Frays Academy Trust
Alternative Provision Policy

Date Ratified: July 2023
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Approval

Signed by Chair of Directors	
Date of Approval/Adoption	July 2023
Date of Review	**July 2025**

Notes on Document

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Once issued, as a minimum this document shall be reviewed every two years or as necessary by the Trust.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

1   Introduction and Aims

At Frays Academy Trust, it is our aim to provide every child with an outstanding education. To achieve this, we ensure that our curriculum is inclusive and accessible, providing children the opportunities to succeed. We recognise that there may occasionally be the need to offer a specialist type of provision, to enhance support either for children who are unable to access full-time mainstream education, or those who may be unsuited to the mainstream provision on offer.

This policy aims to:
- Provide a consistent approach to alternative provision
- Outline the school's approach to referring a pupil
- Define what we consider to be good alternative provision and describe how we will quality assure
- Summarise the roles and responsibilities of different people in the school community with regards to alternative provision
- Ensure children who are attending alternative provision are kept safe

2   Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Education and Inspections Act 2006](#)
- [Education Act 2002](#)
- Department for Education (DfE) Statutory Guidance, [Alternative Provision](#)
- Department for Education (DfE), [Special Educational Needs and Disability (SEND) Code of Practice](#)
- Department for Education (DfE), Statutory Guidance, [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England](#)
- Department for Education (DfE), Statutory Guidance [Keeping Children Safe in Education](#)
- Department for Education (DfE), Guidance, [Summary of Responsibilities where Mental Health is affecting Attendance](#)'

3   Definition

For the purposes of this policy, and as set out in the Department for Education (DfE) statutory guidance, 'alternative provision' is defined as:

"Education arranged for pupils who, need specialised provision, 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."

4   The Purpose of Alternative Provision

Frays Academy Trust recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not always suitable for everyone. Alternative provision focusses 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 to support pupils' wider development.

A school 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 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 receive 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

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

5 High Quality Alternative Provision

Alternative provision will differ from pupil to pupil dependent on their needs; however, the providers commissioned by the school aim to:
- Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs to help them overcome any barriers to attainment.
- Achieve good academic attainment on par with mainstream schools
- Give pupils a greater degree of flexibility in what and how they learn, which can increase motivation
- Improve pupil motivation, self-confidence, attendance and engagement with education.
- Provide clearly defined objectives to the school and pupil, including the next steps following the placement such as reintegration into mainstream education.

6 Roles and Responsibilities

6.1 The Board of Directors

The Board of Directors is responsible for reviewing and approving the Alternative Provision policy in conjunction with the Executive Headteacher/CEO and will monitor the policy's effectiveness, holding the Headteachers to account for its implementation.

6.2 The Headteacher

In each school, the Headteacher is responsible for:
- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Arranging the appointment of the Alternative Provision Lead.
- Reporting on the effectiveness of the implementation of this policy to the local governing body.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Notifying parents when their child has been directed to alternative provision, as outlined in section 7 of this policy.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider
- Overseeing the reintegration plan, including organising meetings with parents, pupils and alternative providers

6.3 Designated Safeguarding Lead (DSL)

In each school, the DSL is responsible for:

- Ensuring that the alternative education providers used by the school are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety. See Appendix 1 for further guidance.
- 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 school's Child Protection and Safeguarding Policy.
- Undertake an assessment of the need for Early Help
- Liaising with the school attendance lead to monitor the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
- Follow up on attendance concerns, which may include home visits, where necessary

6.4 Alternative Provision Lead

In each school, the Alternative Provision Lead is responsible for:

- Continually assessing the quality and suitability of providers of alternative education.
- Liaising with the relevant members of staff, e.g. the Headteacher, DSL and SENDCO, to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Liaising with the SENDCO to ensure an accurate assessment of needs has been undertaken to ensure the suitability of the placement.
- Ensuring all details of a pupil's SEND are shared with the alternative provider, where appropriate, so their placement can be catered to them.
- Undertaking visits to the alternative provision sites, as requested by the Headteacher, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the Headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.
- Meeting regularly with parents to review outcomes and share successes/concerns
- Liaising with the school attendance lead to monitor the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
- Providing attendance updates to the Headteacher/DSL on a weekly basis.

7 Referral Process

The school will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision. Once the school has taken the decision to direct a pupil to alternative provision, the pupil and their parents will be called for a meeting with the Headteacher and Alternative Provision Lead. If the pupil has an Education and Health Care Plan (EHC), the Local Authority will also be consulted.

- At the initial meeting, the alternative provision lead will clearly explain to the pupil and their parents the reasons for directing the pupil to alternative provision.
- An agreement will be made between the school 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.
- Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting.
- Expected outcomes/targets will be set so as all parties can understand if the placement has been successful
- Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

- 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 school, as outlined in the school Attendance Policy.
- Where parents refuse to accept the offer of alternative provision, this will be documented
- The initial meeting will be documented and if a referral is agreed the Headteacher will formally write to parents. The notification letter will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision. 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 of the Alternative Provision and the name of the person responsible for the provision.

