

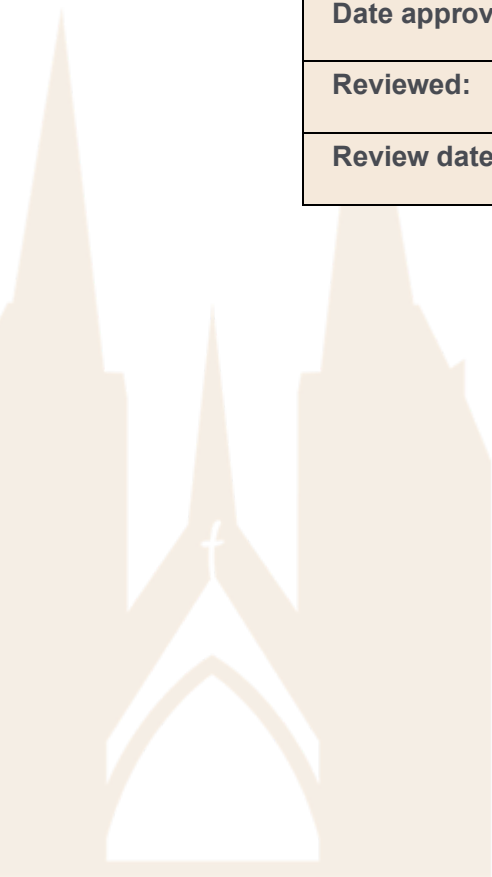


Three
Spires
TRUST

'Life in all its fullness'

Alternative Provision Procedure

Owner	Assistant Director of Safeguarding
Date approved	September 2024
Reviewed:	January 2025
Review date	September 2026



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Statement of intent

At Three Spires Trust, we are committed to ensuring our academy communities operate as safe learning communities and that excellent behaviour is the aim for all children and young people in order that learning may be prioritised at all times.

Alternative provision (AP) is educational provision for children and young people who are unable to access mainstream education for a number of different reasons, or who are not suited to the provision on offer in their “home academy”.

As per the DfE Alternative Provision (2013) guidance, alternative provision is defined as ‘education arranged by local authorities for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a fixed period suspension; and students being directed by schools to off-site provision to improve their behaviour.’

Three Spires Trust recognises that there is a need to ensure that the curriculum on offer in our academies is inclusive and accessible to all, providing opportunities for all children and young people to succeed. We recognise that the need to offer provision that allows some children and young people to realise their potential outside that which is accessible in their “home academy”. To facilitate this learning pathway, Three Spires Trust works with different local providers to help children and young people to access a more bespoke curriculum offer as and when needed.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- (DfE) 'Behaviour in Schools'
- (DfE) 'School suspensions and permanent exclusions guidance'
- (DfE) 'Keeping Children Safe in Education'
- (DfE) 'Alternative Provision', 2013
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations, 2007
- DfE and ACPO drug advice for schools, 2012
- Equality Act, 2010
- (DfE) Special Educational Needs Code of Practice, 2015

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- Attendance Policy
- Charges and Remissions Policy

Objectives of this Policy

The objectives of this policy are:

- To outline the reasons why children and young people might be offered alternative provision
- To ensure that alternative provision is offered to children and young people at the right time and in a consistent way
- To provide guidance on the referral process and the suitability of alternative providers
- To ensure that there are suitable procedures in place relating to attendance and the safeguarding of students when under the care of alternative providers
- To outline the arrangements in place for keeping in touch with students to monitor academic progress, behaviour and pastoral welfare
- To guide and support staff with the monitoring and support of alternative provision

Roles and responsibilities

The Trust Board is responsible for:

- Ensuring that the local governing bodies are monitoring the implementation of the Alternative Provision policy.
- Ensuring that the policy and associated procedures comply with all safeguarding requirements.

The local governing body is responsible for:

- Monitoring the implementation of the Alternative Provision policy and review it on a regular basis.
- Ensuring that the Alternative Provision provider is suitable

The Director of Safeguarding and SEND/Assistant Director of Safeguarding are responsible for:

- Quality assuring the decision to commission a particular provider to provide alternative provision for a child or young person.
- Ensuring that there is a robust due diligence process in place for academies to follow
- Reviewing this policy and success of its implementation, in line with changes to statutory guidance

The Principal is responsible for:

- Taking responsibility for the academy's use of alternative provision for certain children and young people.
- Report to the Local Governing Body on the effectiveness of the implementation of the Alternative Provision policy.

