



St Thérèse of Lisieux Catholic Multi Academy Trust

Alternative Provision Policy

May 2020

Audience:	All Academies
Approved:	Directors – May 2020
Other related policies:	
Policy Owner:	Louise Wilson – Chief Executive Officer
Policy Model:	Compliance – all CMAT academies use this policy
Review:	Annually
Version Number:	1.0 (May 2020)



Mission Statement

St. Norbert's strives to nurture and develop the whole child through a

love of God

love of one another

and love of life itself

Headteacher:	Signed: Date:
Safeguarding Governor:	Signed: Date:
Trust Officer:	Signed: Date:



Context of Policy

Alternative provision is educational provision for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer.

The school 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 St Norbert's Catholic Primary School.

To facilitate this individual learning pathway, St Norbert's Catholic Primary school works with different local providers to help students who have struggles to reach their potential in a school based environment to succeed.

If a school wishes to look into Alternative Provision they need to liaise with the CMAT to ensure processes and procedures are followed.

Objectives of this Policy

The objectives of this policy are:

- 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

Reasons why we might offer Alternative Provision

Students will be referred to alternative provision on the basis that this provision is more appropriate for them than what St Norbert's Catholic Primary School 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 pupil is not able to access the curriculum provided at St Norbert's Catholic Primary School because of learning or emotional and social difficulties and that an alternative approach would re-motivate and engage the child.
- 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 student and to encourage their continued 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 a broader choice of subjects for

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students which may encourage attendance. Alternative provision may provide a greater opportunity for a student to a suitable post-16 pathway.

RESPONSIBILITIES

Governing Body will:

- Monitor the implementation of the alternative provision policy and review it on a regular basis.

Deputy Headteacher / Nominated DSL will:

- Take overall responsibility for the school's use of alternative provision for certain students.
- Report to the governing body on the effectiveness of the implementation of the alternative provision policy.

Senior Leadership Team will:

- Understand and comply with the guidelines detailed within alternative provision policy and other related documents.
- 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 our students.
- Visit provider to ensure Health and safety risk assessments are in place and the quality of provision meets the school's expectations.

Offsite Co-ordinator will/ Primary School Leader:

- 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 students who are being educated in an alternative setting.
- Undertake periodic visits to the alternative provision sites to review the progress of the relevant students, as requested by the Senior Leadership Team.
- Decide, in collaboration with our Senior Leadership Team, on the appropriate course of action if informed of any serious behavioural incidents by an alternative provider.
- Arrange for the appropriate intervention when a student's attendance falls below the St Norbert's Catholic Primary School target.
- Ensure that the alternative provider is a registered and approved centre and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety.
- Ensure that all alternative providers hold a copy of, and adhere to, St Norbert's Catholic Primary School's Child Protection and Safeguarding Policies.



What schools need to know:

- Responsibility for the alternative provision used rests with the school commissioning the placement. Commissioning schools should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money.
- A personalised plan for intervention should be prepared by the commissioner setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should be linked to other relevant information or activities such as EHCPs for children with SEND.
- The school commissioning the placement should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- The school commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

What is good alternative provision

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers.

Provision will differ from pupil to pupil, but DfE say provision should:

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress
- Offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education - unless this is being provided elsewhere within a package of provision
- Be suited to the pupil's capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress; and
- Have good arrangements for working with other relevant services such as social care, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

Schools should also ensure 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;
- provision leads to improved pupil motivation and self-confidence, attendance and engagement with education; and
- provision has clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

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The school is responsible for:

Once a placement has been agreed, the school maintains responsibility for:

- Pupil welfare: safeguarding, child protection; health and safety
- Sharing all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.
- Ensuring that parents (and the LA where the pupil has an EHCP) have clear information about the placement - why, when, where, and how it will be reviewed
- Setting out in writing the agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to the provider
- Where reintegration to school is an objective, planning for and providing an appropriate package of support to assist the pupil's reintegration
- Involving parents (and LA if child has EHCP) in regular reviews of the placement.
- Attendance monitoring and follow-up of absences
- Meeting the needs identified within a child's EHC plan or statement of Special Educational Need;
- Transport arrangements;
- Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made;
- Sanctioning a fixed term or permanent exclusion; pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these;
- Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support
- Ensuring the child remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards;
- Careers guidance, schools to ensure pupils receive their full entitlement to careers information, advice and guidance;
- Pupil outcomes – obtaining a final report on the pupil's achievements during the placement including attainment and progress, attendance records and evidence of change in behaviour.
- Seeking pupil's views on success of the placement.
- For Year 11s, working with the provider to prevent young people becoming NEET and ensuring that they can move on to suitable education, training or employment alongside part-time study. Schools should collect and record information about the pupil's next destination, as an indicator of alternative provision quality.



