



Policy for Alternative and Off-Site Provision

Linked policies:

- Anti-Bullying Policy
- Appropriate use of Social Media Policy for Parents
- Alternative and off-site Provision Policy
- Behaviour and Discipline Policy
- Child Acceptable Use Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Drugs and Substance Abuse Policy
- Educational Visits Policy
- E-Safety Use of Devices Policy
- First Aid Policy
- Intimate Care Policy
- KCSIE 2023
- Managing Safeguarding Concerns and Allegations
- Safer Recruitment Policy
- Whistleblowing Policy

Date: September 2023

Review Date: July 2025

Context

Woodlands Primary School is committed to providing children with a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life.

We aim to develop a culture of awareness, inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

Definition of Alternative Provision

This is 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.
- Pupils being directed by schools to off-site provision to improve their behaviour. (DfE, 2016)

Main legislation covering the duties and powers relating to these issues (DfE, 2013) are:

- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
- Section 29A of the Education Act 2002;
- Sections 6A and 100 of the Education and Inspections Act 2006;
- Sections 1C and 4 of the Academies Act 2010 (as amended);
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007;
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
- The Education (Educational Provision for Improving Behaviour) Regulations 2010
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
- The Schools Forums (England) Regulations 2012.

Key points

- Local Authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.
- Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.
- Schools may also direct pupils off-site for education, to help improve their behaviour.

Fixed Term Exclusions

- If a child is excluded from school on a fixed term exclusion, curriculum related activities are sent home for the child to complete during the period.
- Any external agencies involved with the child or family will be notified.
- A meeting will be held with the Headteacher on return to school.

Alternative and Off-Site Provision.

These are the main reasons for choosing alternative provision:

Alternative and Off-Site Provision is educational provision for pupils who are not accessing mainstream education for a variety of reasons. These may include:

- The pupil's abilities are not being developed 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 pupil has had one or more fixed-term exclusions and is at risk of permanent exclusion from school. Alternative Provision is a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education.

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

- Pupils referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what Woodlands Primary School can provide.
- Once committed to off-site alternative provision, parents must ensure pupils attend, and failure to do so will carry the same consequences as nonattendance at Woodlands Primary School.
- The school will monitor the pupil's attendance at the new provider daily and attendance will be recorded as a B category in school registers.
- 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 a DSL at Woodlands Primary School and that all alternative providers adhere to the safeguarding policy held by the school.

Process

- Woodlands Primary School will set up a meeting involving all relevant parties, including

parents/carers and others as appropriate.

- The Headteacher will clearly explain to parents 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 Headteacher would need to decide whether to proceed with the original exclusion.

- Parents will sign the necessary documentation for Off-Site Alternative Provision
- Responsibilities for supporting the child and timescales for reviewing the provision would be agreed during the initial meeting.
- Pupils must attend the Off-Site Alternative provision as required and parents/carers must support this.
- Woodlands Primary School will formally monitor attendance, update records and maintain contact with the alternative learning provider.
- If a pupil 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 child's school or to identify a further alternative provider.
- Any agreement around alternative provision for a pupil must be regularly reviewed. Timescales and responsibilities for reviewing the agreement must be clear to professionals, parents and the pupil and occur every term.
- Impact/success will be measured against the targets the pupils are set in a meeting once per term. Examples of these could include attendance, behaviour.

Nurture provision in School

- Nurture groups at Woodlands offer short-term, inclusive and focussed intervention, lead and supported by teachers and staff from school-not specialist staff from other agencies. Within these groups, staff assess pupil learning, communication and emotional needs and work with the children and families to break down barriers to learning in a mainstream environment.
- Identified pupils who attend nurture groups, remain an active part of their main class and their school. They are not excluded; they are not taken off site into alternative provision.
- Relationships with staff are key, providing a consistent and supportive example, helping children to engage with education in a positive way.

