



**STAMFORD  
PARK TRUST**

# ALTERNATIVE PROVISION POLICY

|                                            |                                 |
|--------------------------------------------|---------------------------------|
| <b>DOCUMENT REFERENCE:</b>                 | 000173/S                        |
| <b>THIS POLICY APPLIES TO:</b>             | All staff and students          |
| <b>OWNER/AUTHOR:</b>                       | Executive Principal (Secondary) |
| <b>ESTABLISHMENT LEVEL:</b>                | Executive Principal (Secondary) |
| <b>APPROVING BODY:</b>                     | Quality & Curriculum Committee  |
| <b>REVIEW CYCLE:</b>                       | Every 2 years                   |
| <b>DATE APPROVED:</b>                      |                                 |
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| <b>SUMMARY OF CHANGES:</b>                 | New document                    |
| <b>RELATED DOCUMENTS/POLICIES:</b>         | See section 13                  |
| <b>LEGAL FRAMEWORK/STATUTORY GUIDANCE:</b> | See section 2                   |

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## 1. Introduction and Aims

At Stamford Park Trust, it is our aim to provide every child with an excellent education. To achieve this, we ensure that our curriculum is inclusive and accessible, providing our students the opportunities to succeed. We recognise that there may occasionally be the need to offer a specialist type of provision, to enhance support for our students.

This policy aims to:

- Provide a consistent approach to alternative provision
- Outline the school's approach to referring a student
- Define what we consider to be good alternative provision and describe how we will quality assure
- Summarise the roles and responsibilities of different people in the school community with regards to alternative provision
- Ensure children who are attending alternative provision are kept safe

## 2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Education and Inspections Act 2006](#)
- [Education Act 2002](#)
- Department for Education (DfE) Statutory Guidance, [Alternative Provision](#)
- Department for Education (DfE), [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Department for Education (DfE), Statutory Guidance, [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England](#)
- Department for Education (DfE), Statutory Guidance [Keeping Children Safe in Education](#)
- Department for Education (DfE), Guidance, [Summary of Responsibilities where Mental Health is affecting Attendance](#)

## 3. Definition

For the purposes of this policy, and as set out in the Department for Education (DfE) statutory guidance, 'alternative provision' is defined as:

*"Education arranged for students who, need specialised provision, exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a fixed- period exclusion; and students being directed by schools to off-site provision to improve their behaviour."*

## 4. The Purpose of Alternative Provision

Stamford Park Trust recognises that all students are individuals with different strengths and needs. Alternative provision focusses on ensuring that students continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions to support students' wider development.

A school may arrange alternative provision for students for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of students who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion
- To ensure students are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life
- To further personalise the curriculum for some students, where there is a need
- To meet the needs of students who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education.
- To negate any damage caused by negative experiences a student may have had in subject areas they cannot access
- To meet legal obligations

Once directed to alternative provision, the length of time a student spends there will be dependent on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored.

## 5. High Quality Alternative Provision

Alternative provision will differ from student-to-student dependent on their needs; however, the providers commissioned by the school aim to:

- Be suited to individual students' capabilities and identify their specific personal, social and academic needs to help them overcome any barriers to attainment.
- Achieve good academic attainment on par with their peers
- Give students a greater degree of flexibility in what and how they learn, which can increase motivation
- Improve student motivation, self-confidence, attendance and engagement with education.
- Provide clearly defined objectives to the school and student, including the next steps following the placement such as reintegration into mainstream education.

## 6. Commissioning

As part of the commissioning and due diligence process in sourcing new alternative providers, all academies will, in the first instance, complete checks on the provider's GDPR, DBS, wider safeguarding policies and procedures, and where relevant, the latest Ofsted inspection and / or annual local authority inspection report.

If the new provider cannot provide evidence of an up-to-date satisfactory Ofsted or local authority inspection, or any policies or assurances on recruitment and safeguarding that meet our standard, **the school must not use this provider.**

We must ensure that the provider is Ofsted registered and /or on the Local Authority approved provider list.

We must ensure that in the case of assessing the needs of a student with an EHCP, the local authority is involved in brokering suitable provision – especially if the provision is unregistered with Ofsted.

## 7. Roles and Responsibilities

### 7.1 The Local Authority

The Local Authority is responsible for:

- Arranging suitable full-time education for learners who have been permanently excluded from an academy, as outlined in the arranging provision for excluded learners' section of this policy.
- Arranging suitable full-time education for learners who would not receive suitable education without alternative provision, e.g. because of illness.

### 7.2 Trustees

The Trust will be responsible for approving, monitoring and reviewing the implementation of this policy.

### 7.3 The Local Governing Board

The LGB is responsible for holding the Heads of school to account for its implementation.

