



Alternative Provision Policy

September 2023

Version Control				
Version	Status	Date	Contributor(s)	Change
v0.1	New	Oct 23	PG	
v0.2				

Signed

Chairman of Governors

Date: 18th October 2023

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1. Purpose and intent

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

Our curriculum and environment need to be inclusive and accessible, providing opportunities for all pupils to succeed. However, we recognise the need to offer other provisions, which offer other opportunities to allow pupils to achieve outside of what is available in the school environment, particularly as they prepare for adulthood. The Gateway School has a commitment to ensuring that such provision represents excellent value for money resulting in secure outcomes and future pathways for our students.

2. Roles and responsibilities

The Head Teacher, SLT and board of Governors are responsible for monitoring and reviewing the implementation of this policy.

The Head is responsible for taking overall responsibility of the academy's use of offsite alternative provision and the implementation of this policy and reporting on the effectiveness of the implementation of this policy to Governors and trustees.

The Head ensures that budgets for alternative provision are established in time and managed effectively. The Gateway School works with parents/carers to identify that alternative provision is necessary and works with parents/carers and the child to identify a suitable timetable and provider.

The Gateway School also shares relevant information with off-site alternative provision providers to facilitate the transition from the Gateway to the provider.

The alternative provision lead (Mark Crosbie) is responsible for:

- Continuing to work closely with SLT (Senior Leadership Team) to ensure that the appropriate measures are in place to support pupils in offsite alternative provision.
- Undertaking visits to the offsite alternative provision sites, as requested by SLT, to review the progress of relevant pupils, 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 Head, if informed by a provider of any serious behavioural incidents in relation to the Gateway's pupils.
- Ensuring that the alternative education providers used by the academy 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 pupils, e.g., they have the relevant DBS (Disclosure and Barring Service) checks.
- Ensuring that all alternative providers receive and are aware of the School's Safeguarding and Child Protection Policy.

The Commissioning member of staff is responsible for:

- Giving alternative provision providers details of a pupil'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 Administrator/attendance officer is responsible for:

- Monitoring the attendance of pupils 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.

3. Benefits

One size does not fit all. We tailor our universal offer so that it fits the needs of most, but pupils 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.

4. 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, academies, and pupil referral units in England

This policy operates in conjunction with the following policies:

- Behaviour 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

5. Off-site alternative provision

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

Our academies 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 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 pupils, where there is a need
- To meet the needs of pupils 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 between the commissioner and the host setting

- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
- To meet the EHCP obligations
- To provide a greater degree of flexibility in what and how they learn, increasing a pupil's motivation
- To give pupils a level of independence and encouragement to take responsibility for themselves

Ensuring high quality alternative provision

Alternative provision will differ from pupil-to-pupil, dependent on their needs. However, the providers commissioned by the academy 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 pupils' 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 academy and deliver appropriate accreditation and qualifications.
- Improve pupil motivation, self-confidence, attendance, and engagement with education.
- Report attendance as agreed in a timely fashion – daily (or on those days when the pupil is timetabled to attend).
- Report breaches of Health and Safety urgently to the commissioning academy.
- Report Safeguarding concerns to the academy DSL/DDSL.
- Be in line with academy expectations including those related to Safeguarding, Behaviour Policy, E Safety and GDPR (General Data Protection Regulations)
- Provide clearly defined objectives to the academy and pupil.
- Communicate clearly to the commissioning academy.

The provider must:

- Complete an agreed contract.
- 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.
- Referrals include a completed, agreed referral form, medical information, contact sheet, EHCP targets and Personal Support Plan/Risk Assessment.
- Senior and/or Middle Leaders conduct Quality Assurance visits 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 child risk assessed for the potential opportunity for them to re-enter mainstream education back at the commissioning academy.
- Other visits are arranged as required. For example, for those pupils with an Education Health Care Plan a visit and assessment must take place monthly.
- 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.

6. Communication with providers

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

The Gateway must maintain ongoing contact with the provider and the pupil to exchange relevant information, monitor progress and provide pastoral support.

All relevant information shared between the Gateway, 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 pupil of the academy with the Designated Safeguarding Lead or another DSL as soon as possible.

7. Monitoring academic progress, behaviour, and welfare

Upon placement with offsite alternative provision, the Gateway will provide the provider with the pupil's expected academic outcomes – this may also be included on the Placement Request Form.

Whilst a pupil is placed in alternative provision, the academy will monitor their progress, behaviour, and welfare. Providers are required to complete a termly report on the pupil's behaviour, effort, skills, and teamwork, as part of the school's monitoring process.

SLT must plan for staff to visit pupils placed in alternative provision as agreed. They use the quality assurance proforma - appendix 1.

If a serious behaviour incident occurs whilst a pupil 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 and in exceptional cases a Suspension or Permanent Exclusion may be issued.

Pupils who are not making satisfactory progress at their placement will be invited to a formal review meeting with parents/carers. If a pupil's progress does not improve following two formal review meetings, the Gateway may end the placement.

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

8. Monitoring attendance

The Gateway recognises that, for alternative provision to benefit pupils, they must attend the provision. Therefore, the Gateway continues to monitor the attendance of all pupils in alternative provision.

- Providers are required to contact the school daily whenever a pupil is in attendance and / or is absent when expected at the provision.
- The Gateway must formally monitor the attendance of pupils placed in alternative provision and update attendance records daily.