



The Redhill Academy Trust  
Alternative Provision Guidance  
Updated May 2023



## DEFINITION OF ALTERNATIVE PROVISION

***“Education arranged for pupils who, because of 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.***

***(Department for Education)***

## CONTEXT

The Redhill Academy Trust recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of what is accessible at The Redhill Academy Trust.

To facilitate this individual learning pathway, The Redhill Academy Trust works with different local providers to help students who have struggled to reach their potential in a school based environment to succeed.

## OBJECTIVES

- To outline the reasons why students might be offered alternative provision.
- To ensure that alternative provision is offered to suitable students in a consistent way.
- To provide guidance on the referral process and the suitability of alternative providers.
- To ensure 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.

## WHY CONSIDER ALTERNATIVE PROVISION?

Students will be referred to Alternative Provision on the basis that this provision is more appropriate for them than what The Redhill Academy Trust can provide.

Some reasons might be:

- The student's strengths are not being developed through the National Curriculum. Alternative provision recognises that students have different strengths and weaknesses and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students.
- The student has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from school. Alternative provision is seen as a desirable alternative to permanent exclusion for students and to encourage their continued inclusion in education.
- The student has not been attending school regularly or has a long-term illness 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. Alternative provision may provide a greater opportunity for a student to progress to a suitable post-16 pathway.



## THE REDHILL ACADEMY TRUST RESPONSIBILITIES

- Provide guidance and monitor the implementation of Alternative Provision and review on a regular basis.

### **Trust Inclusion Centre Manager:**

- Support the completion of the initial risk assessment of all new Alternative Provision.
- Ensure that the alternative provider meets all safeguarding requirements and that they have the following documentation in place:
  - Safeguarding / Child Protection policy
  - Safer recruitment / DBS confirmation
  - Behaviour policy
  - Latest Ofsted report (for registered providers)

These documents should be reviewed annually and are available to Academies when updated via SharePoint.

- Ensure that all alternative providers hold a copy of, and adhere to, the Trusts Child Protection and Safeguarding Policies.
- Visit each Alternative Provision every term (3 x annually) and provide written feedback to Academies. This will be to quality assure the provision.

## ACADEMY RESPONSIBILITIES:

### **Headteacher will:**

- Take overall responsibility for the academy's use of alternative provision for certain students.
- Ensure that the Local Academy Board is aware of the statutory guidance set out in the Department for Education (2013) 'Alternative Provision – Statutory guidance for local authorities' document.
- Provide updates to the Local Academy Board about students attending Alternative Provision.
- Report to the Trust on the effectiveness of the implementation of the 'Alternative Provision Guidance'.

### **Senior Leadership Team will:**

- Understand and comply with the information detailed within the 'Alternative Provision Guidance'.
- Arrange for the appointment of an appropriate member of staff to attend meetings relating to student referrals and conduct regular progress visits to the alternative provider.
- Continually assess the quality and suitability of providers of alternative education for students.

### **Academy Alternative Provision Coordinator will:**

- Liaise with the Trust Inclusion Centre Manager about available Alternative Provision places and agree who makes the request for a place.
- Complete the initial risk assessment once an Alternative Provider place has been secured.
- Liaise with the Designated Safeguarding Lead, SENCO, Examinations and Data Manager, Attendance Administrator, and other relevant staff to ensure that the appropriate measures are in place to support all students who are being educated in an alternative setting.
- Undertake half termly visits to the alternative provision sites to review the progress of the relevant students, as requested by the Senior Leadership Team. Weekly contact should be



made with each Alternative Provider to check on students (and recorded). *The DfE guidance states 'regular reviews' but do not specify how often. 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.*

- An UpToDate AP folder should be maintained for the current academic year. For each student, this should include:
  - Referral document
  - Commission agreement
  - Signed and dated parental consent form
  - Student risk assessment
  - Service Level Agreement
  - Timetable
  - Half termly progress reports
  - Visit Logs and Meeting records
  - Attendance Certificates

Folders should also be kept for the previous two academic years

- Decide, in collaboration with the Senior Leadership Team, on the appropriate course of action if informed of any serious behavioural incidents at an alternative provider.
- Arrange for the appropriate intervention when a student's attendance falls below the academy's target.

**Examinations and Data Manager will:**

- Provide relevant student data to help facilitate the transition from school to the alternative provider.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.
- Liaise with the Alternative Provision Coordinator to ensure the system for tracking student progress is accurately recorded during the scheduled windows for data capture.

**Special Educational Needs and Disability Coordinator (SENCO) will:**

- Approve the Alternative Provision ensuring that the Special Educational Needs of the student are met (please refer to the guidance below on registered and unregistered alternative providers)
- Where appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the special educational needs of students.
- Ensure AP is aware of any EHCP requirements. Academy SENDCo will regularly review provision at AP and check that relevant EHCP outcomes and provision are being met/put in place.
- Academy SENDCos will liaise with SENDCo at AP and monitor progress towards EHCP targets at least termly.
- EHCP Annual review will include AP representation.
- Academy SENDCo to ensure EHCP SEND case worker (and relevant multiagencies) are aware and give consent to students with an EHCP attending an AP.

