



Curiosity | Care | Courage | Creativity

## King Edward VI CEVC School

# Alternative Provision Policy

January 2025

*Our Vision: To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.*

<b>Version Number:</b>	Version 3
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<b>Reviewed by:</b>	Linked Governor: Jane Tyers & Curriculum & Standards Committee
<b>Date reviewed:</b>	n/a
<b>Approval by:</b>	Full Governing Body
<b>Date approved:</b>	January 2025
<b>Review Cycle:</b>	1 year
<b>Date of next Review:</b>	January 2026

<b>CONTENTS .....</b>	<b>Error! Bookmark not defined.</b>
<b>1. Purpose and Aims .....</b>	<b>2</b>
<b>2. School values and vision .....</b>	<b>2</b>
<b>3. How alternative provision is planned and delivered .....</b>	<b>2</b>
<b>4. Reasons why we might offer Alternative Provision.....</b>	<b>3</b>
<b>5. Roles and responsibilities.....</b>	<b>3</b>
<b>6. Referral Process .....</b>	<b>5</b>
<b>7. Attendance and Safeguarding .....</b>	<b>5</b>
<b>8. Monitoring Academic Progress, Behaviour and Pastoral Welfare .....</b>	<b>6</b>
<b>9. Respite Provision for Dual Registered Students/Directed Placements (previously known as Managed Moves) .....</b>	<b>6</b>
<b>10. Transition to Post-16.....</b>	<b>7</b>
<b>11. Monitoring arrangements for this policy .....</b>	<b>7</b>
<b>12. Links with other policies.....</b>	<b>7</b>
<b>13. Legislation and guidance.....</b>	<b>7</b>

## **1. Purpose and Aims**

Alternative provision is an educational provision for students who are unable to access full-time mainstream education, or who are unsuited to the mainstream provision on offer.

King Edward VI School recognises that there is a need to ensure that our universal curriculum offer is inclusive and accessible, providing all students with the opportunity to succeed. However, we recognise that for some students something alternative might be needed

The ambition is always to support the student towards successfully engaging with a full-time mainstream education.

We believe that every child deserves an education that enables them to fulfil their potential, whatever their background or needs. Alternative Provision (AP) plays a critical role in making this happen. It provides support to children at challenging moments in their lives and each placement has the potential to transform a child's life chances.

Many young people accessing alternative provision make up some of the most vulnerable children in our society and are affected by a number of wider issues, which impact on their ability and willingness to engage in learning.

The purpose of alternative provision is to re-engage students in their education. Alternative Provision should provide opportunities for appropriate achievement and accreditation across the broad range of curriculum content and activities and prepare young people for future careers.

## **2. School values and vision**

Everything we do to support students requiring Alternative Provision should be driven by our core values of Care, Curiosity, Courage and Creativity. The school recognises that alternative provision can provide an important part of a child's flourishing.

## **3. How alternative provision is planned and delivered**

Alternative provision should:

- Be tailored to the individual child.
- Fit appropriately with, and support a student's education attainment.
- Adequately reflect the learning capacity and capabilities of the student.
- Incorporate a student's interests.
- Take parental/carer views into account.
- Meet the specifically identified personal and social and needs of the student.
- Improve student motivation and self-confidence, attendance and engagement with education.
- Support the student with careers advice and guidance, providing 2 opportunities for access across each key stage.
- Help students develop their social and life skills.
- Address behaviour and communication issues.
- Prepare the student for independent life and living.
- Be coherently planned and sequenced curriculum which prepares students for their next steps in employment, education or training.

- Deliver the qualifications outlined in the 'Qualifications' section of this document (where appropriate).
- Enable students to achieve nationally accredited qualifications which are competitive and recognised. Curriculum to be devised and linked to the National Curriculum/Core subjects and be succinct and skills focused allowing progression onto examination routes.
- Provide feedback to students in line with the King Edwards Marking policy.
- Include PSHE.

#### **4. Reasons why we might offer Alternative Provision**

Removing a student from partial or full-time access to our universal curriculum offer will always be as a last resort. It will always be done in the best interests of the child. Students will be referred to Alternative Provision on the basis that this provision is more appropriate for them than what can be provided in school. Some reasons might be:

- The student's strengths are not being developed through the academic curriculum provided in school. Alternative provision recognises that students have different strengths and weaknesses and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students.
- The student has had one or more suspensions and their behaviour in school is affecting their progress and personal development. Alternative provision is seen as a desirable alternative to triggering further suspensions for students and to facilitate their continued inclusion in education.
- The student is at high risk of permanent exclusion and alternative provision might avoid this outcome
- The student might not be able to access their education due to health reasons (including physical and mental health).
- The student has not been attending school regularly, and needs an alternative to re-engage them in learning.
- Alternative provision offers a different setting with a broader choice of options for students which may encourage attendance. Alternative provision may provide a greater opportunity for a student to progress to a suitable post-16 pathway.