### 7.4 The Head of school

In each school, the Head of school is responsible for:

- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Arranging the appointment of the Alternative Provision Lead.
- Reporting on the effectiveness of the implementation of this policy to the local governing body.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Notifying parents when their child has been directed to alternative provision, as outlined in section 7 of this policy.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider
- Overseeing the reintegration plan, including organising meetings with parents, students and alternative providers
- 

### 7.5 Designated Safeguarding Lead (DSL)

In each school, the DSL is responsible for:

- Ensuring that the alternative education providers used by the school are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety. **See Appendix 2 for further guidance.**
- Ensuring that all adults at the provision are cleared to work with students, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.
- Undertake an assessment of the need for Early Help
- Liaising with the school attendance lead to monitor the attendance of students who have been referred to alternative provision and updating the school's records on a weekly basis.
- Follow up on attendance concerns, which may include home visits, where necessary

## 7.6 Alternative Provision Lead

In each school, the Alternative Provision Lead is responsible for:

- Complete an Offsite Alternative Provision Placement Request Form to be shared with AP provider and AP lead (**Appendix 1**)
- Carry out a Risk Assessment for Alternative provision provider (**Appendix 2**)
- Continually assessing the quality and suitability of providers of alternative education.
- Liaising with the relevant members of staff, e.g. the Head, DSL and SENDCO, to ensure that the appropriate measures are in place to support students in alternative provision.
- Liaising with the SENDCO to ensure an accurate assessment of needs has been undertaken to ensure the suitability of the placement.
- Ensuring all details of a student's SEND are shared with the alternative provider, where appropriate, so their placement can be catered to them.
- Undertaking visits to the alternative provision sites, as requested by the Head, to review the progress of relevant students.
- Deciding on an appropriate course of action, in conjunction with the Head, if informed by a provider of any serious behavioural incidents involving the school's students.
- Meeting regularly with parents to review outcomes and share successes/concerns
- Liaising with the school attendance lead to monitor the attendance of students who have been referred to alternative provision and updating the school's records on a daily basis.
- Providing attendance updates to the DSL on a weekly basis.

## 8. Referral Process

The school will work in conjunction with alternative provision to develop procedures for referring and admitting students to alternative provision. Once the school has taken the decision to direct a student to alternative provision, the student and their parents will be called for a meeting with the Head and Alternative Provision Lead. If the student has an Education and Health Care Plan (EHC), the Local Authority will also be consulted and the school SENDCO will also be in attendance at any meetings.

- At the initial meeting, the alternative provision lead will clearly explain to the student and their parents the reasons for directing the student to alternative provision.
- An agreement will be made between the school and the parents with regards to referring the student to alternative provision. This agreement will be reviewed on a termly basis, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parents and students.
- Responsibilities for supporting the student and timescales for reviewing the alternative provision agreement will be made during the initial meeting.
- Expected outcomes/targets will be set so as all parties can understand if the placement has been successful
- Parents of the student will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.
- Once parents have agreed for their child to be directed to alternative provision, the student must attend any on- or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the school, as outlined in the school Attendance Policy.

- Where parents refuse to accept the offer of alternative provision, this will be documented
- The initial meeting will be documented and if a referral is agreed the Head of School will formally write to parents. The notification letter will explain the purpose of the alternative provision and the reason the student has been referred to this provision. The notification letter will state the dates for which the student will be required to attend alternative provision, the time the provision will start, the amount of time the student is to spend at the placement each day, the address of the Alternative Provision and the name of the person responsible for the provision.

## 9. Communication with providers and data protection

The objectives of placing individual students in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by the alternative provision lead. The school will maintain ongoing contact with the provider and the student in order to exchange relevant information, monitor progress and provide pastoral support. All relevant information shared between the school, provider and other parties will be communicated in accordance with data protection principles; including any information on SEND, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate. Providers will be made aware that they should raise any safeguarding concerns regarding a student of the school with the DSL.

## 10. Monitoring Progress, Behaviour and Welfare

Whilst a student is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare. We want to ensure all students are happy, safe and making good progress.

- Providers are required to complete a half-termly report on the student's academic progress, behaviour and welfare, as part of the school's monitoring process.
- The Alternative Provision Lead will facilitate regular (at least half-termly) reviews with parents to discuss progress and evaluate the ongoing need for the placement.
- The alternative provision lead, or another suitable member of staff, will visit students placed in alternative provision at appropriate intervals. These visits should quality assure the placement.
- The alternative provision lead, or another suitable member of staff, will complete regular "check-ins" with the child to ensure they feel happy about the placement. Any concerns should be fed back to parents and the Alternative Provision during review meetings.
- If a serious behaviour incident occurs whilst a student is in alternative provision, the provider will contact the school.
- Students who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the Alternative Provision Lead, student, their parents the provider and if appropriate the SENDCo.
- If a student's progress does not improve following three formal review meetings, the school may end the placement.

