



Co-op Academy
Manchester

ALTERNATIVE PROVISION POLICY

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Rationale

Introduction

The purpose of this policy is:

- To set out the rationale for ~~securing a personalised curriculum for students at KS3 and KS4~~ **academy students attending any form of external alternative provision.**
- To ensure that **external** alternative provision is offered to suitable students in a consistent way.
- **To provide guidance on the identification of students requiring alternative provision and of suitable provision for different aptitudes and aspirations;**
- ~~To ensure that budgets for such provision are established in due time and managed effectively;~~
- To guide and support staff with the administration of **external** alternative curriculum provision.

Purpose of the Policy

~~A number of students at KS3 and KS4 are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience for the world of work and also to improve behaviour.~~

This is due to the fact that a small number of students at both Key Stage 3 and Key Stage 4 are offered a variety of external alternative curriculum provisions as a way of supporting their wider development, learning and behavioural needs as well as endeavouring to equip them with skills and experience for post 16 education.

Important acknowledgements underpinning this policy are:

- That the academy recognises the need to ~~personalise~~ **alter** the curriculum for some students **outside of the parameters offered within the academy itself.**
- Some **academy** students at ~~KS3 and KS4~~ need medical support which must be **accessed through specialist provision via the Manchester Hospital School through, for example, Leo Kelly or Junction 17. a specialist provided, such as Leo Kelly Hospital School;**
- That a minority of **Key Stage 3** students at ~~KS3~~ struggle to meet the academic and social demands of mainstream education expectations **often following a turbulent experience at primary school;**
- That a minority of **Key Stage 4** students at ~~KS4~~ struggle to meet the academic demands of their core GCSE subjects or the social demands and mainstream education expectations;
- ~~These students may be damaged by their experiences in subject areas that they cannot access, or~~ **That some students, despite multiple interventions from academy staff students may negatively impact on the learning of themselves and their peers;**
- ~~These students need additional provision to enhance their experiences and qualifications at the end of KS3 and KS4;~~
- **That some students need the opportunity to learn in a smaller environment away from the mainstream classroom in order to enhance their learning experiences and achieve a range of qualifications by the end of Key Stage 4 thereby reducing. These students need to develop skills and experience of the world of work to reduce the chances of them being NEET post-16.**

Objectives of this Policy

~~The principal objectives of this policy are:~~

- ~~To ensure that alternative provision is offered to suitable students in a consistent way;~~
- ~~To ensure that budgets for such provision are established in due time, approved by ALT and managed effectively;~~
- ~~To guide and support staff with the monitoring and support of alternative curriculum provision;~~

These are the main reasons for choosing Alternative Provision:

- Students' **learning and social** educational needs are not being met through the national curriculum. Alternative Provision recognises that we are all individuals with different strengths and weaknesses and that mainstream education is not for everyone;
- The student ~~has had one or more fixed term exclusion and~~ is considered to be at risk of permanent exclusion from academy. Alternative Provision is a strategy to avoid permanent exclusion for students and to encourage inclusion in education;
- ~~The student has not been attending academy regularly for whatever reason, and is therefore unlikely to achieve GCSEs. Alternative Provision offers a different setting with a broader choice of subjects for students which may encourage attendance;~~
- The academy may feel that respite is needed from the main academy so that a student may adapt/change negative behaviours so that re-integration to the main academy is successful and the risk of permanent exclusion is reduced.
- **A student may be too poorly to access mainstream education.**

What are the advantages of the Alternative Provision?

- Students can access a variety of educational options, including core GCSEs, vocational training & **and** qualifications, and practical skills that lead to jobs.
- Students are given a great degree of flexibility in what and how they learn.
- Students are given some independence and are encouraged to take responsibility for themselves.
- Students who are **being educated in an environment more suited to their needs** ~~doing what they enjoy often find they~~ are more motivated to attend class and achieve good results in their chosen ~~subject area~~. Doing well promotes higher self-esteem.
- Students who are referred to provision outside the academy remain on roll with the academy and the academy funds their place in alternative provision. The academy remains ultimately responsible for the student and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the ~~students'~~ **student's** education.

External Alternative Education Providers Accessed by the Academy

We use a range of providers for Alternative Education. These providers include:

- **Other high schools and academies where a managed move is initiated.**
- Harpurhey Alternative Provision Schools (HAPS)
- Manchester School-Pupil referral Unit (PRU)
- **Teenage Works**
- **The Manchester Hospital School**
- **Further Education Colleges including Manchester and Bury**
- ~~The Lighthouse Group~~
- ~~Route 53~~

In addition, where students are unable to access one of the settings and are confined to home (accident, temporary illness, bail orders etc.) the academy uses approved on-line learning packages which are recognised alternative providers such as NISAI Learning or Ed Lounge/Ed Class, both of which are accredited providers that provide supervised learning for students. Where students are registered with one of these on-line providers, either NISAI or Ed Class provide the supervisory role with their teaching staff providing on-line monitoring, guidance and tuition. Where one of these on-line providers is used, academy staff **will have spoken with parents to initiate their support** and **they**/or staff from the provider will have **often** undertaken a visit to assess the suitability and safeguarding arrangements for that student.

