



Alternative Provision Policy

September 2025 - 2026

ABOUT THIS DOCUMENT:

Purpose

The purpose of these procedures is to give clarity to staff, parents/carers and Alternative Provision providers on the guidelines and expectations of Isebrook School for students accessing Alternative Provision.

Complied by: SEND & Inclusion Lead	Date: Sep 25
Committee: LGB	Date agreed by: Headteacher
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Policy Statement

Vision, mission and values

At Isebrook School we acknowledge that some of our students need flexible, individual curriculums and occasionally (when relevant) timetables to meet the needs outlined in their EHCP (Education Health & Care Plan).

Purpose and intent

Our curriculum and environment need to be inclusive and accessible, providing opportunities for all students to succeed. However, we recognise the need to offer other provisions, which offer other opportunities to allow students to achieve outside of what is available in the school environment, particularly as they Prepare for Adulthood.

Isebrook School has a commitment to ensuring that such provision represents excellent value for money resulting in secure outcomes and future pathways for our young people.

Roles and responsibilities

The Board of Trustees is responsible for monitoring and reviewing the implementation of this policy.

The Headteacher is responsible for taking overall responsibility of the School use of offsite alternative provision and the implementation of this policy and reporting on the effectiveness of the implementation of this policy to the Local Authority.

The Headteacher and SEND & Inclusion Lead ensure that budgets for alternative provision are established in time and managed effectively. Through the Annual Review and Interim Review process, the school works with teachers, parents/carers and other professionals to identify that alternative provision is necessary, and works with parents/carers and the child to identify a suitable timetable and provider. The school also shares relevant information with off-site alternative provision providers to facilitate the transition from the school to the provider.

Leaders responsible for Alternative Provision are responsible for:

- Continuing to work closely with the Senior Leadership Team to ensure that the appropriate measures are in place to support students in offsite alternative provision.
- Undertaking visits to the offsite alternative provision sites, as requested by the Headteacher, to review the progress of relevant students, paperwork, policies and safeguarding checks, and session observations not less than three times each academic year.

- Deciding on an appropriate course of action, in conjunction with the Headteacher, if informed by a provider of any serious behavioural incidents in relation to school students.
- Ensuring that the alternative education providers used by the school are appropriately checked, and that they have the relevant policies in place to cover safeguarding e-safety, data protection, health, and safety.
- Complying with guidance in relation to ensuring all adults at the provision are cleared to work with students, e.g., they have the relevant DBS (Disclosure and Barring Service) checks.
- Ensuring that all alternative providers receive and are aware of the Trust Safeguarding and Child Protection Policy.
- Giving alternative provision providers details of a student's SEND (Special Educational Needs or Disability), where appropriate, so that their placement can be individually catered to them in a bespoke manner.

The School Office is responsible for:

- Monitoring the attendance of students who have been referred to alternative provision and updating the school's records daily.
- Ensuring that communication from the AP is every day – confirming either attendance, lateness, or absence in accordance with the timings of the school day.

Benefits

One size does not fit all. We tailor our universal offer so that it fits the needs of most, but students have a range of social, emotional, and mental health needs, and many have co-existing diagnoses such as Autism, ADHD, ODD, PDA, Attachment Disorder or needs, anxiety or Sensory processing difficulties.

Policy

Legal framework

This policy has due regard to legislation and statutory guidance including but not limited to:

- The Education and Inspections Act 2006
- General Data Protection Regulations 2018
- The Education Act 2002
- DfE (2013) Alternative Provision
- DfE (2017) Exclusion from maintained schools, school, and student referral units in England

This policy operates in conjunction with the following MAT (Creating Tomorrow) policies:

- Relationship Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Acceptable Use of Computers and Internet Policy
- Health and Safety Policy Statement
- Special Educational Needs and Disability Policy
- Anti-Bullying Policy
- Curriculum Policy

Off-site alternative provision

When we use offsite alternative provision (AP) our quality assurance process must ensure that students receive high quality education which works to support their anticipated outcomes.

Our school may arrange alternative provision for students for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of students, who would benefit from a bespoke curriculum offer not offered on school site, for whom therapeutic intervention is required, who require a reduced timetable to support their wellbeing, who are displaying unsafe behaviours on school site or who are at risk of permanent exclusion.
- Where Isebrook School are unable to meet a student's needs, and the Local Authority request that Isebrook School provide provision whilst an alternative school setting is allocated.

- To ensure students are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience that will benefit them later in life.
- To further personalise the curriculum for some students, where there is a need.

- To meet the needs of students who struggle to access the academic and social demands of onsite education expectations, with a commitment to reintegration back into mainstream based on agreed individualised timeframes.
- To meet the EHCP outcomes.
- To provide a greater degree of flexibility in what and how they learn, increasing a student's motivation, self-esteem, Mental Health and wellbeing.
- To give students a level of independence and encouragement to take responsibility for themselves.
- To provide educational provision for students for whom the Local Authority or school have deemed are unable to access the school site for several reasons; these may include the safeguarding of the student or their peers.

