



# **Alternative Provision Policy**

Alternative provision is educational provision for students who are not accessing mainstream education for a variety of reasons at KS3 and KS4.

## **RATIONALE**

The purpose of this policy is:

- To set out the rationale for securing a personalised curriculum for students at KS3 and KS4;
- 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 and managed effectively;
- To guide and support staff with the administration of 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.

Important acknowledgements underpinning this policy are:

- That the college recognises the need to personalise the curriculum for some students
- Some students at KS3 and KS4 need medical support which must be given by LEMHS
- That a minority of students at KS3 struggle to meet the academic and social demands of mainstream education expectations.
- That a minority of students at KS4 struggle to meet the academic demands of their core GCSE subjects
- These students may be damaged by their experiences in subject areas that they cannot access, or may negatively impact on the learning of their peers
- These students need additional provision to enhance their experiences and qualifications at the end of KS3 and KS4.
- 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 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, approved by SLT and Governors and managed effectively by the Deputy Head and Student Support Services.
- To guide and support staff with the monitoring and support of alternative curriculum provision.

## **These are the main reasons for choosing Alternative Provision;**

- Students' 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 college. Alternative Provision is a strategy to avoid permanent exclusion for students and to encourage inclusion in education.
- The student has not been attending college 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 college may feel that respite is needed from the main college so that a student may adapt/change negative behaviours so that re-integration to the main college is successful and the risk of permanent exclusion is reduced.

## **What are the advantages of the Alternative Provision?**

- Students can access a variety of educational options, including core GCSEs, vocational training & 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 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 college remain on roll with college and the college funds their place in alternative provision. The college remains ultimately responsible for the student and the offer of alternative provision shows a commitment by the college to an inclusive approach to the students' education.

We use a range of providers for Alternative Education at Unity College. These providers are either the college's own Learning Curriculum Support Centre, medical education establishments (LEMS, ELCAS) or Student Referral Units where necessary.

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)

The qualifications they receive are nationally recognised and enable progression to further education.

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

- Students referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what Unity College 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 Unity College.
- Service Level Agreements 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 Unity College.
- The college 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 Unity College.
- 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 with the DSL at Unity College and that all alternative providers adhere to the safeguarding policy held by the college.

**Process**

- Unity College will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the college will clearly explain to families the reason why the alternative provision is being offered. If parents refuse to accept the offer of alternative provision as an appropriate alternative to education at Unity College this will be documented.
- Students must attend the on-site or off-site alternative provision as required and parents/carers must support this
- It is the responsibility of Unity College to arrange for a health and safety check of the premises to be undertaken unless it is a local authority education establishment.
- Alternative learning providers will contact Unity College 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 College attendance team for support and advice. If necessary this should then be referred to their agencies as appropriate.
- Unity college will formally monitor attendance and update records and maintain contract with the alternative learning provide 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 college, parent/carer, student and any other appropriate person. The meeting will reinforce the expectations of the original agreement while seeking feasible alternatives.

- 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 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, qualifications.

### **Power of colleges to direct a student off-site for education to improve behaviour**

Governing bodies of maintained colleges 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 colleges' 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 ie the time the morning and afternoon sessions start and end.

This policy does not stand alone and the college has many other policies that support the Alternative Provision Policy.

Safeguarding Policy

Anti-bullying Policy

Racial Incident Policy

Harassment and Discrimination Policy

Use of Physical Intervention Policy

Educational Visits Policy

Intimate Care Policy

E-safety Policy

Health & Safety Policy

Drug and Substance Mis-use Policy

Behaviour Management Policy

Child Looked After Policy

Attendance Policy

Procedures for Assessing Risk

Induction and Code of Conduct for Staff

Intimate Care Policy

Safer recruitment Policy and Practice

Confidentiality

One to One Working

Children in Care

Equality

SEN Policy

This policy is updated and reviewed on a regular basis.