



St. Mary's Catholic Academy

MISSION STATEMENT

St. Mary's is a caring faith community based on the teachings of Christ. Our mission is to provide an outstanding whole person education through which all are challenged to grow in wisdom, understanding self-esteem and closeness to God.

"I have come that you may have life and have it to the full" John 10 10

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Alternative Provision Policy September 2023

Vision

Alternative provision is an educational provision for students who are unable to access full-time mainstream education, or who are struggling to succeed with the mainstream provision on offer. QAs an inclusive Catholic Academy, St Mary's ethos recognises that there is a need to ensure that our curriculum is accessible, providing opportunities for all pupils to succeed.

We recognise the need to offer the type of provision that allows some pupils to achieve their potential outside of what is accessible at our Academy. To facilitate this individual learning pathway, the academy works with different local providers to help pupils to reach their potential and succeed in a school-based environment.

"Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too." (Creating opportunity for all, DfE, 2018). Our vision is to support students towards successfully engaging with a full time mainstream education.

Objectives

The objectives of this policy are:

- To identify the key legislation on alternative provision
- To outline the reason why pupils might be offered alternative provision.
- To outline the key responsibilities in this area.
- To clearly define how we assess the suitability of providers
- To outline the referral process
- To outline how we will monitor attendance and safeguarding
- To outline how we will monitor academic progress, behaviour & pastoral welfare
- To set out our alternative provision agreement
- To provide an alternative provision checklist

Key Legislation

Main legislation covering the duties and powers relating to alternative provision are:

- 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 (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007;
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;

- The Education (Educational Provision for Improving Behaviour) Regulations 2010
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and The Schools Forums (England) Regulations 2012.

Reasons for a referral to alternative provision.

There are a variety of reasons why a student is referred to an alternative provision. Some of these may be;

- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- A student's needs are not being met through our mainstream curriculum offer and an emphasis on smaller classes and engagement may be more suitable.
- A student may not be attending regularly and is at risk of becoming NEET. An alternative provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment. This may result in a student being placed on the SEND register of need.
- Students who have a diagnosed health issue (mental health and physical) may need to be supported to access a mainstream curriculum.

Power of schools to direct a pupil off-site for education to improve behaviour

“(Alternative provision - GOV.UK (www.gov.uk))

Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. The Secretary of State has made regulations as is required by the related primary legislation concerning schools' use of this power. Under revised off-site regulations the governing body must:

- *Ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: why, when, where, and how it will be reviewed;*
- *Keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it;*
- *This legislation does not apply to Academies. They can arrange off-site provision for similar purposes under their general powers, set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice.”*

The Local Governing body at St Mary's delegates the decision making for directing a student to Alternative Provision to the Headteacher. The Governing Body will provide scrutiny of this through local governing body meetings. The Directors of the Blessed Edward Bamber Multi Academy Trust will provide oversight of the implementation of this policy through Local Governing Body meeting minutes and by line management meetings between the Headteacher and the CEO. As an Academy St Mary's will follow the guidance set out in the first two bullet points above as good practice.

Responsibilities

The Governing Body:

- Monitor the implementation of the Alternative Provision Policy and review it on a regular basis.

Headteacher:

- Make the final decision in relation to referring a student to alternative provision in response to advice and information provided by Senior Leaders.
- Quality assure the Academy's policy implementation and processes in relation to this policy.

Senior Assistant Headteacher (safeguarding)

- In consultation with the Headteacher lead on the academy's use of alternative provision for pupils referred on grounds of learning needs, including social and emotional needs, ensuring appropriate health and safety risk assessment are in place.
- Liaise with the virtual schools and LA SEND as to the type of provision and its funding
- Liaise with the alternative provision safeguarding team, to ensure our policies and protocol align and that pupils in alternative provision have the same safeguarding scrutiny , identification and intervention.
- Convene a meeting with above stake holders to plan the students 'alternative provision package' ensuring all responsibilities above are covered, the correct provision is sought and pupil and family are fully aware of the provision provided.
- Ensure the provision's protocols for attendance mirrors the academy's attendance policy in terms of vulnerable pupils, first day contact and escalation of non-attendance.
- Liaise with the assistant headteacher (curriculum) to ensure the system for tracking pupil progress is accurately recorded during the scheduled windows for data capture.
- coordinate arrangements with the provider for public examination entries and the completion of public examination
- Have an overall responsibility for ensuring the most appropriate alternative provision is in place based on the individual pupils needs.
- ensure that the full-time providers are registered and an approved centre and that they have relevant policies in place to cover safeguarding, child protection and health & safety. Part time and day offsite placements may not be registered and approved however they will be subject to the academy's quality assurance procedures;
- ensure that the provider holds a copy of, and adheres to, the academy's child protection and safeguarding policy.

