy recognises that, for alternative provision to benefit pupils, they must attend the provision; therefore, the academy will monitor the attendance of all pupils in alternative provision.
- 15.2. Providers are required to contact the academy whenever a pupil placed there is absent.
- 15.3. The academy will contact pupils' parents, where their child has been absent from provision, in order to resolve the issue and to ensure regular attendance is achieved.
- 15.4. The academy will formally monitor the attendance of pupils placed in alternative provision and update attendance records on a **weekly** basis.
- 15.5. Pupils whose attendance falls below the academy's target will be subject to interventions as per the academy's **Attendance and Truancy Policy**.

16. Reintegration

- 16.1. Where it is considered appropriate for a pupil to return to mainstream education, the academy and the alternative provision setting will work together to develop a reintegration plan.
- 16.2. The **Headteacher** will arrange a meeting with the alternative provision setting to develop the reintegration plan.
- 16.3. Before reintegration, the **Headteacher** will obtain a final report on the pupil's achievements during the placement; this includes academic attainment and progress, attendance records and evidence of a change in behaviour.

- 16.4. The **Headteacher** will also speak to the pupil to assess his/her views on the success of the placement.
- 16.5. In light of the final report and views of the pupil, the **Headteacher** will implement an appropriate reintegration plan based on the pupil's needs. This may include a discussion with the pupil's parents and/or setting specific objectives for the pupil to achieve on reintegration, e.g. attendance or behaviour.
- 16.6. Pupils who have been reintegrated into the academy will be continually supported in line with their specific needs.
- 16.7. If a pupil will not reintegrate before the end of Year 6, the academy will work with the provider to ensure the pupil can move onto secondary education, whilst providing ongoing arrangements to support their mental wellbeing. The academy will collect and record information about the pupil's next destination as part of its planning for alternative provision intervention.

17. Monitoring and review

- 17.1. This policy will be reviewed by the DoWMAT Board of Directors every 4 years.
- 17.2. Any changes to this policy will be communicated to all members of staff.