



## **Alternative Provision Policy**

This policy is complementary to other Academy policies particularly those relating to Behaviour, Attendance and Safeguarding.

### **1. Purpose**

Alternative provision is educational provision for students who are not accessing mainstream education for a variety of reasons at KS3 and KS4 or can be used as an addition to mainstream education where required.

### **2. Objectives**

- To set out the rationale for securing a personalised curriculum for students at KS3 and KS4.
- To ensure that appropriate 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.
- To provide guidance on the identification of students requiring alternative provision.

### **3. Guidelines**

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.

#### **Important acknowledgements underpinning this policy are:**

- That the academy recognises the need to further personalise the curriculum for some students.
- 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.
- 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.

#### **4. Why Alternative provision may be appropriate.**

##### **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 the academy. 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, and is therefore unlikely to achieve GCSEs. Alternative Provision offers a different setting with the possibility of a broader choice of subjects for students which may encourage attendance.

##### **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 lessons 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 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 at QEMS. These providers are either the academy's own Link academy, South Staffs College or the Kettlebrook Short Stay Student Referral Unit where necessary.
- Courses at Alternative Provision will always provide basic skills in Maths and English. The qualifications they receive are nationally recognised and enable progression to further education.

##### **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 QEMS can provide.
- If an alternative placement breaks down the situation will be discussed and a meeting convened and if it is unable to be resolved the students will be expected to return to QEMS.

- 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 QEMS.
- 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 QEMS.
- 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 Assistant Principal and/or the Designated Safeguard Lead at QEMS and that all alternative providers adhere to the safeguarding policy held by the academy.

## **5. Process**

- QEMS 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 reason why the alternative provision is being offered. If parents refuse to accept the offer of alternative provision as an appropriate alternative to education at QEMS this will be documented.
- Students must attend the on-site or off-site alternative provision as required and parents/carers must support this.
- It is the responsibility of QEMS to arrange for a health and safety check of the premises to be undertaken unless it is a local authority education establishment.
- Alternative learning providers will contact QEMS whenever the student is absent and also make contact with parents and try and resolve the issue to 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 other agencies as appropriate.
- QEMS will formally monitor attendance and update records and maintain contact with the alternative learning provider 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.
- QEMS will formally monitor the quality of provision being provided to their students by external providers via – visits (once per term), student/parent voice, outcomes.
- If there are issues or concerns raised as a result of this monitoring the academy must inform the alternative provider immediately and ensure a formal meeting is arranged to address the issues/concerns.

- If the issues/concerns are not addressed following the formal meeting process the academy reserves the right to remove its students from the provision with no financial implication.
- 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 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, qualifications.

**Power of schools to direct a student off-site for education to improve behaviour:**

Governing bodies of maintained schools 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 schools' 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.

**This policy does not stand alone and the academy has many other policies that support the Alternative Provision Policy.**

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- Safeguarding Policy Procedures for Assessing Risk
  - Anti-bullying and Discrimination Policy
  - Safer recruitment policy and procedure
  - Use of Physical Intervention Policy
  - Educational Visits Policy
  - E-safety Policy
  - Health & Safety Policy
  - SEN Policy
  - Drug and Substance Mis-use Policy
  - Behaviour Policy
  - Attendance Policy