ST. CHAD'S CATHOLIC PRIMARY SCHOOL

At St Chad's we are part of Gods family. *We learn from Jesus' teachings in the Gospel *We love Jesus and love each other with all our hearts *We show kindness to everyone just like Jesus did.

ALTERNATIVE PROVISION POLICY

Date of review: March 2022

Date of next review: March 2024

Reviewer: Krystyna Bickley

Date of Governing Board ratification:23rd March 2022

Rationale

Alternative provision is an educational provision for pupils who are unable to access full-time mainstream education for a number of reasons, or who are unsuited to the mainstream provision on offer.

St Chad's School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their potential.

"Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too." (Creating opportunity for all, DfE, 2018)

Objectives
The objectives of the policy are:
- To outline the reasons why students might be offered an alternative provision
- To ensure that alternative provision is offered to suitable pupils in a consistent way
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of pupils
- To outline the monitoring of pupils' progress, behaviour and welfare.
- To guide staff and support staff with the identification, support and monitoring of pupils accessing an alternative provision.
- To highlight the end goals/purpose of alternative provision at St Chad's.

Reasons
There are a variety of reasons why a child is referred to an alternative provision. Some of these may be;
- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- Pupils needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some pupils.
- A pupil may not be attending regularly and is at risk of becoming Not in Education, Employment (NEET). An alternative provision may provide a greater opportunity to remain in an educational setting to achieve.
- An unidentified or emerging need may result in a pupil needing additional support in a supportive learning environment. This may result in a pupil being placed on the SEND register (K Pupil)
- Pupils who have a diagnosed health issue (mental health and physical) may need to be supported to access a mainstream curriculum.

Pupils placed on the Special Educational Needs Register (SEND) Register
At St Chad's pupils are placed on the SEND register if they require specific learning support and are receiving SEND intervention to support and improve a SEND difficulty that is or would significantly restrict their access to learning and the curriculum.

Interventions at St Chad's include:
- 1:1 TA Support
- External Counselling Service
- Get Moving Rec. Yr1 and Yr2.
- Precision Teaching: reading and spelling.
- Read, Write Inc coaching
- Read, Write Inc Nonsense words
- Wellbeing programme
- Speech and Language intervention
- Power2 Numeracy
- 1:1 personalised intervention based on need

Other support offered includes:
- Having coloured exercise books or overlays
- Having an Edukey Profile
- Having a fiddle toy

Responsibilities
The Governing Body will:
- Monitor and review the alternative provision on a regular basis

Senior Leaders will:
- Assume responsibility for the implementation, monitoring and evaluation of the alternative provision
- Report to stakeholders on the effectiveness of the provision.

The Special Needs Coordinator (SENDCo) will:
- Ensure all pupils access an appropriate curriculum.
- Plan and support the resourcing of appropriate learning resources.
- Liaise with the attendance and safeguarding leads as appropriate.
- Undertake monitoring and quality assurance processes for all aspects of alternative provision.
- review of pupils' progress, in conjunction with parents/carera and other supporting agencies or professionals.
- Maintain accurate records evaluations of pupils' progress with regards to: attendance, behaviour, academic progress and pupils' emotional well-being.
- Implement appropriate alterations to the provision of a PUPL where progress is not evident.
- Inform professionals where multiple agencies are involved with a pupil and their family.

- Plan, evaluate and quality assure Assess. Plan, Do Review cycles, to ensure the appropriate provision and support is sought.
- Support the application of EHCP when appropriate.
- Maintain a register of those pupils' accessing a day or more (or the equivalence of) of an alternative provision
- Record the dates of reviews undertaken.
- File and quality assure the Individual Alternative Education Plans for each pupil.
- Undertake and support staff in home visits. These visits should be planned and regular for those not accessing full time provision.
- Plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school and pupil.
- Maintain accurate child protection records of pupils on an alternative provision.
- Offer, facilitate and quality assure Early Help Assessments for all pupils in an alternative provision.

The Referral Process
- The school will use the DfE published statutory guidance Alternative Provision: Statutory guidance for local authorities as a basis for commissioning provisions.
- The school will liaise fully with the Local Authority allocated Education Inclusion Officer when a pupil is to be referred to an alternative provision.
- The school will only commission provision from the Local Authority Directory of Alternative Provision and will usually use in house alternative provision.
- The SENDCo will provide all Support Plans and APDR frameworks to outline the pupils' needs and observed behaviours. This will also detail the interventions that have been implemented and evaluate the successes of each.
- Pupils and their families will be offered an Early Help Assessment (EHA) to further support the pupil.
- Pupils will remain on roll at St Chad's School. It is not expected that pupils will be permanently excluded or transferred to a different provider unless they have an EHCP and it is agreed by parents and school that an alternative education provider would be better able to support the child.
- The SENDCo will liaise with class teachers, where appropriate, about the continuing interventions for pupils. A collective view will be taken when alternative provision is offered. This will include consultation with the Senior leadership and safeguarding leads. The senior leadership will sanction this offer.
- Parents/carers will be fully informed of the transition to an alternative provision.
- A formal meeting will be called with all the relevant stakeholders, the meeting will record the concerns observed and interventions implemented and clear reasons for the provision offered will be given.
- The Local Authority IAEP will be used to document the provision offered and the date this was offered. Details of any concerns and the given timetable will be recorded. This document will be signed by those in attendance (including a representative from the safe guarding team) to ratify the decision.