8   Communication with providers and data protection

The objectives of 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. The school will maintain ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and provide pastoral support. All relevant information shared between the school, provider and other parties will be communicated 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 will be made aware that they should raise any safeguarding concerns regarding a pupil of the school with the DSL.

9   Monitoring Progress, Behaviour and Welfare

Whilst a pupil is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare. We want to ensure all pupils are happy, safe and making good progress.

- Providers are required to complete a termly report on the pupil's academic progress, behaviour and welfare, as part of the school's monitoring process.
- The Alternative Provision Lead will facilitate regular (at least termly) reviews with parents to discuss progress and evaluate the ongoing need for the placement.
- The alternative provision lead, or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals. These visits should quality assure the placement.
- The alternative provision lead, or another suitable member of staff, will complete regular "check-ins" with the child to ensure they feel happy about the placement. Any concerns should be fed back to parents and the Alternative Provision during review meetings.
- If a serious behaviour incident occurs whilst a pupil is in alternative provision, the provider will contact the school.
- 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, their parents and the provider.
- If a pupil's progress does not improve following three formal review meetings, the school may end the placement.

If at any time there are safeguarding concerns raised around the suitability of the placement, or concerning the safety of the child, the placement may be terminated with immediate effect.

10 Reintegration

Where it is considered that a child has met the expected outcomes and it is decided that it would be appropriate to return to mainstream education, the school, parents and the alternative provision setting will work together to develop a reintegration plan.

- The Headteacher will arrange a meeting with the alternative provision setting to develop the reintegration plan.
- 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.
- The Headteacher will also speak to the pupil to assess their views on the success of the placement.
- 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.
- Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.

11 Monitoring arrangements

This policy will be reviewed by the Board of Directors every two years.

12 Links with other policies

This Alternative Provision policy is linked to the following policies:

- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Data Protection Policy
- Special Educational Needs Policy and SEND information report
- Suspension and Permanent Exclusions policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1 – Safeguarding Monitoring and Quality Assurance of Alternative Provision

Checklist of factors which schools should consider when deciding that an alternative provision is of a suitable quality and that appropriate and robust monitoring arrangements are in place.

Safeguarding

	Yes	No	Comment
Is a recent **'Good' or 'Outstanding' Ofsted Report** available where applicable?			

	Yes	No	Comment
Complete the following checks prior to placement:			
Staff and Volunteer Record – Single central record of qualifications, recruitment and vetting checks			
Insurance Certificates (see details below)			
Core Risk Assessments			
Admissions Policy and Procedures and register			
Attendance Policy and Procedures and register			
Health and Safety Policy			
Educational Visits and Outings Policy and Procedures			
Code of Conduct and Behaviour Policy (to include anti-bullying policies)			
Data Protection Policy and Procedures			
Data Processing Agreement			
Equality information and objectives (public sector equality duty) statement for publication			
Child Protection Policy and Procedures			
Statement of procedures for dealing with allegations of abuse against staff			
Sex and Relationships Education Policy			
Complaints Procedure Statement			
Other – specify			

Insurance (see notes below)

	Yes	No	Comment
Public Liability insurance			
Employer's Liability insurance			
Professional Negligence insurance			
Motor Vehicle Insurance			
Subcontractor Liability			

Quality of provision (assessed through a site visit)

	Yes	No	Comment
The commissioned place meets the educational and SEMH needs of each pupil			
The premises are fit for purpose			
Health and safety arrangements are of an appropriate standard			
Teaching and learning is of a high standard			

	Yes	No	Comment
Suitable resources and teaching materials are available			
Behaviour management is strong			
Attendance recording and reporting are robust			
Tracking and reporting on progress is robust			
Suitable accreditation and other outcomes are on offer			

Supporting documentation in place

	Yes	No	Comment
Service Level Agreement			
Education plan for each pupil or group of pupils			
Protocol for monitoring pupil progress and outcomes and quality of provision			
Review calendar for monitoring pupil progress and outcomes and quality of provision			
Formal agreement from the parent(s) for the arrangement			
Effective communication protocol			
Other – specify			

Additional Information - Recommended Levels of Insurance Cover

- Public Liability insurance for a minimum of five million pound sterling (£5,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year
- Employer's Liability insurance for a minimum of ten million pound sterling (£10,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;
- Professional Negligence insurance for a minimum of two million pound sterling (£2,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;
- The Service Provider and its Personnel shall have in place motor vehicle insurance commensurate with the potential liabilities of the Service Provider relating to the operation of vehicles used for the transport of Service User/s and their visitors
- Subcontractor Liability – the Service Provider shall ensure that the same levels of insurance are maintained for any sub-contracted Services;

The onus is on the Service Provider to ensure that its insurance policies are always adequate to cover eventualities pertaining to its business, but the school also holds a responsibility to pupils placed there.