Alternative Provision Policy

Contents

	Page
Rationale	2
Purpose of the Policy	2
Objectives of this Policy	2
What are the advantages of the Alternative Provision?	3
Behaviour	4
Process	4
Staff responsibilities	5
Power of academies to direct a student off-site for education to improve behaviour	5
Monitoring, Evaluation and Review	6

Rationale

The purpose of this policy is:

- To set out the rationale for securing a personalised curriculum for students at KS3 and KS4;
- To ensure that alternative provision is offered to suitable students 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 students 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 and also to improve behaviour.

Important acknowledgements underpinning this policy are:

- That the academy recognises the need to personalise the curriculum for some students
- Some students at KS3 and KS4 need medical support which must be a specialist provided, such as Leo Kelly Hospital School;
- That a minority of students at KS3 struggle to meet the academic and social demands of mainstream education expectations;
- That a minority of students at KS4 struggle to meet the academic demands of their core GCSE subjects or the social demands and mainstream education expectations;
- These students may be damaged by their experiences in subject areas that they cannot access, or may negatively impact on the learning of their peers;
- These students need additional provision to enhance their experiences and qualifications at the end of KS3 and KS4;
- These students need to develop skills and experience of the world of work to reduce the chances of them being NEET post-16.

Objectives of this Policy

The principal objectives of this policy are:

- To ensure that alternative provision is offered to suitable students in a consistent way;
- To provide guidance on the identification of students 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 ALT and managed effectively;
- To guide and support staff with the monitoring and support of alternative curriculum provision;

These are the main reasons for choosing Alternative Provision:
- Students' 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;

- The student has had one or more fixed term exclusion and is considered to be at risk of permanent exclusion from academy. Alternative Provision is a strategy to avoid permanent exclusion for students and to encourage inclusion in education;
- The student has not been attending academy regularly for whatever reason, and is therefore unlikely to achieve GCSEs. Alternative Provision offers a different setting with a broader choice of subjects for students which may encourage attendance;
- The academy may feel that respite is needed from the main academy so that a student may adapt/change negative behaviours so that re-integration to the main academy is successful and the risk of permanent exclusion is reduced.

What are the advantages of the Alternative Provision?

- Students can access a variety of educational options, including core GCSEs, vocational training & qualifications, and practical skills that lead to jobs.
- Students are given a great degree of flexibility in what and how they learn.
- Students are given some independence and are encouraged to take responsibility for themselves.
- Students who are doing what they enjoy often find they are more motivated to attend class and achieve good results in their chosen subject area. Doing well promotes higher self-esteem.
- Students who are referred to provision outside the academy remain on roll with the academy and the academy funds their place in alternative provision. The academy remains ultimately responsible for the student and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the students' education.

We use a range of providers for Alternative Education. These providers include:

- Harpurhey Alternative Provision Schools (HAPS)
- Manchester School Pupil referral Unit (PRU)
- The Lighthouse Group
- Route 53

In addition, where students are unable to access one of the settings and are confined to home (accident, temporary illness, bail orders etc.) the academy uses approved on-line learning packages which are recognised alternative providers such as NISAI Learning or Ed Lounge/Ed Class, both of which are accredited providers that provide supervised learning for students. Where students are registered with one of these on-line providers, either NISAI or Ed Class provide the supervisory role with their teaching staff providing on-line monitoring, guidance and tuition. Where one of these on-lineproviders is used, academy staff and/or staff from the provider will have undertaken a visit to assess the suitability and safeguarding arrangements for that student.

Courses at Alternative Provision will always provide basic skills in Maths and English. Other courses range from trade subjects (mechanics, constructions, hairdressing, etc.) to specialist areas (ESOL, business, catering, childcare, fashion, music, drama, art) to GCSE of key skills classes (social skills, sexual health, self-esteem). On-line courses may also include some behaviour repair units of work.

The qualifications they receive are nationally recognised and enable progression to further education.

We always aim to ensure that students continue to receive appropriate and challenging English and Maths teaching.

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

- Students referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what the academy can provide.
- If an alternative placement breaks down the situation will be discussed and meeting convened and if it is unable to be resolved the students will be expected to return to the academy.
- Service Level Agreements are in place for all provision.
- Once committed to off-site alternative provision, students must attend and failure to do so should carry the same consequences as non-attendance at the academy.
- The academy 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 kept by the academy.
- 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 DSL at the academy and that all alternative providers adhere to the safeguarding policy held by the academy.
- The academy works closely with other mainstream secondary schools to provide managed move places. There will be some students for whom a managed move is more suitable – and this may be attempted, with parents' consent, prior to other off-site/alternative provision.

Behaviour

Students attending an alternative provision will be expected to adhere to a code of conduct as outlined by the individual provider. Students are expected to represent the academy positively through their behaviour and attitude and any breach of the Academy Behaviour Policy or provider's code of conduct could result in termination of the placement.

Process

- The academy will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the academy will clearly explain to families the reasons why the alternative provision is being offered. If the provision is being offered as an alternative to permanent exclusion this must be clear to parents to that they are able to make an informed decision. If parents refuse to accept the offer of alternative provision as an appropriate alternative to permanent exclusion, the Principal of the school would need to decide whether to proceed with the original exclusion.
- Students must attend the off-site alternative provision as required and parents/carers must support this.
- Alternative learning providers will contact the academy whenever the student is absent and also make contact with parents and try and resolve the issue ensure regular attendance is achieved and if unsuccessful contact the academy attendance team for support and advice. If necessary this should then be referred to their agencies as appropriate.
- The academy will formally monitor attendance and update records and maintain contact with the alternative learning provide on a weekly basis.
- If the placement does not appear to be working or if the student is not attending - a formal meeting should be held involving the academy, parent/carer, student and any other appropriate person.

The meeting will reinforce the expectations of the original agreement while seeking feasible alternatives.

- If a student is permanently excluded from an alternative provision placement, a meeting will be convened between the named mainstream school, alternative provider and the family to discuss either a return to the student's named school or to identify a further alternative provider. If these are not viable, and the student's behaviour warrants, a permanent exclusion from the academy may be issued.

Staff responsibilities

The academy utilises the skills and experience of an off-site manager with the following responsibilities:

- Identify students for whom an alternative provision may be appropriate;
- Source appropriate alternative providers in line with student interests and skills;
- Meet regularly with alternative providers, students and families to review progress;
- Monitor attendance, behaviour and progress of students in alternative provision;
- The use of alternative provision is overseen by the Vice Principal for pastoral care;
- Any agreement around alternative provision for a student must be regularly reviewed. Timescales and responsibilities for reviewing the agreement must be clear to professionals, parents and the student and occur every term;
- Impact/success will be measured against the targets the students are set in a meeting once per term. Examples of these could include attendance, behaviour and qualifications.

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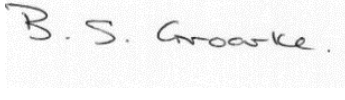
Governing bodies of maintained academies have the power to direct a student off-site for education to improve his or her behaviour. (Education Act 2002) The Secretary of State has made regulations, as is required by the related primary legislation, concerning academies' use of power.

Under the current regulations, parents 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 student will be required to attend the placement;
- The date and time the placement will start;
- The address the student 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.

Monitoring, Evaluation and Review

The academy will regularly review the use of alternative provision to ensure that individual programmes are demonstrating value for money against student progress and outcomes.

Adopted by the Co-operative Academy on	**12 December 2017**
Chair of Governors	B. S. Groarke.
Principal	
Review date	**November 2018**