Quality of teaching and learning at the alternative provision

The school must ensure:

- Academic progress, ensuring targets are suitably challenging
- Accreditation including English and maths
- Safeguarding and health and safety (including quality of accommodation)
- Personal development and well-being
- Pupils' views
- Employability and skills for life – progression to post-16 destinations (If appropriate)
- The role of governors - understanding the progress made by pupils who attend alternative provision so they can ensure decisions about value for money are well informed

Attendance Administrator will/ Primary School Leader:

- **Monitor attendance of students referred to alternative providers and update records on a weekly basis.**
- **Provide attendance updates to the offsite co-ordinator or named Primary Lead.**

Each pupil attending alternative provision **MUST** remain on a school roll and the school retains the ultimate duty of care for pre-16 pupils, wherever they are being educated. Whilst a pupil is attending an alternative provider, they are 'on loan' from school and providers are obliged to support the school in their duty of care.

To ensure robust safeguarding of pupils in placement, there is an expectation that schools and providers have a clear agreement about how the school are informed of attendance and the subsequent follow up of absence.

The provider is responsible for enrolling pre-16 pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This **MUST** be completed twice a day, am and pm. This is a legal requirement for any pre-16 group in the same way as it is for post-16 groups (The Education Pupil Registration (England) Regulations 2006).

Attendance register codes

Schools are legally responsible for using the correct codes and the importance of using the correct code is also a safeguarding issue. All sessions when a pupil is not expected to physically present in school should be marked appropriately using the DfE registration code as follows:

a) Code B: Off-site educational activity

This code 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 they have in place arrangements whereby the provider of the

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alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant code.

b) Code D: Dual Registered – at another educational establishment

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 were 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. Schools should ensure that they have in place arrangements whereby all unexplained absence is followed up in a timely manner.

c) Code C: Leave of absence authorised by the school

In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

Definition of full time provision:

“Full-time education” is not defined in law but DfE say it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4 full-time education in a school would usually be 25 hours a week.

DfE also say they will consider any institution that is operating during the day for more than 18 hours per week to be providing full time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

Relevant factors in determining whether education is full-time including, the number of hours per week including breaks and independent study time, the number of weeks in the academic term/year the education is provided, the time of day, and whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate.



Curriculum Team will/ Primary School Leader:

- 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 offsite coordinator and head of curriculum to ensure the system for tracking student progress is accurately recorded during the scheduled windows for data capture.

If appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the special education needs of students.

Finance Department will:

- Handle the payment in relation to alternative provision as authorised by the Headteacher or person with budget holder responsibility.
- Ensure that finance procedures for procurement and SLA's are agreed and in place.

Suitability of Providers:

- St Norbert's Catholic Primary School 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.
- The school aims to continually assess the quality and suitability of the providers of alternative education for our students.
- It is the responsibility of St Norbert's Catholic Primary School to ensure that the alternative provider is registered and approved and that they have relevant policies in place to cover Child Protection and Health and Safety.
- All students 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.
- Providers must also be able to offer students their statutory entitlement to education relating to faith and physical education and should also expect to offer personal, social health, and economic education. This will allow students to develop key skills and attributes such as resilience, sexual health, risk-management and self-esteem.

Referral Process:

- The school will use DfE publication Alternative Provision: Statutory Guidance for Local Authority's as a basis for making arrangements for alternative provision.
- Parent/carer will be fully involved in the process and any decisions taken.
- Students who are referred to alternative provision will remain on roll with St Norbert's Catholic Primary School and the School funds their place in alternative provision. The school remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the student's education.
- St Norbert's Catholic Primary School will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the school will clearly explain to student and his / her parents / carers the reasons why the alternative provision is being offered.

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- The student's parents / carers will sign the relevant alternative provision contract 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 responsibility's for reviewing the agreement will be agreed by the school, alternative provider and parent/carers.
- Once committed to alternative provision, students must attend and parent / carers must support this. Failure to do so will carry the same consequences as non-attendance at St Norbert's Catholic Primary School.
- Impact / success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.
- The school will formulate a detailed **Service Level Agreement** between the school and the alternative provider, with clear actions and procedures.