- A review of this provision will be agreed in this meeting.
- Targets will be set and regularly reviewed.

Applying for EHAs (EHAs are not required where social care is involved)
The guidance on applying for EHA's indicates:
- Applications can be submitted by anyone who works with children, young people, adults and families across the workforce, whether they are employed or volunteers, and working in the public, private or third sector.
- Applications can be submitted whenever there are concerns that a child, young person, adult or family has needs which might require targeted support.
- EHAs are more likely to be successful if there is thorough evidence of intervention tried and reviews to should their success. Evidence of interventions tried should be recoded on an Assess, Plan, Do, Review (APDR) form. There should be 2 cycle of APDR. A cycle should not be more than 6 weeks with a review at the end. In some cases, a cycle could be shorter where circumstances are extreme and it is clear that the intervention will not work.
- The interventions tried before applying for an EHA should be those that would fall into Stage 1 and 2:

Stage 1- initial interventions to try could be:
- Meeting with the pupil and parent (as appropriate) to find out if there are any issues you do not know about that maybe affecting their behaviour/learning
- Observing lessons that are unsuccessful but also ones that are successful to ensure First Quality Teaching is in place
- Devise strategies and solutions based on the observations/conversations with pupils/parents.

Stage 2- interventions to try could be:
- Meetings with parents with and without the pupil
- Further class observations using observational checklists if there are concerns around a specific educational need.
- Make timetable changes
- Implement a reward system (could be linked with home if appropriate)
- Implement wellbeing support
- Continue to devise strategies and solutions based on the observations/conversations with pupils/parents.
- Act on feedback from the pupil and staff.

Assess Plan Do Review (APDR)
Assess: this should give a pen portrait of where the pupil is at, what difficulties they have and how this is presenting itself in school.
Plan: This is a broad overview of what we ultimately want to achieve-the goal e.g.
Improve behaviour and build good relationship with the staff and other pupils.

Do: These are concise steps that will be taken to address the difficulties with names of people that will be responsible for carrying out each step and contact home weekly with positive feedback etc.

Review: Ideally, parents and pupils should be involved in the review with their views included.

There should not be more than one review where a pupil and parent have not fed into it. The review should discuss the success of each step in the 'Do' sections and reflect on why they were/were not successful. It should then be decided if the target in the Plan has been fully/partially/not met.

The next cycle, if needed, will take into account the successes and failures of the previous cycle and can keep what is successful, extend the cycle keeping the same steps (with reasons why), or completely change all the interventions.

Attendance and Safeguarding
- Those pupils accessing an alternative provision shall be placed in the vulnerable attendance list. This will ensure first day absence calls to be made and raise awareness of those pupils' absence.
- Home visits, where absences are unexplained, to confirm that the absent child is home when parents/carers or guardians are not responding to phone calls/text messages/emails.
- Pupils on a less than 20-hour provision at school would require home visits. Where possible parents/carers or guardians should be informed of the home visit prior to arrival.
- Microsoft Teams lessons will be used to support students working at home, these will be monitored by class teachers to ensure students are logging on.

Monitoring Academic Progress, Behaviour and Welfare
- The SENDCo has the responsibility to report, on a regular basis, the progress of pupils accessing an alternative provision.
- Where appropriate, pupils will have assessments linked to Age Related Expectations of their year group curriculum which is recorded appropriately.
- Feedback on pupils' work must adhere to the school's Teaching and Learning policy.

Early Help Care Plan (EHCP)
Where the school is unable to support the SEND needs of a student's using within the £6000 SEND budget.

The local authority requires clear, detailed evidence to support any requests for a needs assessment.

This will include:
- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;
- identification of the child or young person's SEND and the severity, frequency, and duration;

- detailed evidence of the purposeful action taken by the early years, provider and/or school to meet the child or young person's SEND – this should include clear monitoring arrangements and outcome measures;
- detail regarding progress or explanation about why there has been a lack of progress;
- detailed evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies;
- where a young person is aged over 18 years, does the young person require additional time to complete their education or training due to their complex SEND and therefore, needs to remain in formal education or training.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

Medical Needs Pathway
The Local Authority Medical Needs Pathway will be adopted.

- Students with medical needs may have their timetables adjusted to fewer than 25 hours, with clear, written medical evidence.
- TAF meetings will be convened to evaluate progress of students.

On-Line Learning
- Microsoft Teams is the online provision chosen by the school. This online provision is ratified by the LA and will link to the work done in class. Please see remote learning policy for more details.
- Pupils that access online provision will have work set and timetabled as part of the IAEP.
- Pupil's timetable will reflect online learning provision.
- The timetable of online lessons will mirror those of the mainstream curriculum.
- The online learning will follow the structure of the school day.
- The monitoring of attendance and access to online provision will be completed daily and for those sessions identified by staff.
- In order to access online learning the school will undertake welfare calls and complete a home visit and risk assessment if necessary.