The Senior Leadership Team is responsible for:

- Understanding and complying with the guidelines within the Alternative Provision policy and other related documents.
- Arranging for a named member of staff to attend meetings relating to referrals and conducting regular progress visits to all alternative providers.
- Continually assessing the quality and suitability of alternative providers, including the curriculum offer.
- Ensuring that there is a maintained relationship with the child or young person/half termly visits

The SENCo is responsible for:

- Liaising with the DSL, attendance administrator, and other relevant staff to ensure that the appropriate measures are in place to support children and young people who are being educated in an alternative setting.
- Deciding, with the Senior Leadership Team (and, if appropriate, the Principal), on the appropriate course of action if informed of any serious behavioural incidents by an alternative provider.
- Providing details of the provision mapping and other relevant information to the alternative provider in order that they may cater for the child or young person's special educational needs and / or disability.

The DSL is responsible for:

- Ensuring that the alternative provider has the appropriate registration, is approved and has the relevant policies in place to cover safeguarding, child protection and health & safety.
- Ensuring that all alternative providers hold a copy of the Three Spires Trust Child Protection and Safeguarding Policy.

- Arranging for the appropriate intervention when a child or young person's attendance falls below the academy-set target.

The Attendance Administrator is responsible for:

- Monitoring the attendance of children and young people who attend alternative providers and updating records on a daily basis, no later than 10:30am.
- Providing attendance updates to the relevant teams associated with the child or young person's educational provision.

The examinations and / or data manager (where applicable) is responsible for:

- Providing relevant data to help facilitate the transition from school to the alternative provider.
- Coordinating arrangements with the alternative provider for public examination entries and the completion of public examinations.
- Liaising with the relevant teams to ensure the system for tracking student progress is accurately recorded during the scheduled windows for data capture.

The finance department is responsible for:

- Handling the payment process in relation to alternative provision as authorised by the Principal or the person with budget holder responsibility.

Management of alternative provision

Academies who are core members of Three Spires Trust are able to access a variety of alternative provision placements and there should always be a clear rationale in place to ensure that this provision will allow the child or young person to make good academic progress.

The management of the alternative provision placements rests with the Principal of each academy within the trust and they must have oversight all those who are placed in alternative provision. The Principal must ensure that each student who is receiving alternative provision has clearly defined objectives relating to both personal and academic attainment and that progress towards these objectives is clearly agreed and defined. Regular (at least half-termly) appropriate reviews must be held with the alternative provision provider, an appropriate senior member of staff and the child.

When reintegration back into mainstream education is an objective there should be an agreement on how to assess when the student is ready to return and the academy will provide the appropriate level of support to assist the reintegration process. These objectives and plans should be set out in writing and regularly monitored through visits to the provider.

Evidence of any alternative provision placements and visits must be recorded on My Concern, using the open concern for the child or young person attending alternative provision.

All children and young people must receive a full-time education whether in one setting or more unless medical difficulties prevent them from doing so. Any child or young person in part-time alternative provision must have other provision for the remainder of the week. The purpose of this policy is to ensure that any student in alternative provision receives the same

amount of education as they would receive in a mainstream setting. This can be made up of two or more part-time provisions.

The academy has the right to terminate a placement should this be deemed necessary at the time. Decision will be taken in the best interest of the child or young person.

Paperwork and due diligence process

The Director of Safeguarding and SEND or the Assistant Director of Safeguarding must complete a due diligence pre-visit to any new alternative provider. The Three Spires Trust due diligence paperwork will be completed as part of this process. This will be completed annually for each provider, to ensure that the provision continues to comply with Trust safeguarding, curriculum and health and safety related expectations.

The due diligence paperwork will be uploaded to the academy portal, under the alternative provision folder, for all academies to be able to access. The academy should record this paperwork on to the child's My Concern chronology.

As part of the referral process, the academy will set up a meeting involving all relevant parties, including parents and carers. The child or young person's parents / carers will sign the relevant alternative provision documentation. Responsibilities for reviewing the arrangements must be agreed during this initial meeting. Parents / carers and the child or young person will be fully involved in the process and any decisions that are taken.