Courses at Alternative Provision will always provide basic skills in Maths and English. Other courses range from trade subjects (mechanics, constructions, hairdressing, etc.) to specialist areas (ESOL, business, catering, childcare, fashion, music, drama, art) to GCSE of key skills classes (social skills, sexual health, self-esteem). On-line courses may also include some behaviour repair units of work. The qualifications ~~they~~ **students** receive are nationally recognised and enable progression to further education.

We always aim to ensure that students accessing **external alternative provision** continue to receive appropriate and challenging English and Maths teaching.

All procedures have been developed on the basis of the following principles:

Procedures for Initiating a Student's Placement in External Alternative Provision:

The academy will implement its Behaviour, Rewards and Sanctions policy at all times. In accordance with this policy, where multiple sanctions have been implemented and interventions taken place to support a student, including a placement in the academy's long term Alternative Provision unit, a direction to an alternative external provider such as HAPS, Teenage Works or the PRU may be initiated.

Placements at HAPS will generally be initiated in the short-term as part of a behaviour modification program. Teenage Works will also be used in the same way. Although in both cases placements may become longer term if specified in an Education Health Care Plan or deemed necessary based on the needs of the individual student or wider academy as a whole. Placements at the PRU will be used as an alternative to permanent exclusion and for students at Key Stage 3 who clearly require an alternative setting for their education and for whom an Education Health Care Plan is likely to name education provision of this nature.

Key Aspects of this Process for the placement and monitoring of a student in external alternative provision are:

- A full referral will be completed by all pastoral staff involved with the student. This will include details of why the referral has been made, their attendance and any social care or external agency involvement. It will also detail any special educational needs and disabilities.
- The academy will set up a meeting involving all relevant parties, including parents/carers and key academy staff as appropriate informing parents as to the reasons for the direction to the external provider and how the placement will be monitored.
- Students must attend the off-site alternative provision as directed by the Principal and parents/carers have a duty to support this.

- A meeting will be held prior to the student's start with the external alternative provider. The meeting will be attended by the student, parents/carers, key members of the academy's pastoral staff and a representative of the alternative provider.
- External alternative learning providers will contact the academy whenever the student is absent. Both they and attendance, pastoral and safeguarding staff at the academy may also make contact with parents and try to resolve the issue in order to ensure regular attendance is achieved. If necessary this should then be referred to external agencies as appropriate.
- The academy will formally monitor attendance and update records and maintain contact with the alternative learning provide on a weekly basis taking statutory legal action as required by law.
- Regular reviews of a student's placement in external alternative provision will be conducted.
 - For HAPS and Teenage Works these will be every 6 weeks.
 - For the PRU these will be termly or half termly.

These reviews, led by the Vice Principal (Students) and involving all relevant members of staff, the student and their parents/carers will monitor the attendance, punctuality, academic progress and behaviour of the student and determine the next steps in either extending or terminating their placement.
- If the placement does not appear to be working or if the student is not attending a formal meeting will be convened at the earliest opportunity involving the academy, parents or carers, the student and any other appropriate person. The meeting will reinforce the expectations of the original agreement while seeking feasible alternatives.
- If a student is permanently excluded from an external alternative provision placement, a meeting will be convened between the academy, alternative provider and the family at the earliest opportunity. If the behaviour displayed by the student is deemed to warrant a permanent exclusion by the Principal of the academy, this is the action that will be taken. Where a viable alternative is deemed to be more appropriate a further placement may be sought.

Other Important Factors in the External Alternative Provision Process

- Students referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what the academy can provide.
- ~~If an alternative placement breaks down the situation will be discussed and meeting convened and if it is unable to be resolved the students will be expected to return to the academy.~~
- Service Level Agreements and Standard Operating Procedures are in place for all provision.
- ~~Once committed to off-site alternative provision, students must attend and failure to do so should carry the same consequences as non-attendance at the academy.~~
- ~~The academy will monitor attendance through close links with the alternative provision provider.~~
- ~~Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate attendance data is kept by the academy.~~
- 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 an essential component in achieving this. There is an expectation that any safeguarding concerns are raised by external alternative providers with the DSL/DDSLS at the academy and that all alternative providers adhere to the standards outlined in the latest Keeping Children Safe in Education guidance plus their own and the academy's Safeguarding and Child Protection policies. held by the academy. The academy and the external alternative provider will liaise closely to ensure attendance at any multi-agency process/meeting in relation to a student.
- The academy SENCO will liaise closely with the external alternative provider to ensure that any cycles of the assess-plan-do-review process are completed. This includes providing an Educational Psychologist to visit the student in their placement and to complete any necessary

documentation, in liaison with external colleagues to ensure that, where possible, an Education Health Care Plan is obtained naming appropriate specialist provision.