Ensuring high quality alternative provision

Alternative provision will differ from student – student, dependent on their needs. However, the providers commissioned by the school must:

- Represent excellent value for money resulting in improved indicators (improved attendance and engagement, reduction in exclusion, a high-quality curriculum, successful outcomes, effective transition, and appropriate destinations)
- Be suited to individual students' capabilities and identify their specific personal, social, and academic needs to help them overcome any barriers to attainment and learning.
- Achieve good academic attainment on par with that provided at the school and deliver appropriate accreditation and qualifications.
- Improve student motivation, self-confidence, attendance, and engagement with education.
- Report attendance as agreed in a timely fashion – daily (or on those days when the student is timetabled to attend).
- Report breaches of Health and Safety urgently to the commissioning school.
- Report Safeguarding concerns to the school DSL/DDSL.
- Be in line with school expectations including those related to Safeguarding, Relationship Policy, E Safety and GDPR (General Data Protection Regulations)
- Provide clearly defined objectives to the school and student.
- Communicate clearly to the commissioning school.

Commissioning

Before commissioning a service, the school must ensure that the provider is Ofsted registered and /or on the North Northamptonshire approved provider list.

1 The provider must:

- Complete an agreed Service Level Agreement
- Complete a check of Risk Assessments and Documentation.
- Be satisfied that a Safeguarding checklist has been completed.
- Work together to continue to improve the service.

Alternative Provisions must ensure that:

- The SEND & Inclusion Lead ensures that Quality Assurance visits are undertaken at least three times each school year, checking on paperwork, policies, and safeguarding. They will also observe a session and check the progress of learners.
- The placement continues to be assessed on suitability and the student risk assessed for the potential opportunity for them to re- education back at school.
- AP providers attend annual CPD (Continued Professional Development) sessions including safeguarding training and updates in accordance with their statutory duty of care and the terms of assurance/service level agreement, as per Trust expectations.

2 Suitability of providers

Isebrook School access a variety of offsite alternative provision placements and have procedures in place (including Quality Assurance) to ensure students make good progress whilst at the provision.

Service Level Agreements in addition to Ofsted regulation and LA (Local Authority) quality assurance ensure all providers have relevant policies in place to cover safeguarding, health, and safety.

Referral process

Isebrook School work in conjunction with offsite alternative providers to develop procedures for referring and admitting students to alternative provision. The school use the Alternative Provision setting Referral Form in the first instance and may use risk assessments for further contextual information.

An agreement will be made through the Annual Review or Interim Review process, between the school and the parents with regards to referring the student to alternative provision.

A student referred to alternative provision will remain on roll and be registered there from the day the provision commences. The AP will be contacted by the school to confirm attendance.

Communication with providers

The objectives of placing individual students in offsite alternative provision are clearly communicated to providers and progress against these objectives is monitored by the commissioning school.

Isebrook School maintain ongoing contact with the provider/key worker (weekly feedback form) and the student to exchange relevant information, monitor progress and provide pastoral support.

All relevant information shared between Isebrook School, provider and other parties must 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.

Providers are made aware that they must raise any safeguarding concerns regarding a student of the school with the Designated Safeguarding Leads as soon as possible.

Monitoring academic progress, behaviour, and welfare

Upon placement with offsite alternative provision, the school will provide the provider with the student's expected academic outcomes as requested on the Placement Referral Form.

Whilst a student is placed in alternative provision, the school will monitor their progress, behaviour, and welfare.

Providers are required to complete a termly report on the student's engagement.

Providers are required contribute to the Annual Review process.

The Headteacher must make arrangements for staff to visit students placed in alternative provision as agreed. The school will use the Alternative Provision Checklist to monitor the provision.

If a serious behaviour incident occurs whilst a student is in alternative provision, the provider will contact the school. Providers have their own Codes of Conduct, but misconduct could result in provision being immediately withdrawn.

The placement may also be ended without notice or formal review in some extreme circumstances, e.g., safeguarding concerns, gross misconduct.

Monitoring attendance

The Trust recognises that, for alternative provision to benefit students, they must attend the provision. Therefore, the commissioning school monitors the attendance of all students in alternative provision.

- **Providers will be contacted by the school daily whenever a student is in attendance and / or is absent when expected at the provision.**
- **The School must formally monitor the attendance of students placed in alternative provision and update attendance records daily.**

The school will contact students' parents, where their child has been absent from provision, to resolve the issue and to ensure regular attendance is achieved.

The Trust considers daily attendance checking as a statutory safeguarding requirement

Monitoring and review

This non-statutory policy will be reviewed by Isebrook School annually. Any changes will be communicated to all members of staff. This document will be available on the trust website

