



# OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

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## Alternative Provision Policy



## Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement

We are a partnership of Catholic schools. Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing.
- Working together so that we can all achieve our full potential, deepen our faith and realise our God-given talents.
- Make the world a better place, especially for the most vulnerable in our society by doing 'little things with great love'. (*St Therese of Lisieux*)

You who have received the Spirit should restore others in a spirit of gentleness. Galations 6v1

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<b>School Safeguarding Governor Lead:</b>	Patricia Bradley
<b>Nominated Lead Member of Staff:</b>	Sarah Sweeney-McGinty
<b>Trust Safeguarding Director</b>	Ms Sue Dryden
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## **1. Context of the Policy**

Our Lady of Lourdes Catholic Multi Academy Trust (OLOL CMAT) is made up of 36 schools; 30 Primary and 6 Secondary. We believe that each pupil is a unique individual formed within the likeness of God and should be loved and cared for within our fully inclusive schools. We believe in 'outstanding education for all' and aim to provide the very best Catholic Education and Curriculum offer.

However, there may be occasions when external factors have a detrimental effect on our young people to the extent that they can no longer access education within a mainstream environment. At this point we work with parents and external providers to look at appropriate 'Alternative Provision' with the aim of reintegrating pupils back into their own mainstream setting within an appropriate timeframe.

## **2. Objectives of this Policy**

The objectives of this policy are:

- To outline the reasons why pupils might be offered alternative provision.
- To ensure that Alternative Provision is offered to pupils in a consistent way.
- To provide guidance on the referral process and the suitability of alternative providers.
- To ensure there are suitable procedures in place relating to attendance and the safeguarding of pupils when under the care of alternative providers.
- To outline the arrangements in place for keeping in touch with pupils to monitor academic progress, behaviour and pastoral welfare.
- To guide and support staff with the monitoring and support of alternative provision.

Alternative Provision (AP) is educational provision for pupils who are unable to access mainstream education for several different reasons.

**These are some of the reasons why a school might offer Alternative Provision to a pupil:**

- Alternative Provision recognises that pupils have different strengths and weaknesses and that mainstream education is not suitable for some.
- The pupil is not able to access the curriculum provided at an OLOL CMAT school because of behavioural or emotional and social difficulties and that an alternative approach would re-motivate and engage the child.
- The pupil has had one or more fixed-term exclusions and is at risk of permanent exclusion from school. Alternative Provision is seen as a desirable alternative to permanent exclusion for a pupil and to encourage their continued inclusion in education.
- The pupil has not been attending school regularly and is therefore unlikely to achieve any qualifications.
- Alternative Provision could be full-time or part-time and there should always be a plan to reintegrate within their own mainstream school; however, it should be noted that for some pupils they will not return to their own setting but there would be close liaison between school, parents and the any external agencies associated to the pupil.

If a school wishes to investigate an Alternative Provision, they will initially liaise with their link Director of Performance and Standards (DPS) in OLOL CMAT to ensure processes and procedures are followed. All Alternative Provision providers should be registered with Ofsted, it is only in exceptional circumstances where the Trust consider an Alternative Provision that is not Ofsted registered to be used by a school.

OLoL CMAT advise against the use of non-registered Alternative Provision; however this will be reviewed on a case by case basis with the school and by the link DPS. **\*Where a non-registered provider is used the OLoL CMAT school must complete all of the initial visit forms and risk assessments and send these to their link DPS for approval.**

If a pupil has an education, health and care (EHC) plan they must go to an Ofsted registered Alternative Provision. However, in extreme circumstances where no other AP is available and the Local Authority direct schools to use a particular unregistered AP, this provision will be considered in liaison with parents and any external support from the Local Authority.

During an Ofsted inspection, inspectors will ask the school about the registration status of any Alternative Provider that they use. Any provider of an Alternative Provision must be registered as an independent school if it caters for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an EHC plan.

### **3. How might schools choose an Alternative Provision?**

OLoL CMAT schools would look at providers recommended by external agencies linked to the pupil. They would be looking for an Alternative Provision which appropriately meets the needs of pupil and enables them to achieve good educational attainment on a par with their mainstream peers.