If at any time there are safeguarding concerns raised around the suitability of the placement, or concerning the safety of the child, the placement may be terminated with immediate effect.

## 11. Part-time / Reduced Timetables

All students of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014.

In very exceptional circumstances, where it is in a student's best interests, there may be a need for a school to provide a student of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a student from attending school or another setting full-time and a part-time timetable is used to help the student access as much education as possible. A part-time timetable should not be used to manage a student's behaviour.

A part-time timetable should:

- Have the agreement of both the school and the parent the student normally lives with
- Have a clear ambition and be part of the student's wider support, health care or reintegration plan
- Have regular review dates (at least every 2-3 weeks) which include the student and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the student, after which the student is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a student with a long-term health condition may require a parttime timetable for a prolonged period.

Where the student has a social worker, the school will keep them informed and involved in the process.

If the student has an education health and care plan, the school will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, a school has agreed to a student being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2).

All part time timetable requests must be signed off and agreed by the Head of School before implemented. The school will ensure that the Part-time/Reduced Timetable form is completed for every child prior to the student starting a reduced provision (**See Appendix 3**)

The school must ensure that the Local Authority tracker tool for part-time/reduced timetables is fully completed and up to date for all applicable students. This is held on the schools One Drive Attendance Folder

## 11. Reintegration

Where it is considered that a child has met the expected outcomes and it is decided that it would be appropriate to return to mainstream education, the school, parents and the alternative provision setting will work together to

develop a reintegration plan.

- The Alternative provision lead or SENDCo will arrange a meeting with the alternative provision setting to develop the reintegration plan.
- Before reintegration, the Alternative provision lead will obtain a final report on the student's achievements during the placement; this includes academic attainment and progress, attendance records and evidence of a change in behaviour. They will also speak to the student to assess their views on the success of the placement.
- In light of the final report and views of the student, the school will implement an appropriate reintegration plan based on the student's needs. This may include a discussion with the student's parents and/or setting specific objectives for the student to achieve on reintegration, e.g. attendance or behaviour.
- Students that have reintegrated back into the school will be continually supported in line with their specific needs.

## 12. Monitoring Arrangements

This policy will be reviewed by the Trust board every 2 years.

The academy will provide referral information using the Placement Request Form (appendix 1) and Risk Assessment Documentation (appendix 2) and will conduct Quality Assurance checks (appendix 3) in a timely fashion.

## 13. Links with other policies

This Alternative Provision policy is linked to the following school policies:

- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs Policy and SEND information report
- DfE Suspension and Permanent Exclusions
- DfE Supporting Students with Medical Conditions

## Appendix 1: Offsite Alternative Provision Placement Request Form

*(To be completed prior to any placement and shared with AP provider)*

|                                                                                                                                  |      |        |                      |
|----------------------------------------------------------------------------------------------------------------------------------|------|--------|----------------------|
| STUDENT NAME AND DOB                                                                                                             |      |        |                      |
| Current School Year Group and Form                                                                                               |      |        |                      |
| Home Address                                                                                                                     |      |        |                      |
| Gender                                                                                                                           | Male | Female | Other (please state) |
| EHC (Education Health and Care) Plan / Statement                                                                                 | YES  | NO     |                      |
| Does the student have a risk assessment in place                                                                                 | YES  | NO     |                      |
| Look After (CLA) Status                                                                                                          |      |        |                      |
| Does the learner have a CIN (Child in Need) Plan?                                                                                |      |        |                      |
| If yes please provide details                                                                                                    |      |        |                      |
| Is there an EHA in place?                                                                                                        |      |        |                      |
| Does the student have a CP (Child Protection) Plan?                                                                              |      |        |                      |
| If yes please provide details including name and email of lead professional                                                      |      |        |                      |
| Ethnicity and First Language                                                                                                     |      |        |                      |
| Medical Information<br><i>(Please provide details)</i><br>Do reasonable adjustments need to be made to the learning environment? |      |        |                      |
| Is there a requirement for medication to be administered during the day?                                                         | YES  | NO     |                      |
| If Yes: Self-administer OR Requires adult administration                                                                         |      |        |                      |
| Are there any dietary requirements? If yes please provide details                                                                |      |        |                      |
| Does the learner have a specific diagnosis? (e.g., ADHD, ASD (autism spectrum disorder), Epilepsy, Dyslexia)                     |      |        |                      |
| SEN Need (please indicate)                                                                                                       |      |        |                      |
| A. ASC (Autism Spectrum Condition)                                                                                               |      |        |                      |
| B. Cognition and Learning Difficulties                                                                                           |      |        |                      |

|                                               |        |
|-----------------------------------------------|--------|
| C. Social, Emotional and Mental Health        |        |
| D. Communication and Interaction              |        |
| E. Sensory and Physical                       |        |
| Provision Map:                                | YES NO |
| <i>If yes, please provide details</i>         |        |
| Is the learner open to social care?           |        |
| <i>If yes, please provide contact details</i> |        |