The Principal must ensure that the 'off site direction' paperwork is completed for any child attending alternative provision, so that there are clear targets set for the placement and there is planned objectives and reviews. Pupil and parent/carer voice is essential to this process.

Once committed to alternative provision, children and young people must attend and parents / carers must support this. Failure to attend will carry the same consequences as non-attendance at the "home academy".

Children and young people who are referred to alternative provision will remain on roll at their 'home academy' and the academy funds their place in alternative provision. The academy remains ultimately responsible for the child or young person, and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the child or young person's education.

Where necessary, the academy will formulate a Service Level Agreement between the academy and the alternative provider.

Each child in alternative provision must receive a half termly review, in the form of a face to face meeting with the 'home academy', alternative provider and parents/carers. This must be recorded using the off-site direction paperwork review document. This review will examine attendance, engagement and progress towards the agreed outcomes of the placement. This must be uploaded on to the child's My Concern chronology.

Safeguarding

All professionals involved in a child or young person's education have a statutory responsibility to safeguard and promote the welfare of children and young people.

As per KCSIE, the 'home academy' remains responsible for the safeguarding of any child or young person who is placed in alternative provision. It is the responsibility of the 'home academy' to ensure that the relevant safeguarding information pertaining to any child or young person is shared with the alternative provider.

There is an expectation on all providers. that any safeguarding concerns are raised with the DSL at the "home academy" and that information will be shared between the two educational settings.

Any safeguarding concerns relating to alternative providers must be reported in line with child protection procedures and must be shared with the Director of Safeguarding and SEND or the Assistant Director of Safeguarding. This may result in the provision no longer being used by the Trust.

Progress and attainment

The alternative providers arrangements for reporting on attainment are discussed during the due diligence process, and on induction with the 'home academy' and child or young person.

All children and young people who are referred to an alternative provider will also have access to a core curriculum (English, maths, science, PSHE, RSE and PE), as well as any alternative or therapeutic curriculum offer.

The child or young person's attainment data will, as appropriate, be communicated to the alternative provider on commencement of placement. A report shall be completed by the alternative provider as part of the monitoring process.

The child or young person's own views will be taken into account as part of the monitoring process. Parents or carers will be invited to review meetings on a regular basis (at least 6 weekly) where representatives from the "home academy" and the alternative provider will share with parents or carers about the child or young person's progress.

Behaviour

The alternative providers behaviour policy is discussed and collected during the due diligence process. This policy must be discussed with the child or young person as part of their induction.

The provider will be expected to contact the "home academy" to inform them of any serious breaches of their behaviour policy.

In the case of a serious incident or following an agreed number of unsatisfactory review meetings, a placement may be ended.

Attendance

The tracking and reporting of attendance at the alternative provision is an essential component in keeping a child or young person safe.

Attendance at off-site alternative provision will be monitored closely and every step must be taken to ensure that accurate attendance data is held in the "home academy". Alternative providers must contact the "home academy" whenever a child or young person is absent

without notice. This is discussed as part of the due diligence process, prior to commissioning a placement.

The “home academy” will formally monitor attendance and update records, maintaining daily contact with the alternative provider’s attendance administrator.

Children and young people whose attendance falls below the academy’s target for attendance will be subject to a number of interventions as set out in the attendance policy.

If an academy has concerns regarding the record keeping of those attending alternative provision, they must contact the Director of Safeguarding and SEND or Assistant Director of Safeguarding.

Special educational needs and / or disabilities

Any child or young person attending an alternative provision placement is deemed to be accessing provision which is ‘additional to or different from’ that of their peers. As such, if the child or young person is not already on the SEN register, they will be added to this and their parents notified accordingly prior to the commencement of any placement.

Unless there is already a plan (child protection, child in need, family help, looked after or early help) in place, the SENCo will offer an early help assessment to the child or young person’s family in accordance with the *SEN Code of Practice*, 2015.

Statutory duties follow suspension or permanent exclusion

In the event of the suspension of a child or young person who is LAC or who has a social worker, the academy has a statutory duty to provide alternative provision from day one. This is in line with the DfE Suspension and permanent exclusion guidance (para. 94).