#### **The Department for Education say provision should:**

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress.
- Offer appropriate and challenging teaching in English, mathematics and science (including IT, where appropriate) on a par with mainstream education - unless this is being provided elsewhere within a package of provision.
- Be suited to the pupil's capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress.
- Have good arrangements for working with other relevant services such as social care, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

### **4. School Responsibilities:**

#### **4.1 Overall school responsibility areas:**

- Pupil welfare: safeguarding, child protection; health and safety.
- Sharing all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.
- Ensuring that parents (and the LA where the pupil has an EHCP) have clear information about the placement - why, when, where, and how it will be reviewed.
- Setting out in writing the agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to the provider.
- Where reintegration to school is an objective, planning for and providing an appropriate package of support to assist the pupil's reintegration.
- Involving parents (and LA if child has EHCP) in regular reviews of the placement.
- Attendance monitoring and follow-up of absences.
- Meeting the needs identified within a child's EHC plan or statement of Special Educational Need.

- Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made.
- Sanctioning a fixed term or permanent exclusion; pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these.
- Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support.
- Ensuring the pupil remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards. Academic progress, ensuring targets are suitably challenging.
- Accreditation including English and maths qualifications.
- Safeguarding and health and safety (including quality of accommodation, if appropriate).
- Careers guidance, schools to ensure pupils receive their full entitlement to careers information, advice and guidance.
- Pupil outcomes – obtaining a final report on the pupil's achievements during the placement including attainment and progress, attendance records and evidence of change in behaviour.
- Seeking pupil's views on success of the placement.

#### **4.2 The Local Governing Body will:**

- Monitor the implementation of the Alternative Provision policy and review it on a regular basis.
- To uphold the Alternative Provision policy.

#### **4.3 Headteacher will:**

- Ensure the policy is applied fairly and consistently across all pupils.
- Understand and comply with the guidelines detailed within Alternative Provision policy and other related documents.
- Arrange for the appointment of an appropriate member of the senior leadership team to attend meetings relating to pupil referrals and ensure they conduct regular progress visits to the alternative provider.
- Work closely with the senior leader responsible for Alternative Provision to continually assess the quality and suitability of providers of alternative education for pupils.
- Ensure 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.

#### **4.4 Attendance Officer/School Leader will:**

- Monitor attendance of pupils referred to alternative providers and update records on a weekly basis.
- Provide attendance updates to the offsite co-ordinator or named Lead.

#### **4.5 Attendance and Safeguarding:**

- All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at Alternative Provision is a component in achieving this.
- Attendance at off-site Alternative Provision will be monitored closely and every step should be taken to ensure that accurate data is kept by the OLOL CMAT school, **there needs to be daily contact to check attendance.**
- Alternative providers will contact the OLOL CMAT school whenever the pupil is absent.
- OLOL CMAT school needs to check the attendance of pupils at an Alternative Provision each day.
- OLOL CMAT school will then contact parents/ carers and try and resolve the issue to ensure regular attendance at the Alternative Provision.

- OLOL CMAT school will formally monitor attendance and update records and maintain contact with alternative provider on a weekly basis.
- Pupils whose attendance falls below the OLOL CMAT school target will be subject to a number of interventions as set out in the school Attendance Policy.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at the OLOL CMAT school and that all Alternative Providers adhere to the Child Protection and Safeguarding Policies held by the Trust/ school.

Each pupil attending Alternative Provision **MUST** remain on a school roll and the school retains the ultimate duty of care for all pupils, wherever they are being educated.

To ensure robust safeguarding of pupils in placement, there is an expectation that schools and providers have a clear agreement about how the school is informed of attendance and the subsequent follow up of absence.

The provider is responsible for enrolling pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This **MUST** be completed twice a day, am and pm. This is a legal requirement for all pupil groups (The Education Pupil Registration (England) Regulations 2006).

**4.6 Nominated Senior Leader responsible for Alternative Provision or Designated Safeguarding Lead (DSL) will:**

- Take overall responsibility for the school's use of Alternative Provision for all pupils who attend this provision.
- Will always follow the referral process when using Alternative Provision.
- Report to the governing body on the effectiveness of the implementation of the Alternative Provision policy.
- Liaise with the Headteacher, Designated Safeguarding Lead, SENCO, Examinations and Data Manager, Attendance Administrator, and other relevant staff to ensure that the appropriate measures are in place to support pupils who are being educated in an Alternative Provision.
- Undertake half-termly visits to the Alternative Provision sites to review the progress of the relevant pupils, complete and keep a record of (**appendix 3 report forms**).
- Monitor pupils' attendance who are at an Alternative Provision.
- Ensure that the alternative provider is a registered and approved centre and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety.
- Ensure that all alternative providers hold a copy of and adhere to the Our Lady of Lourdes CMAT Child Protection and Safeguarding Policies.
- Provide relevant pupil data to help facilitate the transition from school to the alternative provider.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.
- Liaise with the offsite coordinator and head of curriculum to ensure the system for tracking pupil progress is accurately recorded during the scheduled windows for data capture.
- If appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the special education needs of student.