**Other agency involvement**

|                                                                                                                  | Current | Expired<br>(within 1<br>year) | Contact Name | Email |
|------------------------------------------------------------------------------------------------------------------|---------|-------------------------------|--------------|-------|
| YOT (Youth Offending Team)                                                                                       |         |                               |              |       |
| Brief detail:                                                                                                    |         |                               |              |       |
| Police                                                                                                           |         |                               |              |       |
| Brief detail:                                                                                                    |         |                               |              |       |
| CAMHs                                                                                                            |         |                               |              |       |
| Brief detail:                                                                                                    |         |                               |              |       |
| Other (state)                                                                                                    |         |                               |              |       |
| Brief detail                                                                                                     |         |                               |              |       |
| <b>Family Overview</b><br><i>(i.e., Position of young person in relation to siblings, parental details etc.)</i> |         |                               |              |       |

|              | Good |   | Requires Improvement |   |
|--------------|------|---|----------------------|---|
| Attendance   | 4    | 3 | 2                    | 1 |
| Time Keeping | 4    | 3 | 2                    | 1 |

|                                             |   |   |   |   |
|---------------------------------------------|---|---|---|---|
| Confidence                                  | 4 | 3 | 2 | 1 |
| Interaction with other learners             | 4 | 3 | 2 | 1 |
| Interaction with Teachers                   | 4 | 3 | 2 | 1 |
| General behaviour                           | 4 | 3 | 2 | 1 |
| Attitude to home life and current situation | 4 | 3 | 2 | 1 |
| Parental Attitude to school                 | 4 | 3 | 2 | 1 |
| Emotional Resiliency                        | 4 | 3 | 2 | 1 |

|                                             | Never | Sometimes | Often |
|---------------------------------------------|-------|-----------|-------|
| Gives in easily to pressure from others     |       |           |       |
| Has poor control of temper                  |       |           |       |
| Challenges authority                        |       |           |       |
| Has caused damage to property               |       |           |       |
| Verbally abuses peers                       |       |           |       |
| Verbally abuses staff                       |       |           |       |
| Displays aggressive behaviour               |       |           |       |
| Has caused deliberate injury to peers       |       |           |       |
| Has caused deliberate injury to staff       |       |           |       |
| Displays sexually inappropriate behaviour   |       |           |       |
| Attempts to manipulate / control others     |       |           |       |
| Is at risk of self-harm                     |       |           |       |
| Runs out of buildings                       |       |           |       |
| Drugs / alcohol have an impact on behaviour |       |           |       |
| Has brought in or used an offensive weapon  |       |           |       |
| Has racist tendencies                       |       |           |       |

| Timetable – please select preferred days     |                             |                             |                             |                             |
|----------------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Monday                                       | Tuesday                     | Wednesday                   | Thursday                    | Friday                      |
| am <input type="checkbox"/>                  | am <input type="checkbox"/> | am <input type="checkbox"/> | am <input type="checkbox"/> | am <input type="checkbox"/> |
| pm <input type="checkbox"/>                  | pm <input type="checkbox"/> | pm <input type="checkbox"/> | pm <input type="checkbox"/> | pm <input type="checkbox"/> |
| Comments:                                    |                             |                             |                             |                             |
| PREFERRED START DATE:<br>(MUST be completed) |                             |                             |                             |                             |
| END DATE: (IF KNOWN)                         |                             |                             |                             |                             |

Where will the learner access their education?

|                                                                    |                                                            |                                                                 |
|--------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------|
| Support required in student's home<br><br><input type="checkbox"/> | Support in community venue<br><br><input type="checkbox"/> | Support in provider's own venue<br><br><input type="checkbox"/> |
| Reason:                                                            | Reason:                                                    | Reason:                                                         |

**Education Profile – Please attach the students last academic report, attendance report and exclusion information to this proforma**

**Expected Outcomes: Please provide targets to enable the provider to plan for the student.**

| Attendance Target                                                                                                                           | Social, Emotional, Mental Health Target | Academic Targets |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------|
|                                                                                                                                             |                                         |                  |
| What is the learner's expected outcomes the provider should aim to achieve?<br>Attendance<br>Progress in CORE<br>Working with Others safely |                                         |                  |
| What curriculum would be most appropriate for the learner?                                                                                  |                                         |                  |

|                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------|--|
| Pathway one: Broad, balanced curriculum. GCSE's and FE (Further Education) (academic/mainstream style) |  |
| Pathway two: Vocational Provision 14-19 curriculum. FE and work placements                             |  |
| Pathway three: Foundation Learning, National Accreditation, Key Skills                                 |  |

