

# 712E

## Alternative Provision – Education other than at School (England)

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## Alternative Provision (Education other than at school) – English Schools

### The need for alternative provision

From time to time some students' behaviour or anxiety will be such that they cannot engage effectively in learning alongside peers. Where a student has to be educated by themselves or separate<sup>1</sup> from their peers, then Alternative Provision is required.

Good alternative provision is that which appropriately meets the needs of all the students involved and enables them to achieve good educational attainment. All students must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from student to student, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment from their starting points– particularly in English (communication, language and literacy) and English (numeracy, space, shape & measure) – with appropriate accreditation and qualifications where appropriate;
- that the specific personal, social and academic needs of students are properly identified and met in order to help them to overcome any barriers to attainment;
- improved student motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into traditional SEN education environments, mainstream education, further education, training or employment.

### Planning for alternative provision

All students should be helped and encouraged to achieve or exceed the standards of a good education. In planning this provision, SENAD schools will identify any issues or barriers that inhibit learning with peers, and hence a potential requirement for alternative provision, as early as possible, and carry out a thorough assessment of the student's needs.

SENAD schools should look to have an increased focus on the early assessment and identification of a student's needs before his or her behaviour has deteriorated to the extent that exclusion is the only option.

All students must receive full-time provision in total, whether in one setting or more, unless a student's medical condition makes full-time provision

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<sup>1</sup> This does not include a side room linked to a main classroom. In this scenario, the student will be **part of the class group and taught and supported as such.**

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inappropriate – see the DfE guidance document '*Ensuring a good education for children who cannot attend school because of health needs*<sup>2</sup> for further information.

A personalised plan for intervention should be prepared, or delegated by the Head Teacher setting out:

- ✓ 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 also be linked to other relevant information or activities such as '*Education, Health and Care Plans*'.

### **Commissioning good-quality alternative provision**

Responsibility for the alternative provision used rests with the Head Teacher/Head of Service. Where it is not delivered by the school itself, the student will remain on the SENAD school's student roll and be encouraged to feel part of the school's community. Records will be kept on:

- CONFIRMING that the setting is registered with the DfE to deliver education if the Alternative Provision is delivering the accredited education (e.g. they will be an FE college, a School, a registered independent provider);
- Risk assessed as being safe to allow the student to learn, with appropriate safeguarding policies;
- Student's progress in the provision is monitored; and
- Student attendance is tracked and managed

The nature of the intervention, its objectives and the timeline to achieve these objectives should be agreed and clearly defined. Progress against these objectives should be frequently monitored, appropriate reviews should be built in and continuity into the next stage in the student's life should be considered. Where reintegration to the school is an objective, there should be agreement on how to assess when the student is ready to return and the school should provide an appropriate package of support to assist their reintegration. These objectives and plans should be agreed with providers, set out in writing and regularly monitored, including through frequent monitoring of the effectiveness of the alternative provision that has been adopted by the school.

All relevant information should be shared with the Local Authority and parents and if an outside delivery Alternative Provision agency has been used, then with these parties too. **Outside delivery parties will only be used with the**

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<sup>2</sup> <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

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**consent of the placing Authority and where relevant, agreement with parents.**

Information should be jargon free and include any guidance on special educational needs, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate. Information must be provided in accordance with data protection principles but this should not discourage schools from providing information where they can do so.

The Head Teacher/Head of service should maintain on-going contact with the Alternative Provision and student, with clear procedures in place to exchange information, monitor progress and provide pastoral support. Appropriate mechanisms of challenge should be agreed.

Where an intervention is part-time or temporary, to help minimise disruption to a student's education, it should complement and keep up with the student's current curriculum, timetable and qualification route. If a student is referred to off-site provision on a part-time basis, they should attend school as usual on the days on which they are not in the alternative provision.

Provision should have a clear purpose with a focus on education and achievement as well as meeting the student's needs and rigorous assessment of progress;

- offer appropriate and challenging teaching in English and mathematics on par with their expected education pathway within the school
- be suited to the student's capabilities, give students the opportunity to take appropriate qualifications and involve suitably qualified staff who can help students make excellent progress; and
- have good arrangements for working with other relevant services such as social care, therapy services, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.

**Location of Alternative Provision based at School**

The Alternative Provision is typically within the school's site. The allied children's home should ideally not be used by the school for its residential students unless there is a clear rationale for this. The children's home cannot be used for non-residential students