

The Rydal Academy

Alternative Provision Policy

Accepted by: The Rydal Academy LGB March 2025

Approving Body: Local Governing Body

Committee: LGB

Review Cycle: 2 years

Last reviewed: March 2025

Date for next review: March 2027

Alternative Provision Policy

Alternative Provision (AP) is for children of compulsory school age who do not attend mainstream or special schools and who would not otherwise receive suitable education, for any reason.

'Creating opportunity for all' (DfE 2018)

1. Vision

Children only get one childhood. They deserve to get the support they need to thrive and prepare for happy, healthy and productive adulthoods. For children and young people with special educational needs and disabilities (SEND), or in alternative provision, this is especially vital.

'Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time' (March 2023)

At The Rydal Academy, we share this vision and use it in our approach to commissioning AP for our pupils. Pupils attend AP for a variety of reasons, including physical health, mental health and social, emotional or behavioural reasons.

The Rydal Academy will work with a variety of AP's to ensure the varying needs, ambitions and skills of our pupils are well met.

2. Objectives

The objectives of the Alternative Provision Policy are:

- a) Outline how AP fits in with our curriculum
- b) Outline reasons why pupils may be offered a part time AP placement and ensure the right pupils are identified
- c) Outline the referral process to AP
- d) Outline the procedures in place for monitoring attendance, safeguarding, pupil progress, behaviour and welfare of all pupils attending an AP
- e) Outline the procedures for monitoring and evaluating the impact of AP

3. How does AP fit in with our curriculum?

We will work closely with all our AP's to ensure they provide a high quality education that is planned and delivered in partnership with the school, the parent and the pupil so that it is tailored to the needs, ambitions and skills of the

individual. This enables our pupils to make personal, social, and educational progress whilst attending AP.

All our pupils will attend AP on a part time basis only, with a requirement that they remain successfully integrated in school for the remainder of the school week. This supports our pupils to attain qualifications, maintain peer relations and ensures they are well prepared to be successful in the next phase of education, training and/or employment.

4. Reasons for Alternative Provision

Referrals to an AP may be made for a wide range of reasons including:

- Health reasons that mean pupils require a reduced attendance in school (see guidance: <https://www.gov.uk/illness-child-education>)
- Mental health reasons (see Summary of responsibilities where a mental health issue is affecting attendance and examples of effective practice <https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>)
- For pupils at risk of becoming NEET (not in education, employment or training) and would benefit from alternative opportunities to secure additional support
- Behaviour reasons (only necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required.) Also see guidance on how schools can support pupils whose mental health problems manifest themselves in behaviour.) <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- A SEND pupil requiring additional experiences to support their plan.

5. Roles and Responsibilities

Governing Bodies:

- Monitor and review all used AP's on a regular basis. Reports to the governing body will include numbers of pupils attending AP, length of time attending, planned and achieved outcomes.

Senior Leaders:

- Report to stakeholders on the effectiveness of AP – including to the Vulnerable Pupil Panel, which supports the Local Authority duty in monitoring the quality of providers used in Darlington.
- Overarching responsibility for safeguarding

Alternative Provision Lead:

- Ensure all referral paperwork is completed accurately, in partnership with the pupil and family and submitted in a timely manner.
- Ensure all meetings, reports and information sharing, as outlined in this policy and Darlington collaborative AP protocols, are completed correctly and in a timely manner.
- Liaise closely with attendance/safeguarding team(s) daily in regard to pupils

- attending AP
- Complete regular monitoring and quality assurance processes of all AP's
- Regularly review pupil progress and attendance for all pupils attending AP
- Support the LA led Darlington collaborative AP quality assurance monitoring procedures by undertaking monitoring visits of APs on behalf of Darlington schools.

Safeguarding Lead:

- Keep a register of all pupils attending AP
- Complete safeguarding audit of AP before pupil attends

Darlington Borough Council:

- Complete an annual audit for each AP which includes Safeguarding and Health & Safety
- Termly AP Network meetings and training opportunities for schools and providers
- QA of monitoring processes
- AP annual reports

6. Provisions and their aims

The APs used across Darlington Schools can be found in the Alternative Education Providers catalogue which is regularly updated and can be accessed via the link - <https://www.darlington.gov.uk/education-and-learning/alternative-provision/behaviour-and-attendance/>

See Pages 5-10 for details the curriculum offers from each provision.

7. Referral process

The school will only refer after a pastoral meeting has taken place in school and with the family.

Once agreed that AP is an appropriate and necessary intervention the AP lead will ensure the following steps take place (see also the Darlington AP placement 'flowchart'):

- A referral is made by the school in consultation with the family (subject to availability and viability at the placement)
- A face to face or telephone conversation between school and AP provider to plan the correct package of support for the individual. Families may also wish to be part of this.
- The above will be documented using the Darlington AP referral form, Part A within one week; Part B by the period of first review.
- A welcome meeting at the provider attended by a school representative, the parent, the pupil and a representative from the AP. Dress code, lunch arrangements, travel arrangements, expectations, behaviour contracts, start and end date will be discussed and agreed at this meeting and Individual Placement agreement signed off with AP.

During the period of attending AP the following should take place:

- School, family and pupil to attend regular and timely review meetings (face to face or via an online platform such as Teams).
- AP to provide school with regular reports
- School to share reports from AP with necessary professionals
- AP to provide attendance updates for each day the pupil is scheduled to attend
- AP to ensure all safeguarding concerns are reported immediately to DSL.
- School to ensure any important updates regarding the pupil are passed on to the AP.
- AP to be invited to attend and feed into any professional meetings, progress meetings or other, in agreement with families.
- School lead to visit placement and complete pupil SDQs
- School lead to undertake AP quality assurance monitoring and complete with provider the monitoring visit form with pupil voice questionnaire when requested by the LA
- Parent/carer to support their child to attend and arrive on time.

Following the end of the placement the following should take place:

- School complete an evaluation of the placement, including attendance and progress analysis, student voice and parent voice
- School to report to VPP on outcomes via 3 weekly VPP report on perspective lite (for further information contact AP@darlington.gov.uk)
- Careful re-integration plan in place for the pupil to return to full time school, produced in conjunction with pastoral team, family and pupil.

References

The main legislation covering the duties and powers relating to these issues are listed in the 'Alternative Provision' statutory guidance for Local Authorities and headteachers and governing bodies of settings providing Alternative Provision:

<https://www.gov.uk/government/publications/alternative-provision>

The SEND and AP improvement plan March 2023 relates the plans to introduce local SEND and alternative provision partnerships that bring together partners to plan and commission support for children and young people with SEND and in alternative provision in a three tiered system of support.

<https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan>

Creating Opportunity for All 2018 sets out the government's vision for alternative provision (AP) and outlining reforms to raise standards and improve outcomes for all children in AP

<https://www.gov.uk/government/publications/creating-opportunity-for-all-our-vision-for-alternative-provision>

COMMITMENT TO REVIEW

This Policy will be monitored and reviewed every two years by the relevant policy owner named and and/or in the light of changes to National curriculum requirements and DfE guidance/regulations.