|                          |                  |                       |
|--------------------------|------------------|-----------------------|
| Assessment conducted by: | Job title:       | Student Name and DOB: |
| Date of assessment:      | Review interval: | Date of next review:  |

| Risk rating   |                                                                                                                                                                  | Likelihood of occurrence |          |            |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------|------------|
|               |                                                                                                                                                                  | Probable                 | Possible | Remote     |
| Likely impact | <b>Major</b><br>Causes major physical/emotional injury, harm or ill-health.                                                                                      | High (H)                 | H        | Medium (M) |
|               | <b>Severe</b><br>Causes physical/emotional injury or illness requiring first aid or support.<br><br>Significantly reduces the likelihood of success in adulthood | H                        | M        | Low (L)    |
|               | <b>Minor</b><br>Causes physical or emotional discomfort.<br><br>Likely to reduce the success of the learner in adulthood.                                        | M                        | L        | L          |
|               |                                                                                                                                                                  |                          |          |            |

| Risk                                                                       | Risk rating prior to action<br>H/M/L | Recommended controls                                                                                                                                                                                             | In place? yes/no | Checked by whom? | Risk rating following action<br>H/M/L |
|----------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------------------------------|
| The provider is unregistered and therefore has not been checked by OFSTED. |                                      | <ul style="list-style-type: none"> <li>The registration status of each provider is carefully checked.</li> <li>Alternative provision that contravenes the regulations about registration is not used.</li> </ul> |                  |                  |                                       |

**ALTERNATIVE PROVISION POLICY**

| Risk                                                                                                                              | Risk rating prior to action<br>H/M/L | Recommended controls                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | In place? yes/no | Checked by whom? | Risk rating following action<br>H/M/L |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------------------------------|
| There are no agreed expectations of the placement.                                                                                |                                      | <ul style="list-style-type: none"> <li>The academy is clear about its expectations and responsibilities, and ensures the provider is aware of these.</li> <li>The academy works with the provider prior to any students' placements, regarding the accurate and appropriate assessment of each student.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                  |                                       |
| Staff at the provision have not been vetted in line with Trust Policy.                                                            |                                      | <ul style="list-style-type: none"> <li>Staff at the registered alternative provision are checked to ensure they have the appropriate checks, for example, DBS checks.</li> <li>The providers have a single central record in place.</li> <li>A comfort letter is obtained from the provider prior to the commencement of the placement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                  |                                       |
| <p>The provision does not follow the National Curriculum/ syllabus.</p> <p>There is no planned approach to careers education.</p> |                                      | <ul style="list-style-type: none"> <li>The quality of teaching and learning at the alternative provision, and the impact of this on students' progress towards the qualifications they are studying towards, are systematically evaluated.</li> <li>The impact of alternative provision on students' employability skills are tracked and evaluated.</li> <li>Academic progress made by students who attend alternative provision is systematically evaluated.</li> <li>The provision has a strong focus on literacy and numeracy development.</li> <li>All courses provided lead to accredited qualifications.</li> <li>The academy takes full responsibility for ensuring that the provision offers high-quality education and is suitable for students' individual needs.</li> </ul> |                  |                  |                                       |

| Risk                                                                                             | Risk rating<br>prior to action<br>H/M/L | Recommended controls                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | In place? yes/no | Checked by<br>whom? | Risk rating<br>following<br>action<br>H/M/L |
|--------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|---------------------------------------------|
| The curriculum is not broad and balanced and does not promote basic skills in maths and English. |                                         | <ul style="list-style-type: none"> <li>The academy visits the students at their provision regularly and frequently to ensure their wellbeing and progress.</li> <li>Support is in place to ensure that students who miss part of the curriculum due to their part-time provision receive adequate support and the chance to catch up.</li> <li>A work experience coordinator arranges appropriate careers guidance and extended work placements as needed.</li> <li>Students in alternative provision are taught a well-balanced academic and vocational curriculum that is adapted to suit their ability.</li> </ul> |                  |                     |                                             |
| Learners make no social progress whilst in the provision                                         |                                         | <ul style="list-style-type: none"> <li>Social progress made by students who attend alternative provision is systematically evaluated.</li> <li>A member of staff from within the AP has been identified who will have ongoing contact with the students, provider, and parents.</li> </ul>                                                                                                                                                                                                                                                                                                                            |                  |                     |                                             |
| Learner makes no personal progress whilst in the provision                                       |                                         | <ul style="list-style-type: none"> <li>Personal progress made by students who attend alternative provision is systematically evaluated by the academy.</li> <li>Visits to students at their provision are organised prior to the commencement of the placement and are set up regularly and frequently to monitor their wellbeing and progress.</li> </ul>                                                                                                                                                                                                                                                            |                  |                     |                                             |

