

# Alternative Provision (AP) Policy



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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- The Government and our school strongly believe that every child deserves an education that enables them to fulfil their potential, whatever their background, needs, or location in the country. Alternative Provision (AP) plays a critical role in making this happen. It provides support to children at challenging moments in their lives, and each placement has the potential to transform a child's life chances – 'Creating opportunity for all' Our vision for alternative provision March 2018
- Many young people accessing alternative provision make up some of the most vulnerable children in our society and are affected by a number of wider issues, which impact on their ability and willingness to engage in learning.
- The purpose of alternative provision is to re-engage excluded pupils in their education. Alternative Provision should provide opportunities for appropriate achievement and accreditation across the broad range of curriculum content and activities, and prepare young people for future careers.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- <https://www.gov.uk/government/publications/alternative-provision> , which introduced the Public Sector Equality Duty and protects people from discrimination

The following legislation governs the provision of off-site alternative education:

- a) Section 29A of Education Act 2002
- b) The Education (Education Provision for Improving behaviour) Regulations 2010

Main legislation covering the duties and powers relating to these issues

- 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) 4 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;
- The Schools Forums (England) Regulations 2012.
- Working Together To Safeguard Children 2024
- Keeping Children Safe in Education 2024.

- Arranging Alternative Provision: A Guide for Local Authorities and Schools 2025.
- Gatsby Review 2024.

### 3. Roles and responsibilities

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

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.

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

Take overall responsibility for the school's use of alternative provision for certain students.

Report the effectiveness of the implementation of the Alternative Provisions.

Understand and comply with the guidelines detailed within the Alternative Provision Policy and other related documents.

Continually assess the quality and suitability of alternative education providers for our students.

Liaise with the Safeguarding, SENCO, Examinations Officer, Attendance Officer, and other relevant staff to ensure appropriate measures are in place to support students educated in an alternative setting.

Undertake periodic visits to the alternative provision sites to review the progress of the relevant students.

Decide on the appropriate course of action if an alternative provider informs you of any serious behavioural incidents.

Investigate whether the alternative provider is on the local authority's preferred provider list and meets minimum standards through procurement.

Ensure QA checks of relevant policies, using the monitoring documents, are completed at regular intervals, before commencement of a placement and at the start of each academic year.

Monitor attendance of students referred to alternative providers and update records daily.

Provide attendance updates to keyworkers daily.

At the time of referral, share pupil passports and any relevant documentation with the alternative provider to cater for students' Special Educational Needs.

#### **The School Business Manager will:**

Handle the payment process in relation to alternative provision as authorised by the Headteacher.

Log all expenditure and provisions on the student's profile on POD.

#### **Keyworkers will:**

Monitor attendance and contact parents if sessions are missed.

Monitor the behaviour and attitudes in Alternative Provision through daily monitoring forms and follow up in school on any areas of concern.

Add positive points to the school's reward strategy.

### 4. Rationale

The purpose of this policy is:

To set out the rationale for securing a personalised curriculum in alternative provision for pupils.

To ensure that alternative provision is offered to suitable pupils in a consistent way.

To ensure that alternative provision is monitored regularly.

## 5. Purpose

Some pupils are offered a variety of alternative curriculum provisions to support their wider development and equip them with skills and experience for the world of work. Staff at KWS acknowledge that a more therapeutic or specialised provision is needed to prepare them for making a successful transition into post-16 options and adulthood.

Important acknowledgements underpinning this policy are: AP is provided through full or part time, and short or longer term placements. Settings may include, further education colleges and other providers from the private and voluntary sectors (Department for Education 2018)

Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. (Department of Education, 2025)

### Objectives of this Policy

Alternative provision should be tailored.

Fit appropriately with, and support a pupil's education attainment.

Adequately reflect the learning capacity and capabilities of pupils.

Incorporate a pupil's interests.

Take parental/carer views into account.

### Personal Development & Behaviours

Meet the specific personal and social needs of the pupil;

Improve pupil motivation and self-confidence, attendance and engagement with education,

Support the pupil with careers advice and guidance, providing opportunities across the placement where appropriate.

Help pupils develop their social and life skills.

Address behaviour and communication issues;

Prepare the pupil for independent life and living.

### Academics and Careers:

Alternative provision providers are to deliver an ambitious, coherently planned, and sequenced curriculum that prepares pupils for their next steps in employment, education, or training.