Deputy Headteacher (Curriculum)

- Liaise with the relevant progress leader to ensure a timetable of all statutory RSHE/Careers/ Citizenship topics are provided if applicable.
- Continually assess the quality and suitability of providers of alternative education for our pupils, in relation to curriculum intent, quality of educational provision and relevance of qualifications and experiences gained. Support with online tutoring packages as the need arises.

Deputy Headteacher (Behaviour) will:

- take overall responsibility for the academy's use of alternative provision for pupils referred on grounds of behaviour, ensuring appropriate health and safety risk assessment are in place.

HOY and Behaviour Manager

- Complete the 'Alternative Provision Checklist'. Once completed, attach to Bromcom under the pupil's area.
- Complete the 'Alternative Provision Agreement' once completed, attach to a pupil's Bromcom area.
- liaise with the Designated Safeguarding Lead, SENDCo, exams and data manager, attendance officer and other relevant staff to ensure that the appropriate measures are in place to support pupils who are being educated in an alternative setting;
- undertake periodic visits (at least half termly) to the alternative provision sites to review the progress of the relevant pupils, as requested by the SLT;
- decide, in collaboration with the Deputy Headteacher (Behaviour), on the appropriate course of action if informed of any serious behavioural incidents by the provider;
- arrange for the appropriate intervention when a pupil's attendance falls below the academy target;

Suitability of Providers

The Academy can 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 student to make good academic progress. The academy aims to continually assess the quality and suitability of the providers of alternative education for our pupils. It is the responsibility of the academy to ensure that the provider of any full-time placements is registered and approved and that they have relevant policies in place to cover safeguarding, child protection and health & safety. It is the responsibility of the academy to ensure that any part-time or day placement providers are subject to the academy's internal quality assurance procedures. All pupils who are referred to alternative provision will have access to a core curriculum, as well as an alternative curriculum covering a range of other subjects. All the qualifications they receive will be nationally recognised and enable progression to further education.

The provider must also be able to offer pupils their statutory entitlement to education relating to faith and physical education and should also expect to offer Personal and Social Education (PSE). This will allow pupils to develop key skills and attributes such as resilience, sexual health, risk-management, and self esteem

Referral Process

The academy will use the DfE publication Alternative Provision: statutory guidance for the Local Authority (January 2013) as a basis for deciding alternative provision. The parent/carer will be fully involved in the process and any decisions taken Pupils who are referred to alternative provision will remain on roll with the academy which will fund their place in alternative provision.

The academy remains ultimately responsible for the pupil, and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the pupil's education. The academy 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 the pupil and his/her parent/carer the reasons why the alternative provision is being offered. The pupil's parent/carer will sign the relevant alternative provision responsibilities contract for supporting the pupil and timescales for reviewing the contract must be agreed during the initial meeting. Any agreement around alternative provision for a pupil will be regularly reviewed. Timescales and responsibilities for reviewing the agreement will be agreed by the academy, the provider, and the parent/carer.

Once committed to the alternative provision, pupils must attend regularly, and parents/carers must support this. Failure to do so will carry the same consequences and non-attendance at the academy. Impact and success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.

Attendance & 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 a component in achieving this. Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate data is kept by the academy.

The attendance officer will contact the alternative provider to ensure the child is in attendance daily. The academy will then contact the parent/carer and try and resolve the issue to ensure regular attendance is achieved.

The academy will formally monitor attendance and update records and maintain contact with the provider on a weekly basis. Pupils whose attendance falls below the academy's target will be subject to several interventions as set out in the Attendance Policy.

All safeguarding concerns must be raised with the Designated Safeguarding Lead and the provider must adhere to the Child Protection & Safeguarding Policy held by the academy.

Monitoring Academic Progress, Behaviour & Pastoral Welfare

Pupils' attainment data will be communicated to the provider on commencement of placement. A termly report will be completed by the provider as part of the monitoring process. Pupils will be visited on a regular basis by an appropriate staff member from the academy and an alternative provision record will be completed. Pupils' own views on the placement will be considered as part of the monitoring process. The provider will be expected to contact the academy to inform them of any serious behavioural incidents. Pupils who are making less than satisfactory progress will be subject to a formal review meeting with the academy, the parent/carer and the provider. In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended.

Alternative Provision Agreement Pupil:

St Marys Catholic Academy expects that the alternative provision provider will:

- Adhere to the Child Protection and Safeguarding Policy held by the academy.
- Contact the academy whenever the pupil is absent, same day protocol.
- Provide the academy with attendance details on a weekly basis.
- Inform the academy of any serious behaviour incidents.
- Raise any safeguarding concerns with the Designated Safeguarding Lead at the academy.
- Facilitate regular visits by a representative from the academy.
- Provide the academy with Health and Safety policies and protocols and any additional risk assessments.
- Complete a termly report as part of the academy's monitoring process.