#### **5. Roles and responsibilities**

##### **The Governing Body will:**

Ensure that there is effective governance and oversight of the school's commissioning of Alternative Provision. The nominated governor is named on the front of this policy.

The nominated governor will monitor and review the school's use of unregulated AP via the Headteacher's termly report to governors.

##### **The Headteacher will:**

Take overall responsibility for the school's use of alternative provision.

Report to governors on the effectiveness of the implementation of the Alternative Provision Policy

**Deputy Headteacher i/c Inclusion will:**

- Report to the Headteacher and senior leadership team about the details of which students are receiving AP and its impact.
- To ensure all school paperwork is fully completed prior to any AP commencing with a student and that the relevant AP quality assurance checks have been successfully completed and risk assessments made for that student.
- To undertake, support and train staff in home visits.
- To liaise with DSL, Heads of Keystage, SENDCo, Heads of Year and Subject Leaders to ensure that students are accessing an appropriate curriculum. All students should have the opportunity to sit formal external examinations.
- To plan and support the resourcing of appropriate curricula.
- To liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each student daily. Daily attendance monitoring will be delegated to the Alternative Provision Co-Ordinator and the AP Administrator, following clear monitoring and reporting systems set up by the school and agreed by the AP provider in the Service Level Agreement (SLA).
- undertake monitoring and quality assurance processes for all aspects of alternative provision.
- With Heads of Keystage and Heads of Year, be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With the AP Administrator and Heads of Year, maintain accurate records and evaluations of students' progress with regards to attendance, behaviour, academic progress and students' emotional well-being.
- To implement appropriate alterations to the provision of a student where progress is not seen.
- To accurately inform professionals where multiple agencies are involved with a student and their family.
- To co-ordinate with SENDCo and Year Teams regarding students' plan, evaluate and quality assure Assess, Plan, Do Review cycles, to ensure the appropriate provision and support is sought.
- To support the application of EHCP when appropriate.

**Alternative Provision Co-Ordinator will:**

- Liaise with all school staff and stakeholders to ensure that the appropriate measures are in place to support students who are being educated in an alternative setting.
- Arrange periodic visits to the alternative provision sites to review the progress of the relevant students, as requested by the Senior Leadership Team.
- Decide, in collaboration with the DHT, on the appropriate course of action, if informed of any serious behavioural incidents by an alternative provider.
- Monitor attendance of students referred to alternative providers and update records on a daily basis.

**Attendance Officer will:**

- Monitor attendance of students referred to alternative providers on a weekly basis.
- Provide attendance updates to Heads of Year and SLT links on a weekly and half termly basis.

**Examinations officer will:**

- Provide relevant student data to help facilitate the transition from school to the alternative provider.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.

**Special Educational Needs Coordinator (SENCO) will:**

- Share student passports and any relevant documentation with the alternative provider to cater for the Special Educational Needs of students.

**The School Business Manager will:**

- Handle the payment process in relation to alternative provision as authorised by the Headteacher or Deputy Headteacher or SENDCo.

**The Year Team will ensure:**

- A risk assessment of a student will be undertaken by the team prior to a placement, and any necessary information on external factors will be shared with the alternative provider as appropriate.
- Any information must be provided and managed in accordance with data protection and GDPR principles.

## 6. Referral Process

The King Edward VI School will identify those students who require placements. Parents / carers will be fully involved in the process and any decisions taken.

The specific details/requirements of a student will be shared with the provider via email (student referral form) prior to a placement commencing.

This information (the referral form) will include details on:

- Basic personal details.
- Emergency contact details.
- Academic attainment including strengths, weaknesses, subject interests.
- Aspirations of the student.
- Behaviour and attendance and social needs.
- Special Educational Needs.
- Barriers to learning.
- Risk assessment information.
- Learning plans /pupil passport.
- Safeguarding risks.

## 7. Attendance and Safeguarding

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.

Attendance at off-site alternative provision will be monitored closely.

Alternative providers will contact the school to report attendance on a daily basis and will make first day attendance calls.

The school will contact parents and try and resolve the issue to ensure regular attendance is achieved.