| Risk                                                                                | Risk rating prior to action<br>H/M/L | Recommended controls                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | In place? yes/no | Checked by whom? | Risk rating following action<br>H/M/L |
|-------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------------------------------|
| Safeguarding arrangements are not effective                                         |                                      | <ul style="list-style-type: none"> <li>The academy ensures the provider has a good understanding of child protection procedures, and is alert to any concerns that may arise, and understands what to do if this occurs.</li> <li>The provider receives full copies of the academy's child protection policies, including policies surrounding e-safety and social media.</li> <li>All ICT equipment has the appropriate firewalls or filters installed.</li> <li>The names and contact details of those responsible for safeguarding are given to the provider.</li> <li>The name and contact details for the DSL at the provision are obtained by the academy.</li> <li>Information about the learner's CP status and social worker contact details (where appropriate) have been shared with the provider.</li> </ul> |                  |                  |                                       |
| There are no intended outcomes for the provision.                                   |                                      | <ul style="list-style-type: none"> <li>The academy ensures the initial referral form is completed with the appropriate level of detail to inform the provider.</li> <li>Providers are made aware of learners' career aspirations and the need to engage students actively.</li> <li>The academy ensures there is a clear reason for referral, the aims of the placement, the period in which the student will attend the placement, the date and time the placement will start, as well details of the session times.</li> </ul>                                                                                                                                                                                                                                                                                         |                  |                  |                                       |
| The academy does not maintain accurate records of attendance and/or attainment data |                                      | <ul style="list-style-type: none"> <li>Regular discussions are held between the school, provider, students and parents, in advance of the placement and throughout.</li> <li>Providers report daily on the attendance of students, and at least half termly on students' progress.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                  |                                       |

**ALTERNATIVE PROVISION POLICY**

| Risk                                                                                | Risk rating prior to action<br>H/M/L | Recommended controls                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | In place? yes/no | Checked by whom? | Risk rating following action<br>H/M/L |
|-------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------------------------------|
| Facilities at the provision are not fit for purpose/ comparable to the academy.     |                                      | <ul style="list-style-type: none"> <li>The accommodation and facilities used by alternative providers are fit for purpose and have been visited by academy staff prior to the commencement of the placement.</li> <li>The academy ensures alternative provisions have work and leisure facilities, displays and resources that complement the ones found in the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                  |                  |                                       |
| The provider does not have due regard for the health and safety of learners.        |                                      | <ul style="list-style-type: none"> <li>The academy frequently checks that health and safety is a high priority.</li> <li>The academy ensures health and safety risks are taught to learners by the provider.</li> <li>The provision provides all learners with the relevant safety equipment, such as high-visibility jackets and safety boots, and monitors their correct use during their visits.</li> <li>The academy ensures fire alarms are regularly tested at the provision and that staff are trained in fire prevention measures.</li> <li>A diary of recent fire drills is shown to the academy to ensure they take place regularly.</li> <li>The academy ensures the provision is familiar with The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.</li> <li>The provider ensures there are arrangements for access to a qualified first aider.</li> </ul> |                  |                  |                                       |
| The provision is not suitable for learner needs and could be suspended or excluded. |                                      | <ul style="list-style-type: none"> <li>Students are taught a well-balanced academic and vocational curriculum that is adapted to suit their needs.</li> <li>There is a strong focus on careers education, citizenship and RE.</li> <li>There is a clear policy in place and the academy have a copy of this for their records.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |                  |                                       |

## ALTERNATIVE PROVISION POLICY

| Risk                                                                | Risk rating prior to action<br>H/M/L | Recommended controls                                                                                                                                                                                                                                    | In place? yes/no | Checked by whom? | Risk rating following action<br>H/M/L |
|---------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------------------------------|
| The learner/ staff will not be covered in the event of an incident. |                                      | <ul style="list-style-type: none"> <li>The academy ensures an appropriate, and up-to-date, insurance policy is in place at the alternative provision.</li> </ul>                                                                                        |                  |                  |                                       |
| The learner will not be able to attend the provision.               |                                      | <ul style="list-style-type: none"> <li>The academy ensures that appropriate transport has been arranged and that parents/ carers are aware of the arrangements.</li> </ul>                                                                              |                  |                  |                                       |
| The learner will not have any food during the provision.            |                                      | <ul style="list-style-type: none"> <li>The academy ensures that providers make arrangements for learners eligible for free school meals.</li> <li>Lunchtime arrangements for students who are not eligible are confirmed with the provision.</li> </ul> |                  |                  |                                       |

