

INVICTUS

Education Trust

**ALTERNATIVE PROVISION
POLICY**

Approved by Board of Trustees
2nd December 2019

To be reviewed by Board of Trustees
December 2022

Contents	Page
1. Rationale	3
2. Purpose of Policy	3
3. Objectives of this Policy	3
4. Student Behaviour	5
5. Process	5
6. Staff Responsibilities	6
7. Power of Trusts/Schools	6
8. Monitoring of Alternative Provision	6
9. Review of Policy	6

1. 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.

2. 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 Trust recognises the need to personalise the curriculum for some students
- Some students at KS3 and KS4 need medical support which must be a specialist provision;
- 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.

3. 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 CEO/Headteacher 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 school. Alternative Provision is a strategy to avoid permanent exclusion for students and to encourage inclusion in education;
- The student has not been attending school 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 school may feel that respite is needed from the main school so that a student may adapt/change negative behaviours so that re-integration to the main school or another school in the Trust 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 Trust remain on roll with the Trust and the Trust funds their place in alternative provision. The Trust remains ultimately responsible for the student and the offer of alternative provision shows a commitment by the Trust to an inclusive approach to the students' education.

Alternative provision may simply mean moving the student to another school within the Trust, which allows the child to have a fresh start. Or it may be the use of a wide range of providers for Alternative Education.

In addition, where students are unable to access one of the settings and are confined to home (accident, temporary illness, bail orders etc.) the Trust uses approved on-line learning packages which are recognised alternative providers that provide supervised learning for students. Where students are registered with one of these on-line providers they provide the supervisory role with their teaching staff providing on-line monitoring, guidance and tuition. Where one of these online providers is used, Trust 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 etc.) 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 Trust 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 one of the schools in the Trust.
- 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 Trust.
- The school 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 school.
- 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 school and that all alternative providers adhere to the safeguarding policy held by the school.
- The Trust works closely with other 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.

4. 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 school positively through their behaviour and attitude and any breach of the School's Behaviour Policy or provider's code of conduct could result in termination of the placement.

5. Process

- The Trust/School will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the Trust/School 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 so that they are able to make an informed decision.
- Students must attend the off-site alternative provision as required and parents/carers must support this.
- Alternative learning providers will contact the school 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 school attendance team for support and advice. If necessary this should then be referred to their agencies as appropriate.
- The school 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 school, 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 another school within the trust, or to identify a further alternative provider. If these alternatives are not viable, then the student will be permanently excluded.

6. Staff responsibilities

The Trust utilises the skills and experience of school staff 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 Headteacher/Designated SLT 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.

7. Power of Trusts/Schools to direct a student off-site for education to improve behaviour

Under the general powers provided to the Academy Trust under its Articles of Association, the Academy Trust has the power to direct a student off-site for education to improve his or her behaviour. This power of direction is delegated to the CEO of the Trust and the Headteachers of individual schools within the Trust to operate on behalf of the Academy Trust.

In order to provide clarity around the direction, parents will be notified in writing of any requirement that their child attend off-site provision. The notice must be sent as soon as practical and no later than two days before the offsite 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.

Notices will be provided at the end of the initial period of placement and where any placement is extended. Where extension of the alternative provision is required, the notice will contain all the information set out above. Any failure to attend the alternative provision will be considered an attendance issue and dealt with accordingly.

8. Monitoring, Evaluation and Review

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

9. Review of Policy

This policy is reviewed every 3 years by the Trust. We will monitor the application and outcomes of this policy to ensure it is working effectively.