Alternative provision providers are to deliver the qualifications outlined in the 'Qualifications' section of this document.

To achieve nationally accredited qualifications which are competitive and recognised.

Curriculum to be devised and linked to the National Curriculum/Core subjects and be succinct and skills focused allowing progression onto examination routes.

Marking & Feedback—Providers are required to provide feedback to students directly and to the school via monitoring documentation.

RSE is developed through the curriculum across all provisions and delivered via a timetabled and structured lesson to all pupils who attend a provision for 3 days.

Provide an integration and spiral approach to career advice and guidance throughout the placement.

### **Reasons why we might offer Alternative Provision:**

Students will be referred to Alternative Provision because it is more appropriate than what can be provided in school.

Some reasons might be:

- The student's strengths are not being developed through the academic curriculum provided in school. 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 suspensions and their behaviour in school is affecting their progress and the progress of others. Alternative provision is seen as a desirable alternative to triggering further suspensions for students and to encourage their continued inclusion in education.
- Health reasons – including physical and mental health including Emotional Based School Avoidance (EBSA)
- The student has not been attending school regularly and needs an alternative to re-engage them in learning.
- Alternative provision offers a different setting with a broader choice of options for students, which may encourage attendance.
- Alternative provision may provide a greater opportunity for a student to progress to a suitable post-16 pathway.

## **6. Referral Process**

KWS School will identify those pupils who require placements. Parents / carers will be fully involved in the process and any decisions taken.

The specific details/requirements of a pupil will be shared by the Woodlands Mentor with the provider via email (student referral form) prior to a placement commencing.

This information (the referral form) will include details on:

Basic personal details

Emergency contact details

Academic attainment including strengths, weaknesses, and subject interests

Aspirations of the pupil Behaviour and attendance and social needs.

Special Educational Needs and learning styles

Barriers to learning Risk assessment information, Support plan.

KWS will undertake a risk assessment of a pupil prior to a placement, and any necessary information on external factors will be shared with the alternative provider as appropriate.

Any information must be provided and managed in accordance with data protection and GDPR principles. Providers are expected to have suitable data protection policies and training in place. Evidence of these must be presented during KWS's initial monitoring and QA monitoring processes.

## **7. 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.
- Alternative providers will contact KWS school to report attendance on a daily basis and will make first day attendance calls.
- KWS will then contact the parents and try to resolve the issue to ensure regular attendance.
- KWS will formally monitor attendance, update records, and maintain contact with the alternative provider
- KWS will work in conjunction with the Local Authority to monitor safeguarding training of alternative provision staff via the Local Authority Directory of Alternative Provision's minimum standards.
- Any safeguarding concerns must be communicated via POD and raised with a Designated Safeguarding Lead within The Woodlands. All alternative providers must adhere to KWS's Child Protection, safeguarding, and Attendance Policies.

## 8. Monitoring Academic Progress, Behaviour and Pastoral Welfare

- The student's attainment data will be communicated to the alternative provider on commencement of placement.
- The alternative provider will complete a termly feedback report as part of the monitoring process.
- The student will be visited regularly by an appropriate member of staff to discuss progress.
- KWS, where appropriate, will provide academic support in Alternative Provisions to ensure an appropriate level of education for student's.
- The student's views on the placement will be considered part of the monitoring process.
- The provider will be expected to contact KWS to inform them of any serious behavioural incidents.
- Students making less than satisfactory progress may be subject to a meeting involving KWS, the student, parents/carers and the provider if appropriate.
- In extreme circumstances, or following unsatisfactory review meetings, the placement may be ended.

## 9. Transition to Post 16

Alternative Providers will cooperate with KWS and individual pupils in developing plans for future activity, including career plans.

## 10. Monitoring arrangements

The Senior Leadership Team will update the Alternative Curriculum Policy information every three years or when new legislation and guidance become available, whichever is soonest.

## 11. Links with other policies

This document links to the following policies:

Acceptable Use Policy (2023)

Attendance Policy

Behaviour Policy

Bullying Policy  
CCTV Policy (2023)  
Complaints Policy  
Confidentiality Policy  
Data Protection Policy  
e-Safety Policy (2023)  
Emergency Procedures – Severe Weather (2023)  
Equality Policy (2023)  
First-aid Policy (2023)  
Health & Safety Policy  
Keeping Children Safe in Education School Policy & Guidance (2024)  
Monitoring of Major Incident Reports (2023) SEN Policy (2023)