## Appendix 3: Reduced Timetable (RTT) Referral Form

It is an important decision to withdraw a young person's access to a full-time education. For a case to be considered it is essential that all sections of this referral form are fully completed and submitted to the Senior Attendance Champion

|                                                                                                            |         |               |  |
|------------------------------------------------------------------------------------------------------------|---------|---------------|--|
| School name                                                                                                |         |               |  |
| Pupil's first name                                                                                         |         | Surname       |  |
| UPN                                                                                                        |         | Year group    |  |
| Attendance                                                                                                 |         | Date of birth |  |
| DA/NDA                                                                                                     |         | SEND Status   |  |
| Academic sets (Secondary only)                                                                             | Maths   |               |  |
|                                                                                                            | English |               |  |
| Is the child in care? Y/N                                                                                  |         |               |  |
| If yes, does the Virtual School representative agree with the request Y/N                                  |         |               |  |
| How can school evidence this?                                                                              |         |               |  |
| Is the child subject to a Child Protection Plan? Y/N                                                       |         |               |  |
| If yes, please provide details of a completed risk assessment below or attach relevant document.           |         |               |  |
|                                                                                                            |         |               |  |
| Does the child have an Education, Health and Care Plan? Y/N                                                |         |               |  |
| If yes, does the LA SEND officer agree with the request? Y/N                                               |         |               |  |
| How can school evidence this?                                                                              |         |               |  |
| Is the child on the SEND register? Y/N                                                                     |         |               |  |
| Is the SENDCo aware of the RTT request and do they support an RTT? Y/N                                     |         |               |  |
| What is the nature of the RTT request? Please select one option below (✓) after referring to the guidance. |         |               |  |
| Reintegration (maximum of 3 weeks)                                                                         |         |               |  |
| Support package (maximum of 6 weeks pending review)                                                        |         |               |  |
| Medical/ Mental Health need (maximum of 6 weeks pending review)                                            |         |               |  |
| What are the exceptional circumstances for introducing an RTT? Please outline below                        |         |               |  |
|                                                                                                            |         |               |  |
| What measures have already been taken to attempt to remove the need for an RTT?                            |         |               |  |
|                                                                                                            |         |               |  |

|                                                                                                                                                                            |               |                |                  |                 |               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|------------------|-----------------|---------------|--|
| Has the child previously been on a reduced timetable? Y/N                                                                                                                  |               |                |                  |                 |               |  |
| If yes, and the pupil has since returned to full time education what is the rationale for reinstating an RTT? Please outline below.                                        |               |                |                  |                 |               |  |
|                                                                                                                                                                            |               |                |                  |                 |               |  |
| Has any other professional suggested or supported the use of an RTT? Please list professionals by name including their job title e.g. Dr Smith (Consultant Paediatrician). |               |                |                  |                 |               |  |
|                                                                                                                                                                            |               |                |                  |                 |               |  |
| Proposed start date of the RTT (allow 2 working days minimum for approval).                                                                                                |               |                |                  |                 |               |  |
| Number of hours in education at the start of the RTT.                                                                                                                      |               |                |                  |                 |               |  |
| Review date of the RTT and name of reviewer (must be a week before the end date).                                                                                          |               |                |                  |                 |               |  |
| End date of the RTT (must be a specific date and no longer than 6 weeks in any circumstances and three weeks for a reintegration).                                         |               |                |                  |                 |               |  |
| Set out clearly defined objectives for the RTT below.                                                                                                                      |               |                |                  |                 |               |  |
|                                                                                                                                                                            |               |                |                  |                 |               |  |
| <b>Timetable:</b> Plan to increase hours over time if possible.                                                                                                            |               |                |                  |                 |               |  |
| <b>Week</b>                                                                                                                                                                | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> |  |
| 1                                                                                                                                                                          |               |                |                  |                 |               |  |
| 2                                                                                                                                                                          |               |                |                  |                 |               |  |
| 3                                                                                                                                                                          |               |                |                  |                 |               |  |
| 4                                                                                                                                                                          |               |                |                  |                 |               |  |
| 5                                                                                                                                                                          |               |                |                  |                 |               |  |
| 6                                                                                                                                                                          |               |                |                  |                 |               |  |
| Referrer signature                                                                                                                                                         |               |                |                  |                 |               |  |
| Referrer job title                                                                                                                                                         |               |                |                  |                 |               |  |
| SAC signature (requires sign off)                                                                                                                                          |               |                |                  |                 |               |  |
| Date of referral (at least two days before proposed start date)                                                                                                            |               |                |                  |                 |               |  |

**No RTT request can be processed without parental consent.** When holding the planning meeting a parental signature should be captured for the proposal. **It should be made clear to the parent that the reduced timetable cannot be finalised without the Senior Attendance Champions (SAC) approval.**

**Parental consent:**

I understand my child is being referred to be placed on a reduced timetable for a limited period and I support this referral.

