Alternative Provision Policy

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Rationale

At Kickstart Academy we have an extensive academic and vocational curriculum that is run within the school. When looking to access alternative provision we are referring to an educational offer that is in addition to or outside of the academic and vocational curriculum. This policies outlines our expectations around the use of alternative provision.

Alternative provision is only sought on rare occasions and only when we believe it will have a positive impact upon the student(s) in question. The reasons may be varied but can be summarised as one of SEND need, behaviour or re-engagement with education (including motivation, self-confidence, and attendance).

Whilst considering, on a student-by-student basis, whether facilitating an alternative curriculum is appropriate (and which provision is the most appropriate for them) we begin with the advice and guidance of the *Department for Education (DfE)* about when alternative provision is appropriate and also what defines good alternative provision.

Alternative provision is defined as *"education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion, and pupils being directed by schools to off-site provision to improve their behaviour."* (DfE)

Good alternative provision is further defined by DfE as *"that which appropriately meets the needs of pupils which required 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, including:*

- *good academic attainment on par with mainstream schools – particularly in English, Maths and Science (including IT) – 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 barriers to attainment;*

- *improved pupil motivation and self-confidence, attendance and engagement with education; and*

- *clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, training or employment."*

The following information provides clarity on how we ensure that we only place students in appropriate (in terms of personal, social and academic need) and safe environments and that we monitor and evaluate our students and the alternative provision that our learners access. Regardless of the provision, we retain the responsibility for assessing the safety and suitability of all placements considered.

We recognise that changes in an external provider's circumstances may not be immediately known by ourselves and put in place systems to allow rapid identification of such instances. For example, without signed acceptance from a provider that it is their responsibility to contact us of cohort changes immediately (e.g. they accept a student from another school who has an EHCP or they accept a student on a five-day provision), we will not place a student with them.

When placing, monitoring and evaluating appropriate and effective placements for students, we are also guided by the recommendations from *Ofsted's three-year survey of schools' use of off-site alternative provision* which states that school leaders should:

- **Check fully the registration status of each provider they use and check whether they should be registered if they are not.**

- **never use alternative provision that is contravening the regulations about registration.**

- **Ensure that they check whether staff at registered alternative provision have had the appropriate checks, for example Disclosure and Barring Service (DBS) checks.**

- **Consider fully the potential risks involved in unregistered placements where no staff or not all staff have DBS or other relevant checks and act to minimise these.**

- **Discuss, agree and give to providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear.**

- **Give providers good quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil.**

- **Support providers to access appropriate safeguarding training and information for providers.**

- **systematically evaluate the quality of teaching and learning at the alternative provision they use, and the impact of this on pupils' progress towards the qualifications they are studying at their placements.**

- **Systematically evaluate the academic, personal and social progress being made by all pupils who attend alternative provision, ensuring that the targets set for academic progress are suitably challenging.**

- **Consider ways to track and evaluate the impact of alternative provision on pupils' employability skills.**

- **Ensure the governors understand the progress made by pupils who attend alternative provision so they can ensure that decisions made about value for money are well informed.**

Procedure for placing a student on appropriate alternative provision

Staff

- Once concerns have been highlighted, SLT to make a decision regarding whether the student would benefit from alternative provision.

- SLT consider the most appropriate provision(s) in order to make a decision based upon:
  - Data – KS2 and current/predicted
  - Behaviour
  - SEND
  - Health
  - Other special circumstances

Provider

-   Contact made with possible providers by SLT to discuss the potential placement and logistics of it (specific needs of proposed student, courses on offer (including levels), training required, equipment required, travel, days and times, cost…).

-   Verbal confirmation of DfE registration, staff DBS checks, health and safety/risk assessments (generic plus relating specifically to needs of the individual being placed).

Parent/carer and student

-   SLT and SSM meet with parent/carer and student to discuss the reasons for seeking alternative provision, what the options are and how the adapted curriculum may benefit their aspirations.

-   Expectations of student whilst on placement and when in school made clear along with implications of the placement breaking down.

-   Agreement made with parents regarding the chosen provider.

Confirmation

-   SLT or Pastoral team complete the application form for the chosen provider.

-   'Starter pack' sent to the chosen provider to include:
    -   Pro-forma for provision name, address, contact name(s) and details, times, course(s) and qualification(s).

    -   Pro-forma (signed as confirmation) for staff names, DBS numbers, dates of DBS, dates of CP and PREVENT training, qualifications/experience and a statement to say the management verify all suitable checks have been made and that all their staff are suitable to work with our children.

    -   Kickstart safeguarding policy (including names and contact details of DSLs as well as specific section on social media and e-safety).

    -   DfE Keeping Children Safe in Education 2020 document.

    -   Request for a copy of their safeguarding policy, risk assessments, health and safety documents, fire safety documents, insurance for us to read, understand, discuss, challenge and hold on file.

    -   Request copies of planning documents such as schemes of learning etc.

    -   Signed acceptance that it is the provider's responsibility to contact us immediately if their cohort changes in a way that compromises us (e.g. They accept a student from another school who has an EHCP or they accept a student on a five-day provision).

-   Visit to provider to allow:

- Student introduction and induction.

- SLT to collect 'starter pack' documents and to ensure they are complete and appropriate. Discuss as appropriate/required. Signature collected (on pro-forma) to confirm they have received all of the information they require, that they have read and understood our safeguarding policy, that they have carried out an appropriate induction with the student and that all relevant information has been passed on to the school.