**4.7 Monitoring Academic Progress, Behaviour and Pastoral Welfare:**

- The pupil's attainment data will be communicated to the alternative provider on commencement of placement.
- The pupils will be visited once per half-term by an appropriate staff member from the OLOL CMAT school and an Alternative Provision Record will be completed (**appendix 2,3 and 4**).

- The pupil's own views on the placement will be considered as part of the monitoring process.
- The provider will be expected to contact the OLOL CMAT school to inform them of any serious behavioural incidents.
- Pupils who are making less than satisfactory progress will be subject to a formal review meeting involving the OLOL CMAT school, the pupil, parents/carer and the provider.
- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended, and the child immediately reintegrated into school.

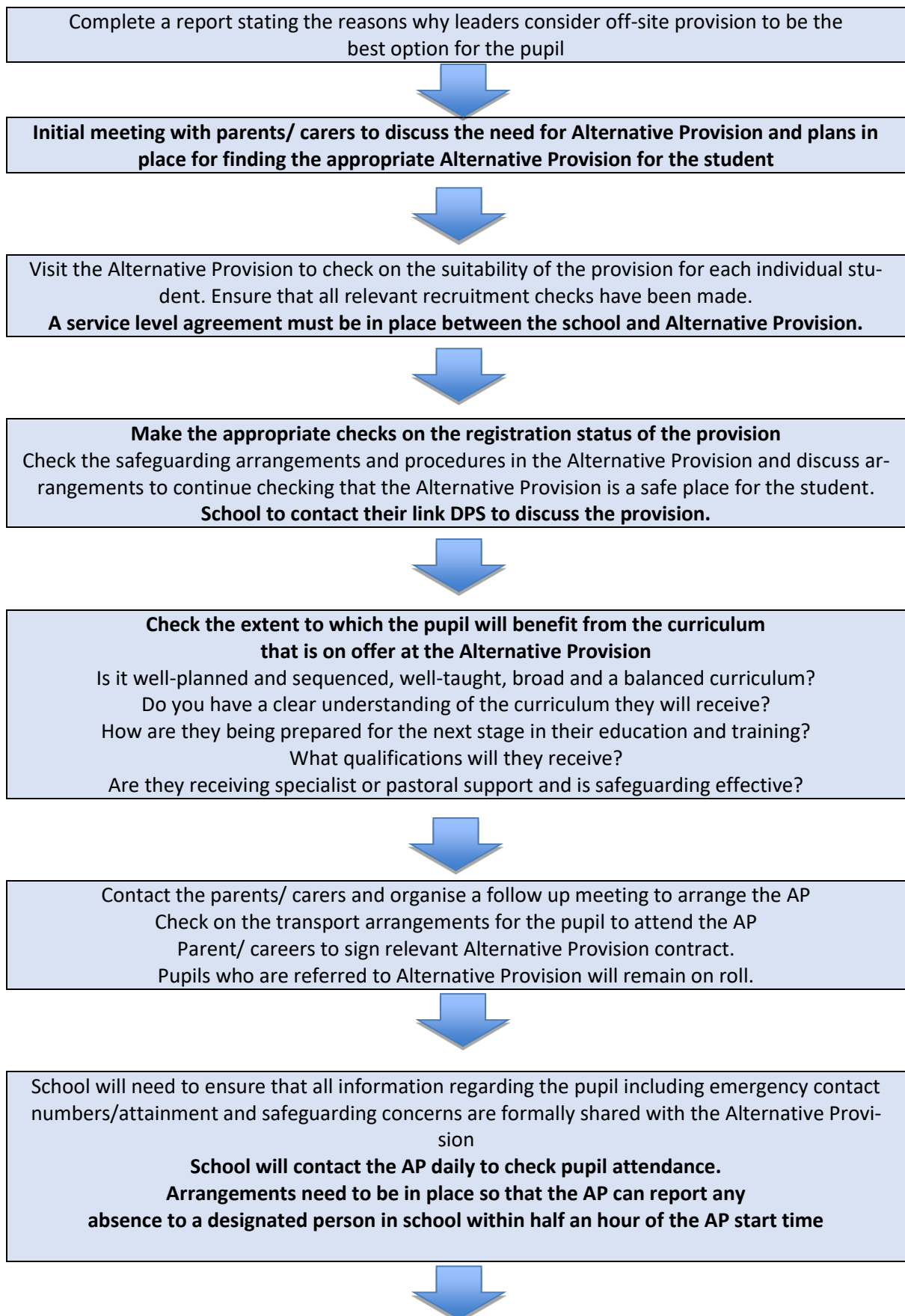
#### **4.8: Reintegration back into school:**