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 a component in archiving 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 St Norbert's Catholic Primary School. Alternative providers will contact St Norbert's Catholic Primary School whenever the student is absent.
- St Norbert's Catholic Primary School will then make contact with parents and try and resolve the issue to ensure regular attendance is achieving.
- St Norbert's Catholic Primary School will then make contact with parents and try and resolve the issue to ensure regular attendance is achieved.
- St Norbert's Catholic Primary School will formally monitor attendance and update records and maintain contact with alternative provider on a weekly basis.
- Students whose attendance falls below the St Norbert's Catholic Primary School target will be subject to a number of interventions as set out in the school Attendance Policy.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at St Norbert's Catholic Primary School and that all alternative providers adhere to the Child Protection and Safeguarding Policies held by the school.

Monitoring Academic Progress, Behaviour and Pastoral Welfare:

- The student's attainment data will be communicated to the alternative provider on commencement of placement.
- A termly report will be completed by the alternative provider as part of the monitoring process.
- The student will be visited on a regular basis by an appropriate staff member from St Norbert's Catholic Primary School and an Alternative Provision Record will be completed.
- The student's own views on the placement will be taken into account as part of the monitoring process.
- The provider will be expected to contact St Norbert's Catholic Primary School to inform them of any serious behavioural incidents.
- Students who are making less than satisfactory progress will be subject to a formal review meeting involving St Norbert's Catholic Primary School, the student, parents/carer and the provider.

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- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended and the child immediately reintegrated into school.

Statutory guidance on alternative provision

- DfE Alternative Provision.
- DfE Independent school registration.
- DfE Education for children with health needs who cannot attend school.
- Ofsted Pupils missing out.
- Ofsted Alternative provision findings of a 3-year survey.
- **Keeping Children Safe in Education**



Appendix 1:

Name of Student:	
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St Norbert’s Catholic Primary School expects that the alternative provider will:

- Adhere to the Child Protection and Safeguarding policies held by St Norbert’s Catholic Primary School.
- Contact St Norbert’s Catholic Primary School whenever the student is absent.
- Provide St Norbert’s Catholic Primary School with attendance details on a weekly basis.
- Inform St Norbert’s Catholic Primary School of any serious behaviour incidents.
- Raise any safeguarding concerns with the Designated Safeguarding Lead at St Norbert’s Catholic Primary School and follow their own safeguarding procedures.
- Facilitate regular visits from a St Norbert’s Catholic Primary School representative.
- Complete a termly report as part of St Norbert’s Catholic Primary School’s monitoring process.
- Ensure that weekly timetables are sent to the school in order that provision can be monitored.

The alternative provider can expect that St Norbert’s Catholic Primary School will:

- Ensure that the alternative provider holds copies of St Norbert’s Catholic Primary School’s Child Protection and safeguarding Policies.
- Input staff details who working with the student on the Single Central Record.
- Provide relevant student data to help facilitate the transition from school to the alternative provider. If appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the Special Education Needs of students.
- Arrange for an appropriate staff member to conduct periodic visits to the alternative provision site(s) to review the progress of the relevant student.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.

Alternative Provider name and representative:	Signed:
	Date:
Headteacher:	Signed:
	Date:
Parent:	Signed:
	Date:



Appendix 2:

Commissioning Checklist: Name of provider

Checklist:	Date in place:
Check the registration status of each provider and whether they should be registered if they are not. Never use provision which contravenes the registration regulations.	
Obtain all DBS numbers for the organisation and sign to say certificates have been seen, with dates.	
Check provider's policies and procedures:	
The written behaviour policy setting out amongst other matters the sanctions to be adopted in the event of pupil misbehaviour.	
Detailed curriculum plans and schemes of work, and student assessment procedures	
Particulars of arrangements to safeguard and promote the welfare of pupils and how those arrangements have regard to DfE guidance: Keeping Children Safe in Education and Working Together	
Anti-bullying policy	
Health and safety policy	
Complaints procedure	
Quality of accommodation	
Qualifications and experience of staff	
Arrangements for administering First Aid	
Fire risk assessment and procedures	
Recruitment and vetting checks for staff and management	
Give providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear	
Give providers information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil	
Give providers information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil	
Checked Public Contracts Regulations Standardised Pre-Qualification Questionnaire	
The leader has satisfied themselves that providers are compliant with the statutory guidance Keeping Children Safe in Education.	

Headteacher:	Signed:
	Date:
Safeguarding Governor:	Signed:
	Date:
Trust Officer:	Signed:
	Date: