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DORMSTON SCHOOL

Alternative Provision Policy

Definition

For the purposes of this policy, the definition of alternative provision is as follows:

'Education arranged by the Dormston School or Local Authority for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by the school for pupils on a fixed period exclusion; and pupils being directed by the school to off-site provision to improve their behaviour'.

Aim

This Policy aims to:

- ✓ provide clear process with regards to quality assurance for the schools provision;
- ✓ provide guidance on the monitoring, progress and attendance of pupils accessing alternative provision;
- ✓ provide guidance for staff supporting our pupils in alternative provision;
- ✓ provide the statutory guidance which allows schools to direct pupils off-site for education;
- ✓ to set out a rationale for securing a personalised curriculum for pupils at KS4.

Alternative Provision is a complex service to plan, deliver and get right. For the most part it is provided to meet the needs of pupils with behavioural and emotional difficulties who have failed in mainstream education and have needs that are difficult to meet within the conventional school setting. At the Dormston School we take the national statistics that only 1.4% of pupils in alternative provision achieve 5 or more GCSEs at grade A* - C including English and Maths, very seriously and have ensured the provision we use, delivers the progress and support that we expect all our pupils to achieve.

Pupils directed to AP by the school will be able to stay for as long as is necessary, providing the placement is appropriate, is meeting the child's needs and that progress is regularly monitored.

The best schools appear to spend less money on AP. Where there are high general standards in a school such as the Dormston, fewer children show the sort of challenging behaviour that warrants additional support or referral to AP. The Dormston School is able to divert resources to the small group of pupils who need the most help rather than spending large sums of money on children who should be accommodated successfully in mainstream schools.

Responsible Officer - Mr S Carroll
Linked Governor - Mr George Craig
Review Officer - Mr N Eveson
Review Date - September 2017

Planning for Alternative Provision

All pupils will be helped and encouraged to achieve or exceed the standards of a good education. The leadership team whilst assessing appropriate provision will recognise any issues or barriers, that may affect the success of the provision as early as possible, and will carry out a thorough assessment of the pupil's needs.

The Dormston School will look to have an increased focus on the early assessment and identification of a pupil's needs before his or her behaviour has deteriorated to the extent that exclusion is the only option. Further information is provided in the School Behaviour Policy.

All pupils will receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate. A personalised plan for intervention will be prepared by the school setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should also be linked to other relevant information or activities such as Individual Health Care Plans' for children with SEN.

Other Factors used to identify if the provision is appropriate are:

- ✓ quality of education;
- ✓ level of progression;
- ✓ spiritual, moral, social and cultural development of pupils;
- ✓ welfare, health and safety of pupils. (see appendix 1);
- ✓ suitability of staff, supply staff and proprietors;
- ✓ premises of and accommodation at the provision;
- ✓ provision of information;
- ✓ communication provided upon request;
- ✓ the manner in which complaints are handled and addressed.

Good Alternative Provision

Is that which appropriately meets the needs of pupils which requires its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve:

- ✓ good academic attainment on par with the school, particularly in English, Maths and Science with appropriate accreditation and qualifications;
- ✓ that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- ✓ improved pupil motivation and self-confidence, attendance and engagement with education;
- ✓ clearly defined objectives, including the next steps following the placement such as reintegration back into Dormston School life, further education, training or employment.

Advantages of Alternative Provision

- students can access a variety of educational options, including core GCSE's, vocational training and qualifications, or practical skills that can lead to employment;
- pupils are given a degree of flexibility in what and how they learn;
- pupils are given some independence and are encouraged to take responsibility for themselves;
- pupils who are doing what they enjoy often find they are more motivated to attend classes;
- pupils who are referred to provision remain on roll and the school funds their place. The school remains ultimately responsible for the pupil;
- the offer of alternative provision shows a commitment by the Dormston school to an inclusive approach to the pupils education.

Roles and Responsibilities

Governing Bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. The Secretary of State has made regulations, as is required by the related legislation, concerning schools' use of this power. The Governing Body are also responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.

The Dormston School (Under the Senior Leadership Team will):

- ✓ ensure that when schools decide to send a pupil to AP they share all relevant information with providers;
- ✓ agree the nature of the intervention and set targets for the pupil;
- ✓ ensure that information is shared between the school and providers and that locally this leads to clear and realistic plans with baselines against which to measure progress;
- ✓ ensure that progress will be regularly monitored and plans put in place for the next stage in the child's life;
- ✓ ensure appropriate courses, providers, work experience are commissioned;
- ✓ monitor the quality of both new and existing AP;
- ✓ parents/carers will be provided with reviews and other relevant information;
- ✓ support pupils/families with transport, where appropriate;
- ✓ ensure that pupil's progress and support is carefully monitored within school;
- ✓ ensure that pupil's progress and support is carefully monitored at the AP;
- ✓ praise and reward progress/success;
- ✓ ensure pupils are emotionally and physically safe at all times (Risk Assessments will be in place). Appendix 1;
- ✓ provide effective communication to all relevant parties, where appropriate;
- ✓ act on the guidance of DFE guidelines and Ofsted Framework.