It is expected that pupils will need to have a reintegration plan to return to school:

- A timeline is developed by the school to reintegrate the pupil back into school, based on the half-termly reviews.
- The timeline can be extended or shorted based on the progress reports from the AP.
- This will need to be a graduated approach to support the reintegration.
- The reintegration would need to be discussed with the pupil's parents/ carers.
- There would need to be a multi-agency meeting to discuss the effective strategies for the reintegration of the pupil.



## The Referral Process



A member of the senior leadership team must make regular visits (at least one per half term) to the AP to check on the student's education/ welfare and safeguarding arrangements  
**Any agreement around Alternative Provision must be reviewed each half-term.**



Once committed to alternative provision, pupils must attend and parent / carers must support this. Failure to do so will carry the same consequences as non-attendance at OLOL CMAT school.



**School to meet with parents/ carers to provide a report about the provision at least once a half-term, review the suitability of AP and potential reintegration into the school**

#### **Statutory guidance on alternative provision**

- DfE Independent school registration.
- DfE Education for children with health needs who cannot attend school.
- Ofsted pupils missing out.
- Ofsted Alternative Provision findings of a 3-year survey.
- Keeping Children Safe in Education.
- DfE Alternative Provision

Appendix 1: Alternative Provision Risk assessment and consideration form

Name of Student:	
School:	
Name of Senior Leader:	
Director of Performance and Standards:	
SEND/ FSM/ LAC/ PP:	
External Agencies involved:	

Any previous relevant information about the student:
<ul style="list-style-type: none"> <li></li> </ul>

State the reasons why AP or Home Tutoring is appropriate:
<ul style="list-style-type: none"> <li></li> </ul>

Outline the full costs of the AP or Home Tutoring and how these costs are going to be met by the school:

Comments from the initial parent meeting:
<ul style="list-style-type: none"> <li></li> </ul>

Student Voice about the AP or Home Tutoring:

Parental Agreement:	
Agree:	
Disagree:	

Headteacher agreement:	
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Appendix 2: Report from Professionals initial visit to provision

Name of school staff visiting the provision	
Contact staff member at the provision and contact details	
Date of visit	
Current Registration status of Provision	

Check the safeguarding arrangements and procedures in the Alternative Provision and discuss arrangements to continue checking that the Alternative Provision is a safe place for the student

Staffing

- 

Pupils

- 

Health and safety

- 

Offsite provision:

- 

Check the extent to which the pupil will benefit from the curriculum that is on offer at the Alternative Provision

*Do you have a clear understanding of the curriculum they will receive?*

*How are they been prepared for the next stage in their education and training?*

*What qualifications will they receive?*

Any other information:

Feedback and Authorisation given by DPS

Appendix 3: Visits to the Alternative Provision.

Name of Student:	
School:	
Name of Senior Leader:	
Director of Performance and Standards:	
SEND/ FSM/ LAC/ PP:	
AP/ Personal Tutor contact:	

\*Please note it is important to record any updates on CPOMS for these pupils

<b>Safeguarding concerns:</b>
•

<b>Attendance:</b>
•

<b>Behaviour and Pastoral update:</b>
•

<b>Curriculum and Academic Progress:</b>
•

<b>Qualifications and Preparation for the next stages of Education:</b>
•

<b>Additional Comments:</b>
•

Senior Leader:	
Headteacher:	

Appendix 4: Progress Report – for Parents/ Carers

Name of Student:	
School:	
Name of Senior Leader:	
Director of Performance and Standards:	
SEND/ FSM/ LAC/ PP:	
AP/ Personal Tutor contact:	

<b>Attendance</b>

<b>Pastoral</b>

<b>Curriculum</b>

<b>Next steps in their education:</b>

<b>Targets:</b>

Senior Leader:	
Headteacher:	

## Appendix 5: Alternative Provision Personal Tutoring guidance