**Careers Lead**

- Conduct careers interviews with all Year 11 students who attend Alternative provision
- Provide all Academies with a list of Year 11 student destinations



- Where Year 11 student destinations are unknown, the Careers Lead will continue to pursue until a destination is known.

**Finance Department will:**

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

**SUITABILITY OF ALTERNATIVE PROVISION:**

The Redhill Academy Trust is 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 student to make good academic progress. Whilst provision will differ, there are some common elements that Alternative provision should aim to achieve, including:

- Full-time education must be provided “unless the students health means that full-time education would not be in his or her best interests” (DofE 2013). Students in Alternative Provision should receive the same amount of education as they would receive in a maintained school. Full-time can be made up of two or more part-time provisions.
- Good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- That the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- Improved pupil motivation and self-confidence, attendance and engagement with education; and
- Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

**REFERRAL PROCESS:**

- The academy will use DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2013) as a basis for making arrangements for alternative provision.
- The academy will liaise with the Trust Inclusion Centre Manager about available Alternative Provision places and agree who makes the request for a place.
- Parents / carers will be fully involved in the process and any decisions taken.
- 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 student and his / her parents / carers the reasons why the alternative provision is being offered.
- The student’s parents / carers will sign the relevant alternative provision consent form. Responsibilities for supporting the child and timescales for reviewing the contract must be agreed during the initial meeting.
- Any agreement around alternative provision for a student will be regularly reviewed. Timescales and responsibilities for reviewing the agreement will be agreed by the academy, alternative provider and parents / carers.
- Once committed to alternative provision, students must attend and parents / carers must support this. Failure to do so will carry the same consequences as non-attendance at the academy.
- Impact / success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.



## GUIDANCE ON THE USE OF REGISTERED AND UNREGISTERED ALTERNATIVE PROVISION

Department for Education 'Alternative Provision - Statutory guidance for local authorities' states that:

“Alternative provision should be good quality, registered where appropriate. An AP provider should be registered as an independent school if it meets the criteria for registration (that it provides full-time education to five or more full-time pupils of compulsory school age, or one such pupil who is looked-after or has a statement of SEN)”.

The Ofsted Education Inspection Framework (updated April 2021) states that:

278. Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.

283. A school is likely to be judged inadequate for leadership and management if:

- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision

### Guidance for Trust schools:

The Trust advises that students with an EHCP or who are LAC need to be in a registered alternative provision. If a student with an EHCP or who are LAC attends an unregistered alternative provision, this must be flagged immediately with the respective Executive Headteacher – this discussion will inform the next steps.

## ATTENDANCE AND 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 an essential component in achieving this.
- 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 academy.
- Alternative providers will contact the academy whenever the student is absent. If this does not take place, Academies must contact the Alternative Provider.
- The academy will then contact parents 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 alternative provider on a weekly basis.
- Students whose attendance falls below the academy target will be subject to a number of interventions as set out in the school's Attendance Policy.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at the academy and that all alternative providers adhere to the Child Protection and Safeguarding Policies held by the academy.



## REGISTRATION STATUS

Students who are referred to alternative provision will remain on roll with the academy 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 student's education.

### Enrolment status

- Dual role – where an AP is a registered setting, a student should be dual role (main registered at the Academy and subsidiary registered at the Alternative Provision).
- Single role – where an AP is an unregistered setting, a student should single registered at the Academy.

To find out more information about the registration status of Alternative Providers, please contact Amy Fisher [a.fisher@redhillacademytrust.org.uk](mailto:a.fisher@redhillacademytrust.org.uk).

## ATTENDANCE CODING

**Code D: Dual Registered - at another educational establishment:** *to be used where alternative providers are registered with the Department for Education and have an URN Number and DfE Number*

This code is not counted as a possible attendance in the School Census. The law allows for dual registration of pupils at more than one school. This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question. Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school.

**Code B: Off-site educational activity:** *to be used where providers are not registered with the Department for Education and do not have an URN Number or DfE Number*

An approved educational activity is where a pupil is taking part in supervised educational activity such as field trips, educational visits, work experience or alternative provision. Pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements prescribed in regulation 6(4) of the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which the mark is recorded.

Code B should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant absence code.



## EXCLUSION

In the event where a student receives a fixed term exclusion from an alternative provision, each academy needs a record of this and needs to support the exclusion and subsequent reintegration process.

All exclusions should be recorded and updated on the school management system as follows:

- Where students are 'dual' rolled: code 'D' should be used as the exclusion will be recorded by the registered provider.
- Where students remain on the Academies 'single' role: code 'E' should be used.

Details of the reason for exclusion(s) should be maintained by each academy.

## MONITORING PROGRESS

- The student will be visited on a regular basis (see section on responsibilities of the Academy Alternative Provision Coordinator) and a written record maintained.
- The student's own views (and parent views) on the placement will be considered as part of the monitoring process.
- Half termly progress reports will be provided by each Alternative Provider.
- The Alternative Provider will be expected to contact the academy to inform them of any serious behavioural incidents.
- Students who are not making sufficient progress will be subject to a formal review meeting involving the academy, the student, parents/carers and the provider.
- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended.