



ST PETER'S SCHOOL ALTERNATIVE PROVISION POLICY

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Reviewer: Mike Gregory

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Document Control		
Edition	Issued	Changes from previous
1	January 2019	New policy
2	October 2020	Link to safeguarding Added last point to objectives
3	October 2022	Added sentence to vision aiming for mainstream reintegration Added Head of Inclusion to responsibilities section Hub changed to Thrive in provision section Revised guidance around use of Teams
Policies/Documents referred to in this policy		Post holders/Persons named in this policy
This policy links to other school policies on: SEND Attendance Safeguarding		SENDCo Safeguarding Lead Head of Inclusion Thrive Lead Alternative Provision Lead Heads of Department/Year Education Inclusion Officer

Alternative Provision Policy

Vision

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

St Peter's School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their potential.

"Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too." (Creating opportunity for all, DfE, 2018)

The ambition is always to support the student towards successfully engaging with a full time mainstream education.

Objectives

The objectives of the policy are:

- To outline the reasons why students might be offered an alternative provision
- To ensure that alternative provision is offered to suitable students in a consistent way
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students.
- To outline the monitoring of students' progress, behaviour and welfare.
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision.
- To highlight the end goals/purpose of alternative provision at St Peter's.

Reasons

There are a variety of reasons why a student is referred to an alternative provision. Some of these may be;

- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- Students needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- A student may not be attending regularly and is at risk of becoming NEET. An alternative provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment. This may result in a student being placed on the SEND register of need as a K student.
- Students who have a diagnosed health issue (mental health and physical) may need to be supported to access a mainstream curriculum.

How do we identify K students?

In St Peter's School K students are students that are receiving a SEND intervention to support and improve a SEND difficulty that is or would significantly restrict their access to the secondary curriculum. Such interventions may include:

- Being in the Nurture class for more than just maths
- Rapid Reading Group
- ECR group
- Speech and Language intervention
- Stride Ahead
- Power2 Numeracy
- 1:1 personalised interventions based on need

Interventions run by SEND that do not necessarily qualify students as a K student are:

- Touch typing
- English speaking for EAL students
- Having a mentor
- Attending the nurture maths class

- Attending boys group
- Dyslexia Forum group
- Social Skills
- Attending one of the SEND lunch clubs
- Using a laptop
- Having coloured exercise books or overlays
- Using Read, Write
- Having a pupil passport
- Having an Edukey Profile
- Having a class exit pass
- Having medical issues and having to come to department for respite, physio etc
- Having a fiddle toy
- Being in THRIVE

Responsibilities

Cam TRUST / Governing Body / Cambridgeshire County Council

- Monitor and review the alternative provision on a regular basis

Senior Leaders

- Responsibility for the implementation, monitoring and evaluation of the alternative provision
- Report to stakeholders on the effectiveness of the provision.

Alternative Provision Lead, SENDCo and Head of Inclusion

- Where appropriate the SENDCo and Alternative Provision Lead along with the Head of Inclusion will liaise with Heads of Department and examinations and data team to ensure that students are accessing an appropriate curriculum. All students should have the opportunity to sit formal external examinations.
- Alternative Provision Lead, SENDCo and Head of Inclusion will plan and support the resourcing of appropriate curricula.
- Where appropriate the SENDCo, Alternative Provision Lead and Head of Inclusion will liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each student on a daily basis.
- Undertake monitoring and quality assurance processes for all aspects of alternative provision.
- With appropriate Heads of Year, be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With Heads of Year, to maintain accurate records evaluations of students' progress with regards to: attendance, behaviour, academic progress and students' emotional well-being.
- To implement appropriate alterations to the provision of a student where progress is not seen.
- To accurately inform professionals where multiple agencies are involved with a student and their family.

- To plan, evaluate and quality assure Assess, Plan, Do Review cycles, to ensure the appropriate provision and support is sought.
- To support the application of EHCP when appropriate.

Safeguarding team and Head of Inclusion

- Will maintain a register of those students' accessing a day or more (or the equivalence of) of an alternative provision
- To record the dates of reviews undertaken.
- To file and quality assure the Individual Alternative Education Plans for each student.
- To undertake, support and train staff in home visits. These visits should be planned and regular for those not accessing full time provision.
- Plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school and student.
- Maintain accurate child protection records of students on an alternative provision.
- To offer, facilitate and quality assure Early Help Assessments for all students in an alternative provision.

Referral Process

- The school will use the DfE published statutory guidance Alternative Provision: Statutory guidance for local authorities (January 2013) as a basis for commissioning provisions.
- The school will liaise fully with the Local Authority allocated Education Inclusion Officer when a student is to be referred to an alternative provision.
- The school will only commission provision from the Local Authority Directory of Alternative Provision and will usually use in house alternative provision.
- Year teams will provide detailed Pastoral Support Plans and APDR frameworks to outline the students' needs and observed behaviours. This will also detail the interventions that have been implemented and evaluate the successes of each.
- Students and their families will be offered an EHA to further support the named student.
- Students will remain on roll at St Peter's School. It is not expected that students will be permanently excluded or transferred to a different provider unless they have an EHCP and it is agreed by parents and school that an alternative education provider would be better able to support the child.
- Year teams will liaise with the AP Lead and SENDCo, where appropriate, about the continuing interventions for students. A collective view will be taken when alternative provision is offered. This will include consultation with the safeguarding lead. The senior leadership will sanction this offer.
- Parents / carers will be fully informed of the transition to an alternative provision.
- A formal meeting will be called. The Head of Year, along with the EIO and AP lead will be present. The meeting will record the concerns observed and interventions implemented. Clear reasons for the provision offered will be given.
- The Local Authority IAEP will be used to document the provision offered and the date this was offered. Details of any concerns and the given timetable will be recorded. This document will be signed by those in attendance (including a representative from the safe guarding team) to ratify the decision.
- A review of this provision will be agreed in this meeting.
- Targets will be set and regularly reviewed.

Applying for EHAs

(EHAs are not required where social care is involved)

Taken from the guidelines:

It can be used by anyone who works with children, young people, adults and families across the workforce, whether they are employed or volunteers, and working in the public, private or third sector.

It can be used whenever there are concerns that a child, young person, adult or family has needs which might require targeted support. In Cambridgeshire, we work in a Think Family way. It is therefore important to understand the needs of all family members when undertaking an EHA. The Cambridgeshire LSCB Threshold Document launching in 2017 will provide descriptors of the possible needs being presented by children and young people which may require targeted (or specialist) support.

See the Cambridgeshire Fact sheets on: Completing an Early Help Assessment, What to include in your EHA in different circumstances, Early Help Information for Professionals?

EHAs are more likely to be successful if there is thorough evidence of intervention tried and reviews to should their success. Evidence of interventions tried should be recoded on an Assess, Plan, Do, Review (APDR) form. There should be 2 cycle of APDR. A cycle should not be more than 6 weeks with a review at the end. In some cases a cycle could be shorter where circumstances are extreme and it is clear that the intervention will not work.

The interventions tried before applying for an EHA should be those that would fall into Stage 1 and 2:

Stage 1- initial interventions to try could be:

- Meeting the student to find out if there are any issues you do not know about that maybe affecting their behaviour/learning
- Observing lessons that are unsuccessful but also ones that are successful to ensure First Quality Teaching is in place
- Putting them on report then off to measure difference then back on if required
- Contacting parents
- Detentions
- Isolations
- Creative solutions that have come from your observations/conversations with student and parents.

Stage 2- interventions to try could be:

- Meeting the parents with and without the student
- Class observations by Heidi Alternative Provision Lead, SENDCo or Head of Inclusion
- Observational checklists if there are concerns around a specific educational need.
- Make timetable changes
- Reward system (could be linked with home if appropriate)
- Supporting student in lessons/keyworker
- Creative solutions that have come from your observations/conversations with student and parents.
- Teacher feedback – positive and negative

Assess Plan Do Review (APDR)

Assess: this should give a pen portrait of where the student is at, what difficulties they have and how this is presenting itself in school.

Plan: This is a broad overview of what we ultimately want to achieve-the goal e.g. for a school refuser we may want them to attend 50% of lessons, for a student who is failing in French due to behaviour we may want them to attend 50% lesson without any negative e-behaves and build a better relationship with the teacher etc.

Do: These are concise steps that will be taken to address the difficulties with names of people that will be responsible for carrying out each step e.g. 1. To check in with Year 7 SSM each morning at 8.15, Mrs Phillis to create pupil passport, HOY to email all teachers with new Pupil Passport, SSM to contact home weekly with positive feedback etc.

Review: Ideally, parents and students should be involved in the review with their views included. There should not be more than one review where a student and parent have not fed into it. The review should discuss the success of each step in the 'Do' sections and reflect on why they were/were not successful. It should then be decided if the target in the **Plan** has been fully/partially/not met.

The next cycle, if needed, will take into account the successes and failures of the previous cycle and can keep what is successful, extend the cycle keeping the same steps (with reasons why), or completely change all the interventions.

Attendance and Safeguarding

- Those students accessing an alternative provision shall be placed in the vulnerable student attendance list. This will ensure first day absence calls to be made and raise awareness of those students' absence.
- Home visits, where absences are unexplained, to confirm that the absent child is home when parents/carers or guardians are not responding to phone calls/text messages/emails.
- Students on a less than 20 hour provision at school would require home visits. Where possible parents/carers or guardians should be informed of the home visit prior to arrival.
- Live Microsoft Teams lessons will be used to support students working at home, these will be monitored by year teams to ensure students are logging on.
- Additional work can be set on teams but does not count towards students' total provision.

Monitoring Academic Progress, Behaviour and Welfare

- The Alternative Provision Lead and the SENDCo have a responsibility to report, on a monthly basis, the progress of students accessing an alternative provision.
- Where appropriate, students will have assessments linked to GCSE specifications which are then reported using school systems.
- Behaviour scores will be communicated through the school system but also through qualitative observations.
- Feedback on students' work must adhere to the school's Teaching and Learning policy.

Respite Provision for Dual Registered Students

- As part of the Behaviour Area Inclusion Partnership between Huntingdonshire schools, St Peter's will offer two respite placements at any one given time. These placements must be

agreed between Headteachers/Principals and will be facilitated and supported by the Local Authority (EIO).

- Students will undergo a normal, full admissions process; completing all relevant admissions paperwork. Parents/carers and guardians must be in attendance in the admission meeting.
- Administration staff, attendance, examinations and data teams will all be informed of the starting date and status of the named student.
- The named student will be added to a relevant tutor group and added to the vulnerable student attendance register.
- Dates for formalised, regular reviews will be agreed at the admissions meeting. St Peter's School will provide a daily update for the first two weeks of such provision.
- As part of the CAM Trust, St Peter's School will also offer this respite provision for Trust schools. The processes will be the same.
- The school at which the student is on roll will provide all suitable information to safeguard and provide for the student. These include child protection files (a copy of), pastoral support planning and recent / relevant multi agency records. Where information is not provided, this will be referred to the Headteacher(s). Where records are not detailed or passed on in a timely manner a placement may be terminated.

Provision

- St Peter's School has clearly defined provisions for varying need. These include:
 - STRIVE - Key Stage 4 / 3 long term in house alternative provision.
 - Thrive - Individual and small group ~~support~~ alternative curriculum alongside mainstream lessons in a safe and supportive learning environment.
 - SEND curriculum - Nurture groups for those entering St Peter's with an E HCPat lower than expected levels and / or with SEMH that requires additional support.
 - On-line learning - LA / DfE approved online learning provision that enables those students who are not able to access a full-time curriculum in school, to follow a course of study.
- **STRIVE**
 - STRIVE is a full time provision for students who cannot access a mainstream provision.
 - Students will have access to GCSE programmes of study and it is expected that students will sit formal external examinations.
 - The curriculum will follow a course of study to include, English, Maths, Science and optional subjects.
 - Students have access to work related studies and work experience.
 - Students will be supported by staff to apply for employment, education or training opportunities at post-16.
 - An enrichment curriculum will also be delivered to engage students in their learning.
 - Students will have, where possible, access to subject specialist teachers.
 - The ambition for STRIVE is that every student has access to 25 hours of in school based learning each week.

- Students will hopefully be able to reintegrate to mainstream lessons to broaden their educational experience as they develop their ability to self regulate.
- **Thrive**
 - Thrive offers short term support beyond the mainstream curriculum. The aim of which is to support students in accessing a mainstream curriculum whilst offering alternative activities that will improve behaviour and/or attendance in mainstream lessons. ~~supporting an identified need.~~
 - Along with the Thrive Lead, Head of Inclusion SENDCo, an application for an EHCP may be made to address the support needed.
 - A timetable of available support will be maintained and updated by the Thrive lead
 - Support will be clearly defined for that period. This may include:
 - Reading interventions
 - English, Maths and Science support
 - Enrichment activities
 - Mentoring
 - Tailored interventions based on need
 - The Thrive Lead and ~~SENDCo~~ Head of Inclusion will be responsible for the quality assurance of the provision. Monthly reporting will include this provision.
 - The Thrive Lead and ~~SENDCo~~ Head of Inclusion will be responsible for the evaluation of the interventions provided and will plan and resource the curricula.

Accessing Thrive

To access the Thrive:

- There should already be at least 2 cycles of APDR in which interventions from stage 1 and 2 have been tried and detailed evidence of their success/failure in the reviews.
- A meeting between the Year Team, Thrive Lead and Head of Inclusion will take place to discuss cases.

EHCP

Where the school is unable to support the SEND needs of a student's using within the £6000 notional SEND budget.

The local authority requires clear, detailed evidence to support any requests for a needs assessment. This will include:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;
- identification of the child or young person's SEND and the severity, frequency, and duration;
- detailed evidence of the purposeful action taken by the early years provider, school or post-16 institution to meet the child or young person's SEND – this should include clear monitoring arrangements and outcome measures;
- detail regarding progress or explanation about why there has been a lack of progress;
- detailed evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies;
- where a young person is aged over 18 years, does the young person require additional time to complete their education or training due to their complex SEND

and therefore needs to remain in formal education or training.

An EHC needs assessment (EHCNA) will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

Medical Needs Pathway

- The Local Authority Medical Needs Pathway will be adopted.
- Students with medical needs may have their timetables adjusted to fewer than 25 hours, with clear, written medical evidence.
- TAF meetings will be convened to evaluate progress of students.

On-Line Learning

- Microsoft Teams is the online provision chosen by the school. This online provision is ratified by the LA and will link to the work done in class. Please see remote learning policy for more details.
- Students that access online provision will have live lessons streamed and timetabled as part of the IAEP. Student's timetable will reflect online learning provision.
- Additional work can be set on Teams to support academic progress but does not count towards the total hours provision.
- The online learning will follow the structure of the school day.
- The school may also use other online providers, like Tute, to support students in certain circumstances.
- The monitoring of attendance and access to online provision will be completed daily and for those sessions identified by staff.
- Students will be placed on the vulnerable student list and thus will be subject to daily absence calls and video calls through teams where appropriate.
- In order to access online learning the school will complete a home visit and risk assessment.
- Home visits will be regular, planned and unannounced.