- Meet with student to confirm they are happy, confident and enthusiastic to attend the provision.

- Follow-up email to provider to confirm the placement, dates, times, transport and other relevant information as appropriate/required.

Procedure for monitoring a student attending an alternative provision placement

Provider

- Regular email and telephone contact with Central Office, Pastoral Lead and SLT regarding settling in, successes, issues, progress (academic/vocational and inter-personal etc.)… Usually initiated by provider but school to make contact if sufficient/appropriate feedback has not been received.
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Visits (announced and unannounced)

- Regular* visits by Headteacher to observe T&L, safety, safeguarding, behaviour, progress etc.

* Regularity depends upon the time an individual spends at the provision. However, as a minimum, every placement receives one visit per half term (wherever possible/appropriate).

Student

- Feedback sought from students during visits and when attending lessons in school. Consider this in terms of their subsequent provision as well as potential future placements with the provider for other students. Also, specifically ask the following questions;
  - Are you happy at your placement?
  - Do you feel safe at your placement?
  - Are you well looked after at your placement?
  - If you have experienced/observed it, does the setting deal effectively with bullying?
  - If you have raised with Kickstart any concerns about your placement, has the school responded well/appropriately?
  - What have you learned at your placement?

Parent/carer

- Half-termly contact with parent/carer to gain feedback from them. Are they happy with arrangements? Is their child happy and confident? Are they aware of any issues? How could we make the experience better/more valuable for them? Also, specifically ask the following questions;

- Is your child happy at their placement?
- Does your child feel safe at their placement?
- Is my child well looked after at their placement?
- If you have had to report any instances of bullying, does the setting deal with it effectively?
- If you have raised with Kickstart any concerns about your child's placement, has the school responded well/appropriately?

Data/Progress (in school and at provider/academic and social)

- Half-termly updates requested from providers regarding academic/vocational progress and attainment. Is intervention required by ourselves or the provider? How does their performance on placement compare to their targets?

- Analysis of attainment, progress and predictions compared to target. Is intervention required? Is the alternative provision having a positive impact upon progress in school/other subjects?

Procedure for evaluating the success of an alternative provision placement

Provider report

- Annual report requested from provider to detail attendance, attitude to learning, behaviour, engagement, successes, attainment and progress, how the provision has helped the individual prepare for their future…

Student evaluation

- Student asked to complete a brief evaluation of their placement experience. What went well? What would have improved the experience? Would they recommend the placement for other students? How has the experience benefited them in terms of attendance/engagement/behaviour and preparing for future study/chosen career? How has the provision benefitted them within their wider-school subjects and performance within them?

Parental evaluation

- As above.

Data/Progress (in school and at provider/academic and social)

- Analysis (by MH/DR using SISRA) of attainment, progress and predictions compared to target. Did the alternative provision have a positive impact upon progress in school/other subjects/outcomes/their future? With the latter in mind, has each individual achieved sustained post-16 attendance?

Appendix 1

Alternative Provision Observations			
Observer:		Centre:	
Date:		Year Group:	
Subject:		Time:	

Class Size/No. of Staff:			Course offer/Level:	
Student names				

Behaviour Focus

Consider the following:	Observer Notes:
High Expectations Orderly Conditions for Learning Strong routines Manages challenging behaviour quickly Effective praise used Strong relationships Trust and Respect Fairness and Consistency	

Challenge and expectations

Consider the following:	Observer Notes:
Well matched, high level challenge Teacher develops resilience and confidence Impact of teacher intervention High expectations – quality, presentation Subject knowledge Use of pupil prior learning	

Engagement and Enthusiasm

Consider the following:	Observer Notes:
Learning needs and styles catered for Use and style of language Teacher enthusiasm to motivate Activities that promote independence Activities that interest and challenge Teacher responds to engagement levels Use of displays	

Resources and Time

Consider the following:	Observer Notes:
Resources proactively support Session is enhanced through resources High impact use of ICT Support staff are highly effective Pace is well managed with no wasted time	

Differentiated homework	

Assessment Focus	
Consider the following:	Observer Notes:
Every pupil is supported well Regular and consistent assessment Adjusted teaching strategies Meticulous marking Continuous use of targets (Ind/Group) Progress is discussed one to one Assessment is used to inform teaching	

Progress and Standards Focus	
Consider the following:	Observer Notes:
All pupils develop their knowledge and understanding All pupils progress from their starting points All pupils develop their skills	

Formative Feedback Marking Strategy Focus	
Consider the following:	Observer Notes:
Consistently support through specific comments Student self-assessment is developed Feedback linked to learning intentions Students to reflect on strengths and weaknesses Literacy errors are consistently corrected Incomplete work is challenged	

Safeguarding - Key areas to consider: **Are our students safe when not with us?**	
Was the transport Appropriate?	
Are our students safe?	
Do our students know the Safeguarding procedures? Do the external providers know and follow our Safeguarding procedures and can they articulate them?	
Were any safeguarding concerns raised by AP staff? *Please detail if they did*	

Did you share any safeguarding concerns with AP staff? *Please detail if you did*	
Where and how does the provider store safeguarding records for our students? Is it secure and appropriate?	
Action Points from this Visit	
Are there any actions based on safety or T&L that need to be raised with centre staff? **Is it appropriate for our students to continue attending before these actions are complete?** **Please list if needed**	
Are there any student concerns v targets?	