It is expected that Pupils will:

- ✓ attend all lessons/AP sessions (days) with the correct equipment;
- ✓ take pride in their work and conduct and strive to do their best;
- ✓ show respect, care and consideration for others;
- ✓ listen when teachers/instructors/coaches/pupils are talking;
- ✓ follow instructions first time;
- ✓ behave in a way that values learning;
- ✓ follow the Dormston School behaviour code.

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It is expected Parents/Carers will:

- ✓ parents/carers should be engaged in the decision taken by the school to direct a pupil off-site;
- ✓ ensure attendance and behaviour is maintained at the provision;
- ✓ receive information about reviews provided;
- ✓ be available to discuss outcomes of the reviews and of the placement.

Governors

Statutory guidance sets out the Government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice.

- ✓ the governing body will have regard for all statutory guidance set out in this document;
- ✓ will ensure objectives and timeframes of provision are reviewed;
- ✓ will ensure appropriate monitoring of progress and that this is agreed by all parties;
- ✓ will arrange how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.

The Governing Body will obtain from the provider a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. The Governing Body should also seek the pupil's views on the success of the placement. Both may assist the school in deciding if and when to use that provider to support other pupils.

Monitoring and Evaluation

The Governing Body and Senior Leadership Team member responsible will evaluate the impact of the alternative provision by receiving information for: (analysed by year group, gender, ethnicity and other relevant groups).

- GCSE Outcomes;
- Progress Reviews (Parental Meeting);
- Q&A process (See Appendix 2);
- Attendance Data;
- Pupil welfare and support;
- Behaviour reports.

Feedback on the effectiveness of the policy will be sought from staff, pupils, AP providers and parents/carers.

Off-site Alternative Provision

The Dormston School's focus is to ensure that a child continues to receive a good education on par with their mainstream peers whilst the needs which require intervention are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

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When the school has secured alternative provision for a fixed term period exclusion, or has directed a pupil off-site to improve behaviour, we have a process in place to reintegrate the pupil at the end of the placement if they return to school.
The school does plan for reintegration and this may involve discussion with the pupil's parents and the setting of objectives and targets (for example on behaviour or attendance).

If the placement does not end with reintegration into the school, for example, when a pupil reaches the end of Year 11 while still in alternative provision, the school will work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training.

The school will collect and record information about the pupil's next destination as part of its planning for alternative provision intervention.

Provision of high quality work experience will be delivered by the chosen provider of alternative provision.

SEN Pupils

Though it is difficult to estimate the levels of SEN across children who attend alternative provision, we do know that the figure is higher than across mainstream school as a whole. 79% of those attending PRUs have a special educational need. Often this is a behavioural difficulty, but the behaviour frequently masks other issues. Where children have SEN, these plans will link to 'Individual Health Care Plans'.

The Dormston will always ensure that there is an accurate assessment of the children's needs to ensure that the right provision is put in place.

We will always challenge ourselves to provide a broad range of provision that is able to address the individual difficulties of our pupils. Consideration will always be given to the suitability of a placement.

Quality of Provision

An AP provider that has five or more full time pupils, or 1 pupil who is a looked after pupil or has a statement of special educational needs, must register with the DfE as an independent school and is then inspected by Ofsted.

LAs have a legal responsibility to monitor local maintained schools, including PRUs, and intervene if there is a problem, but there is no such requirement when it comes to alternative provision. Providers who do not have enough places to meet the registration criteria may have no external assessment at all.

AP providers advertise a range of services to schools and LAs. How they come into the market varies greatly from well-meaning people deciding there is a local need and setting up as an AP, to charities or bigger providers moving into an area, or PRUs, schools or LAs commissioning a provider to develop AP. The quality of teaching on offer, the skills of the staff, the cost and its effectiveness vary greatly. Some providers have been criticised for being unable to deliver the services they advertise.

The 2011 Ofsted report described how patchy the quality assurance of AP is nationally. Where schools, PRUs and LAs do not investigate the quality of AP they end up sending children to ineffective provision. In order to select the right provider the Dormston School will always use a thorough assessment of the quality of staff, the facilities, the referral process and the outcomes for pupils. The provider must be shown to provide safe and suitable provision. The school undertakes a risk assessment for all provision.

Local Authority Commissioning of Alternative Provision

The ultimate responsibility for quality assurance must rest with the L.A. commissioner. It is essential that the commissioner is held to account for the provision it makes for its pupils. The best commissioning of alternative provision aims to provide individual children with a bespoke, well-planned intervention. Commissioners assess the pupil and decide what support is required. They approach a provider who has been thoroughly quality assured and contract out the work. This is done, where possible, with the agreement of the parents. The provider is given all necessary information about the pupil and clear, measurable targets are set. The provider, the parents, the pupil and the commissioner meet regularly to assess progress against the targets. At the end of the placement there is a review of the process and plans are made for the next stage in the child's life.

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;
- ✓ The Education (Pupil Referral Units) (Application of Enactments) (England).

Regulations:

- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
- The Education (Educational Provision for Improving Behaviour) Regulations 20102;
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012;
- The Schools Forums (England) Regulations 2012.

Other related School Policies

- Behaviour Policy;
- Home-School Agreement;
- Equal Opportunities Policy;
- Attendance & Punctuality Policy;
- Safeguarding Policy;
- Child Protection Policy;
- E-Safety Policy;
- Health & Safety Policy;
- SEN Policy;
- Anti-Bullying Policy.

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