- ~~The academy works closely with other mainstream secondary schools to provide managed move places. There will be some students for whom a managed move is more suitable and this may be attempted, with parents' consent, prior to other off-site/alternative provision.~~

Behaviour

Students attending an alternative provision will be expected to adhere to a code of conduct as outlined by the individual provider. Students are expected to represent the academy positively through their behaviour and attitude and any breach of the Academy Behaviour Policy or provider's code of conduct could result in termination of the placement **or other sanctions such as fixed term exclusion or permanent exclusion.**

Process

- ~~The academy will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.~~
- ~~A representative from the academy will clearly explain to families the reasons why the alternative provision is being offered. If the provision is being offered as an alternative to permanent exclusion this must be clear to parents so that they are able to make an informed decision. If parents refuse to accept the offer of alternative provision as an appropriate alternative to permanent exclusion, the Principal of the school would need to decide whether to proceed with the original exclusion.~~
- ~~Students must attend the off-site alternative provision as required and parents/carers must support this.~~
- ~~Alternative learning providers will contact the academy whenever the student is absent and also make contact with parents and try and resolve the issue ensure regular attendance is achieved and if unsuccessful contact the academy attendance team for support and advice. If necessary this should then be referred to their agencies as appropriate.~~
- ~~The academy will formally monitor attendance and update records and maintain contact with the alternative learning provider on a weekly basis.~~
- ~~If the placement does not appear to be working or if the student is not attending a formal meeting should be held involving the academy, parent/carer, student and any other appropriate person. The meeting will reinforce the expectations of the original agreement while seeking feasible alternatives.~~
- ~~If a student is permanently excluded from an alternative provision placement, a meeting will be convened between the named mainstream school, alternative provider and the family to discuss either a return to the student's named school or to identify a further alternative provider. If these are not viable, and the student's behaviour warrants, a permanent exclusion from the academy may be issued.~~

Staff responsibilities

~~The academy utilises the skills and experience of an off-site manager with the following responsibilities:~~

- ~~Identify students for whom an alternative provision may be appropriate;~~
- ~~Source appropriate alternative providers in line with student interests and skills;~~
- ~~Meet regularly with alternative providers, students and families to review progress;~~
- ~~Monitor attendance, behaviour and progress of students in alternative provision;~~

- ~~The use of alternative provision is overseen by the Vice Principal for pastoral care;~~
- ~~Any agreement around alternative provision for a student must be regularly reviewed. Timescales and responsibilities for reviewing the agreement must be clear to professionals, parents and the student and occur every term;~~
- ~~Impact/success will be measured against the targets the students are set in a meeting once per term. Examples of these could include attendance, behaviour and qualifications.~~

Other External Alternative Provisions

- The academy works closely with other mainstream secondary schools to provide managed move places. There will be some students for whom a managed move is more suitable – and this may be attempted, with parents' consent, prior to other off-site/alternative provision including a placement in the academy's off-site alternative provision unit.
- Where a student is at risk of falling into persistent absence, the academy may initiate an EdClass direction, with the support of parents. A direction to EdClass will be closely monitored by the academy and by the external 'Edlounge' provider.
- Where a student is involved in a serious incident but an external placement off-site is not deemed appropriate, or where they are subject to police investigation, an EdClass direction, with the support of parents, may be initiated. This direction will be monitored by key personnel from the academy's pastoral team and by the external 'Edlounge' provider.
- Where a student has been admitted to hospital, the DSL/DDSL and other key pastoral colleagues, including the SENCO will work alongside Manchester's Hospital School to ensure that the educational needs of the student are being set. The academy will attend any reviews for the student or multi-agency meetings as appropriate.
- Where a student at Key Stage 4 is unable to access all aspects of the mainstream curriculum and other alternatives within the academy are not deemed appropriate, a local further education college may be approached for support. A student may spend part of the week studying a more practical curriculum whilst studying English and maths within the academy. A placement such as this can only be accessed where all parties are satisfied that appropriate safeguarding procedures for young people under the age of 16 are in place.

At all times the academy will seek to ensure value-for-money when setting up and monitoring an external alternative placement. It will also seek to ensure the best educational outcomes for any students placed in education outside of the academy.

Power of academies to direct a student off-site for education to improve behaviour

Governing bodies of maintained academies have the power to direct a student off-site for education to improve his or her behaviour. (Education Act 2002) The Secretary of State has made regulations, as is required by the related primary legislation, concerning academies' use of power.

Under the current regulations, parents will be notified in writing of any requirement that their child attend off-site provision. Notice must be sent as soon as practical and no later than two days before the off-site placement is due to begin. The notice letter must be sent out explaining:

- The reasons for the referral to alternative provision;

- The aims of the placement;
- The period for which the student will be required to attend the placement;
- The date and time the placement will start;
- The address the student will need to attend and the name of the person to whom they must report on the first day;
- Details of the session times i.e. the time the morning and afternoon sessions start and end.

Monitoring, Evaluation and Review

The academy will regularly review the use of alternative provision to ensure that individual programmes are demonstrating value for money against student progress and outcomes.

Adopted by the Co-operative Academy on	12 December 2017
Chair of Governors	B. S. Crocker.
Principal	
Review date	November 2018