In this instance and in agreement with both the Local Authority and TST Safeguarding Team, the academy will take every step to satisfy themselves of the safeguarding and health and safety arrangements of that placement, given that this may be in the event of an emergency.

Review

The next scheduled review date for this policy is September 2026.



Safeguarding: Alternative Education Provision

Due Diligence Evidence

The below checklist is to be used for all Alternative Provisions.

The due diligence must be completed before any student starts at the provision.

Provider name	
Date and Time of due diligence visit	
Review completed by	

Address of provider Telephone: Email address	
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Registration details URN number	
Most recent Ofsted report outcome Quality of education outcome (if registered)	

Names of at least two other schools who have used provision	
LAC/EHCP pupils on roll	
Any students attending the provision full time?	

<p>Please provide a brief description of the provision offered including:</p> <ul style="list-style-type: none"> • staffing levels • ratios • arrangements for supervision of pupils 	
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Management

Most senior member of staff	
Person responsible for day-to-day management of the provision	
Induction arrangements to placement	
Curriculum organisation	
Reintegration arrangements	
Careers education provision/further education provision	
Reporting structure for student attainment	

Provision communication with parents	
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Safeguarding

		Is standard met? (Fully/partially/not met)	Comments
1.1	Appropriate access is in place for the site. If at all possible, access to the site is restricted to registered students and the organisation's own staff (Secure entrance, site is secure from intruders, sign in book, sign in procedures)		
1.2	Designated lead for Child Protection (identified in policy, staff are aware)		
1.3	All staff and volunteers have current DBS certificates which are recorded on a central register. (Central SCR, Enhanced DBS, positive disclosures discussed)		
1.4	Safeguarding/child protection policies are in place and are up to date (Includes names and contacts of DSL team, induction procedure for new staff)		
1.5	DSL refresher training is available at 2 yearly intervals for lead members of staff		

	All staff that work with children undertake appropriate safeguarding training in line with KCSIE and then refresher training regularly (Staff training records available)		
1.6	All members of staff know what to do if a disclosure is made and there are recording systems in place (Clear reporting and recording systems)		
1.7	All staff are aware of the advice given regarding lone working (risk assessment has been carried out)		
1.8	Attendance monitoring and absence reporting (Clear procedures in place for reporting attendance to school)		
1.9	Pastoral offer Interventions Extra-curricular offer		

Health and Safety

		Is standard met? (Fully/partially/not met)	Comments
2.1	An up-to-date Health and safety policy is in place		

	<p>Designated person trained to IOSH standard who is held ultimately responsible for health and safety</p> <p>(displayed notices naming designated person, appropriate health and safety notices, legislation is clear)</p>		
2.2	<p>Risk assessments have been carried out to identify significant risks on site</p> <p>(Reviewed regularly, risk control measures addressed)</p>		
2.3	<p>Fire drills take place regularly, at least once a year</p> <p>(extinguishers are tested, fire alarm test certificates, display of fire wardens if applicable, drills are recorded)</p>		
2.4	<p>Public liability insurance policy is current and displayed</p>		
2.5	<p>First aid equipment and facilities are readily available</p> <p>Trained first aiders are listed</p> <p>Organisation is familiar with RIDDOR procedures</p> <p>Recording systems for accidents and first aid (including notification of parents/school)</p>		
2.6	<p>All staff currently trained in safe intervention/restraint</p>		

Policies and procedures in place

Safeguarding policy and procedures		Children who abscond	
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Confidentiality/Data Protection		Smoking, Drugs and Alcohol	
Whistle blowing		Use of volunteers	
Complaints		Supporting Medical Conditions	
Equality and diversity		Safer recruitment	
Attendance		Health, relationship and sex education	
Behaviour Management		Assessment policy	
Physical Intervention		Health and Safety	
Conduct of Staff		Bullying	
Use of exclusion		Online Safety	
Has the Trust received copies of the above?			
Further comments/considerations from visit?			

<p>Completed by:</p> <p>Position:</p> <p>Date:</p>
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Visit completed by:

Position:

Date:

 <p>Three Spires TRUST</p> <p><i>'Life in all its fullness'</i></p> <p>Visit completed by:</p>	
<p>Position:</p>	
<p>Date:</p>	