The school will formally monitor attendance and update records and maintain contact with the alternative provider.

The school will work in conjunction with the Local Authority to monitor safeguarding training of alternative provision staff via the Local Authority Directory of Alternative Provision minimum standards.

There is an expectation that any safeguarding concerns are communicated via MyConcern and raised with a Designated Safeguarding Lead within King Edward VI School. All alternative providers must adhere to the Child Protection and Safeguarding Policies held by the school.

## **8. Monitoring Academic Progress, Behaviour and Pastoral Welfare**

The student's attainment data will be communicated to the alternative provider on commencement of placement. A daily and termly feedback report will be completed by the alternative provider as part of the monitoring process. The student will be visited on a regular basis by an appropriate member of staff to discuss progress. The school, where appropriate, will provide academic support with Alternative Provisions to ensure an appropriate level of education for students. The student's own views on the placement will be considered as part of the monitoring process. The provider will be expected to contact the school, to inform them of any serious behavioural incidents.

Students who are making less than satisfactory progress may be subject to a meeting involving the school, the student, parents/carers and the provider if appropriate. In extreme circumstances, or following unsatisfactory review meetings, the placement may be ended.

## **9. Respite Provision for Dual Registered Students/Directed Placements (previously known as Managed Moves)**

As part of the In Year Fair Access (IYFAP) agreement between the Local Authority and schools in Suffolk, King Edward VI School offers respite placements from time to time, known as Directed Placements. These placements must be agreed between Headteachers/Principals (or their delegated member of staff attending IYFAP) and will be facilitated and supported by Suffolk Local Authority, Education Access panel.

- Students will undergo a normal, full admissions process; completing all relevant admissions paperwork. Parents/carers and guardians must be in attendance in the admission meeting.
- Administration staff in admissions, attendance, examinations and data teams will all be informed of the starting date and status of the named student and the expected review date/s.
- The named student will be added to an appropriate tutor group and added to the External AP student attendance register. They are coded as Dual registered (D Code – subsidiary school if we are receiving a student; D Code – Main, if our student is on a Directed Placement).

- Dates for formalised, regular reviews will be agreed at the admissions meeting. King Edward VI School will provide a daily update for the first two weeks of such provision to the other school: the Main Dual registered school.
- During the six-week process, there will be a three-week review and a final meeting at the end of the six weeks with SLT link, Head of Year and Deputy Headteacher to agree if the student has/has not met the school's requirements in order to join the school permanently on roll, extend the directed placement period or terminate the agreement and return the student to their own school.
- The school at which the student is on Main roll will provide all suitable information to safeguard and provide for the student. These include child protection files (a copy of), pastoral support planning and recent/relevant multi-agency records. Where information is not provided, this will be referred to the Headteacher(s). Where records are not detailed or passed on in a timely manner, a placement may be terminated.
- A copy of the documentation will be kept with the AP team for both receiving and sending students.

## 10. Transition to Post-16

Alternative Providers will co-operate with King Edwards and individual students in developing plans for future activity including developing career plans. All students will be allocated a Suffolk Local Authority Youth worker to support Post-16 pathways.

## 11. Monitoring arrangements for this policy

The Deputy Headteacher will update the Alternative Curriculum Policy, at least annually. This document will be reviewed by the Curriculum and Standards Committee at least annually. This document will be approved by the Curriculum and Standards Committee and recommended to the Governing Body.

## 12. Links with other policies

This document links to the following policies and guidance documents: [Policies - King Edward VI School](#)

Acceptable Use ICT Policy  
 Attendance Policy  
 Behaviour, Support and Rewards Policy  
 Health & Safety Policy  
 Online Safety Policy  
 Positive Relationships Handbook  
 Safeguarding Policy

## 13. Legislation and guidance

This document meets the requirements under the following legislation:

- <https://www.gov.uk/government/publications/alternative-provision>, which introduces the Public Sector Equality Duty and protects people from discrimination.

The provision of off-site alternative education is governed by the following legislation:

- Section 29A of Education Act 2002.
- The Education (Education Provision for Improving behaviour) Regulations 2010.



Main legislation covering the duties and powers relating to these issues:

- 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 (Student Referral Units) (Application of Enactments) (England) 4 Regulations 2007.
- The Education (Student Referral Units) (Management Committees etc.) (England) Regulations 2007.
- The Education (Educational Provision for Improving Behaviour) Regulations 2012.
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010.
- The Student Referral Units (Miscellaneous Amendments) (England) Regulations 2012.
- The Schools Forums (England) Regulations 2012.