The Alternative Provision provider can expect that St Marys Catholic Academy will:

- Ensure that the alternative provision provider holds copies of the academy's Child Protection and Safeguarding policies.
- Provide relevant pupil data to help facilitate the transition from the academy to the alternative provision provider.
- If appropriate, provide details of provision mapping and other relevant information to the alternative provision provider to cater for SEN pupils.
- Arrange for an appropriate staff member to conduct periodic visits to the alternative provision site to review the progress of the pupil.
- Coordinate arrangements with the alternative provision provider for public examination entries and the completion of public examinations.

Signed (Alternative Provision Coordinator):

_____ Signed

(Deputy Headteacher):

_____ Date:

Alternative provision checklist

Leadership and Management of the Provision			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Does the provision meet the definition of an independent academy? Has it been registered?			

Does the provision meet the independent academy standards?			
If the provision has been inspected by Ofsted (or, where relevant, the Independent academis Inspectorate), is the academy satisfied with the outcome of the last inspection?			
Does the provider have adequate levels of public liability insurance?			
Does the provider have adequate levels of employers' liability insurance?			
Does the provider have adequate levels of professional indemnity insurance?			
If relevant, does the insurance cover any subcontractors or external partners who may work with the pupils?			
Where pupils will be using transport, is there insurance cover for this?			

Safeguarding			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Does the provision have a Safeguarding and Child Protection Policy? Has this been shared with the academy?			

Does the provision have a single central record and is this kept up to date?			
Are all staff and volunteers checked for their suitability to work with children through the use of recruitment and vetting checks?			
Is there a policy in place for managing allegations against staff?			
Are staff and volunteers at the provision familiar with the requirements that are set out in the latest version of Keeping Children Safe in Education (KCSIE)?			
Where there are safeguarding concerns regarding an individual pupil, is this information shared with the referring academy?			
Have staff at the alternative provision accessed appropriate safeguarding training?			
Is there an Anti-Bullying Policy in place? Does the setting manage any instances of bullying effectively?			

Health and Safety			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Does the alternative provision carry out risk assessments where needed? Are copies of these available for the academy to see?			

Is there an up-to-date Health and Safety Policy in place?			
Are regular checks carried out to ensure that the premises are safe and buildings are well maintained?			
Does the provider carry out all the required/recommended health and safety checks (e.g. electrical testing, legionella, fire safety)?			
If the alternative provision will be taking pupils off site, are there robust policies and procedures in place for this (e.g. Educational Visit Policy/Outing Policy, risk assessments)?			
Are there sufficient numbers with up-to-date first-aid training?			
Does the setting offer adequate supervision for pupils?			

Quality of Education			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Is the curriculum on offer suitable for the pupils that have been referred?			

Will pupils be accessing a broad and balanced curriculum that keeps future options open to them?			
Does the alternative provision have its own systems in place to quality assure the education on offer?			
Does the academy carry out regular assessments/progress reviews to ensure that pupils are making acceptable progress?			
Are the outcomes of these assessments/progress reviews shared with the academy?			
Does the alternative provision support the personal development of pupils?			
Does the setting have adequate resources and facilities to provide a high-quality education?			
Does the provider offer appropriate qualifications and routes into further education and training?			

B ehaviour			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Does the provision have an effective policy for managing pupil behaviour?			

Does the academy support any rewards and sanctions that are likely to be implemented by the provision?			
Does the provision have an Exclusions Policy?			
In the event of a pupil being excluded, is it clear where responsibility lies for ensuring that they continue to access education?			
Are there effective systems in place for the provider to report any behaviour issues to the academy?			
Does the provider have systems in place to deal with poor attendance?			

Support for Students			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Are students provided with careers information, advice and guidance?			
Where relevant, does the alternative provision work with external agencies to support pupils with specific needs?			
Where pupils have specific SEND needs, is there an individual plan in place?			
Does the provision have its own SENDCo? If not, how will specialist support be coordinated for pupils with SEND?			
Are pupils given a thorough induction to ensure that they know the rules and are aware of how to keep themselves safe?			

Communication			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Does the alternative provision share information and data about each pupil's progress regularly?			
Will the provider meet with the academy regularly to discuss individual pupils?			
Does the provider have policies and procedures for communicating effectively with parents/carers?			
Will the setting provide regular attendance information to the academy?			
Are there systems in place to allow effective communication with parents/carers?			

Other			
Area to be checked	Y/N	Evidence seen by academy and additional details	Checked by (person and date)
Does the provider have a Data Protection Policy?			
Is there a service level agreement in place, setting out the services that the alternative provision agrees to provide?			
Does the alternative provision meet any additional requirements that have been specified by the Local Authority?			
Is there a Complaints Policy? Is there a system in place to ensure that the referring academy is made aware of			

any complaints involving their pupils?			
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