**I have discussed the matter fully with the school and if a reduced timetable is established, I agree to:**

- Take full responsibility for my child during the hours when not attending school.
- Ensure there is supervision of academic work during those hours.
- Ensure there is a flow between school and home for support and guidance.
- Take full responsibility for the health and safety of my child when they are not in school.

|                    |  |      |  |
|--------------------|--|------|--|
| Parental signature |  | Date |  |
|--------------------|--|------|--|

During the period of the reduced timetable, the school will:

- monitor the effectiveness of the reduced timetable.
- hold a review on the agreed date.
- provide work for the child to do whilst at home (where appropriate). Mark all completed work and provide the pupil with feedback.

|                             |  |        |  |
|-----------------------------|--|--------|--|
| SAC decision on RTT request |  | Signed |  |
|-----------------------------|--|--------|--|

## Appendix 4: Safeguarding Monitoring and Quality Assurance of Alternative Provision

Checklist of factors which schools should consider when deciding that an alternative provision is of a suitable quality and that appropriate and robust monitoring arrangements are in place.

Name and Contact details of provider: \_\_\_\_\_

### Safeguarding

|                                                                                                      | Yes | No | Comment |
|------------------------------------------------------------------------------------------------------|-----|----|---------|
| Is a recent <b>'Good' or 'Outstanding' Ofsted Report</b> available where applicable?                 |     |    |         |
| Is the provider Ofsted registered                                                                    |     |    |         |
|                                                                                                      | Yes | No | Comment |
| <b>Complete the following checks prior to placement:</b>                                             |     |    |         |
| Staff and Volunteer Record – Single central record of qualifications, recruitment and vetting checks |     |    |         |
| Insurance Certificates (see details below)                                                           |     |    |         |
| Core Risk Assessments                                                                                |     |    |         |
| Admissions Policy and Procedures and register                                                        |     |    |         |
| Attendance Policy and Procedures and register                                                        |     |    |         |
| Health and Safety Policy                                                                             |     |    |         |
| Educational Visits and Outings Policy and Procedures                                                 |     |    |         |
| Code of Conduct and Behaviour Policy (to include anti-bullying policies)                             |     |    |         |
| Data Protection Policy and Procedures                                                                |     |    |         |
| Data Processing Agreement                                                                            |     |    |         |
| Equality information and objectives (public sector equality duty) statement for publication          |     |    |         |
| Child Protection Policy and Procedures                                                               |     |    |         |
| Statement of procedures for dealing with allegations of abuse against staff                          |     |    |         |
| Sex and Relationships Education Policy                                                               |     |    |         |
| Complaints Procedure Statement                                                                       |     |    |         |
| Other – specify                                                                                      |     |    |         |

### Insurance (see notes below)

|                                   | Yes | No | Comment |
|-----------------------------------|-----|----|---------|
| Public Liability insurance        |     |    |         |
| Employer's Liability insurance    |     |    |         |
| Professional Negligence insurance |     |    |         |
| Motor Vehicle Insurance           |     |    |         |
| Subcontractor Liability           |     |    |         |

**Quality of provision (assessed through a site visit)**

|                                                                             | Yes | No | Comment |
|-----------------------------------------------------------------------------|-----|----|---------|
| The commissioned place meets the educational and SEMH needs of each student |     |    |         |
| The premises are fit for purpose                                            |     |    |         |
| Health and safety arrangements are of an appropriate standard               |     |    |         |
| Teaching and learning is of a high standard                                 |     |    |         |
| Safeguarding is of a high standard                                          |     |    |         |
| Suitable resources and teaching materials are available                     |     |    |         |
| Behaviour management is strong                                              |     |    |         |
| Attendance recording and reporting are robust                               |     |    |         |
| Tracking and reporting on progress is robust                                |     |    |         |
| Suitable accreditation and other outcomes are on offer                      |     |    |         |

**Supporting documentation in place**

|                                                                                       | Yes | No | Comment |
|---------------------------------------------------------------------------------------|-----|----|---------|
| Service Level Agreement                                                               |     |    |         |
| Education plan for each student or group of students                                  |     |    |         |
| Protocol for monitoring student progress and outcomes and quality of provision        |     |    |         |
| Review calendar for monitoring student progress and outcomes and quality of provision |     |    |         |
| Formal agreement from the parent(s) for the arrangement                               |     |    |         |
| Effective communication protocol                                                      |     |    |         |
| Other – specify                                                                       |     |    |         |

**Additional Information - Recommended Levels of Insurance Cover**

- Public Liability insurance for a minimum of five million pound sterling (£5,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year
- Employer's Liability insurance for a minimum of ten million pound sterling (£10,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;
- Professional Negligence insurance for a minimum of two million pound sterling (£2,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;
- The Service Provider and its Personnel shall have in place motor vehicle insurance commensurate with the potential liabilities of the Service Provider relating to the operation of vehicles used for the transport of Service User/s and their visitors
- Subcontractor Liability – the Service Provider shall ensure that the same levels of insurance are maintained for any sub-contracted Services;

The onus is on the Service Provider to ensure that its insurance policies are always adequate to cover eventualities pertaining to its business, but the school also holds a responsibility to students placed there.