



Haberdashers' West Midlands Academies Trust

Haberdashers' Abraham Darby

ALTERNATIVE PROVISION POLICY

2022-2024

ALTERNATIVE PROVISION POLICY	
Named Responsibility of Policy	Mrs C Price - Vice Principal (SEND and Personal Development)
Date of Policy	September 2022
Date of next Review	September 2024
Governor Accountability	Pupil and Staff Welfare Committee
This policy will be readily accessible to Parents/Carers/Staff/Visitors/Members of the Public through the school websites	

COMMITMENT TO REVIEW

This Policy will be monitored and reviewed every two years by the relevant policy owner named and and/or in the light of changes to National Curriculum requirements and DfE guidance/regulations.

Alternative Provision Policy

For this policy we will be using the definition of Alternative provision (AP) as included in the 'Creating opportunity for all' document (DfE 2018):

Alternative provision (AP) is for children of compulsory school age who do not attend mainstream or special schools and who would not otherwise receive suitable education, for any reason.

1. Vision

The Department for Education set out their vision for Alternative provision as:

The Government strongly believes that every child deserves an education that enables them to fulfil their potential, whatever their background, needs or location in the country. AP plays a critical role in making this happen. It provides support to children at challenging moments in their lives and each placement has the potential to transform a child's life chances

'Creating opportunity for all' document (DfE 2018):

At Haberdashers' Abraham Darby, we share this vision and use it in our approach to commissioning AP for our pupils. Pupils attend AP for a variety of reasons, including physical health, mental health and social, emotional or behavioural reasons.

Haberdashers' Abraham Darby is currently working with a variety of AP's to ensure the varying needs, ambitions and skills of our pupils are well met.

2. Objectives

The objectives of the Alternative Provision Policy are:

- a) Outline how AP fits in with our curriculum
- b) Outline reasons why pupils may be offered a part time AP placement and ensure the right pupils are identified
- c) Outline the referral process to AP
- d) Outline the procedures in place for monitoring attendance, safeguarding, pupil progress, behaviour and welfare of all pupils attending an AP
- e) Outline the procedures for monitoring and evaluating the impact of AP

3. How does AP fit in with our curriculum?

We work closely with all our AP's to ensure they provide a high quality education that is planned and delivered in partnership with the school, the parent and the pupil so that it is tailored to the needs, ambitions and skills of the individual. This enables our pupils to make personal, social, and educational progress whilst attending AP.

All our pupils attend AP on a part time basis only, with a requirement that they remain successfully integrated in school for the remainder of the school week. This supports our pupils to attain qualifications, maintain peer relations and ensures they are well prepared to be successful in the next phase of education, training and/or employment.

4. Reasons for Alternative Provision

Referrals to an AP may be made for a wide range of reasons including:

- Health reasons that mean pupils require a reduced attendance in school

- Mental health reasons
- For pupils at risk of becoming NEET and would benefit from alternative opportunities to secure additional support
- Behaviour reasons (only necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required.)
- A SEND pupil requiring additional experiences to support their plan.

5. Roles and Responsibilities

Governing body:

- Monitor and review all used AP's on a regular basis.

Senior Leaders:

- Report to stakeholders on the effectiveness of AP
- Overarching responsibility for safeguarding

Alternative Provision Lead:

- Ensure all referral paperwork is completed accurately, in partnership with the pupil and family and submitted in a timely manner.
- Ensure all meetings, reports and information sharing, as outlined in this policy, is completed correctly and in a timely manner.
- Liaise closely with attendance and safeguarding teams daily in regards to pupils attending AP
- Complete regular monitoring and quality assurance processes of all AP's
- Regularly review pupil progress and attendance for all pupils attending AP

Safeguarding lead:

- Keep a register of all pupils attending AP
- Complete safeguarding audit of AP before pupil attends

6. Provision and their aims

Provision Name	Summary of provision
Brightstar Boxing	Boxing, fitness, anger management, mentoring
Renu Hair and Beauty	Hair and Beauty qualifications from NVQ level 1 to level 3
Crossbar	Delivering numeracy and literacy basic skills, PSHE (with a particular focus on community behaviours and exploitation) and enrichment activities to support pupils with social, emotional and mental health needs.
The Stay True Project	Mentoring young people who are at risk of CCE, are involved in criminal, gang or drug activity. Raising the awareness of child criminal exploitation.
House one	Supports pupils with high levels of anxiety and school refusers, supporting them to re-engage with school.
School engagement programme (AFC Telford)	Supports pupils to overcome barriers to learning.

7. Referral process

7.1 Pupil will be discussed initially at a school strategy meeting, which takes place once a fortnight and includes AP lead and house team.

7.2 Pupils will then be discussed at the Extended House Team meeting, which includes VP Behaviour and Attitudes, VP Personal Development and Inclusion (also AP lead), SENDCo, health co-ordinator, House team, AVP safeguarding, looked after children, attendance and health (also DSL), and the wider pastoral team.

7.3 Once agreed that AP is an appropriate and necessary intervention the AP lead will ensure the following steps take place:

- A referral is made by the school in consultation with the family (subject to availability and viability at the placement)
- A face to face or telephone conversation between school and AP provider to plan the correct package of support for the individual. Families may also wish to be part of this.
- A welcome meeting at the provider attended by a school representative, the parent, the pupil and a representative from the AP. Dress code, lunch arrangements, travel arrangements, expectations, behaviour contracts, start and end date will be discussed and agreed at this meeting.
- A safeguarding audit is carried out by our lead DSL, Angela Bithell, onsite at the AP (see appendix 1)

7.4 During the period of attending AP the following should take place:

- School, family and pupil to attend regular and timely review meetings (face to face or via an online platform such as Teams).
- AP to provide school with a weekly report
- School to share weekly reports from AP with necessary professionals
- AP to provide attendance updates for each day the pupil is scheduled to attend
- AP to ensure all safeguarding concerns are reported immediately to DSL.
- School to ensure any important updates regarding the pupil are passed on to the AP.
- AP to be invited to attend and feed into any professional meetings, progress meetings or other, in agreement with families.
- School lead to visit placement at least once half termly and complete AP monitoring visit form (see appendix 2)
- Parent/carer to support their child to attend and arrive on time.

7.5 Following the end of the placement the following should take place:

- School lead to complete an evaluation of the placement, including attendance and progress analysis, student voice and parent voice (see appendix 3, 4 and 5)
- Careful re-integration plan in place for the pupil to return to full time school, produced in conjunction with house team, family and pupil.

Appendix 1

Monitoring of Provision Proforma			
Name of Provision:		DFE number:	
Report by:		Date:	
Students Observed:			
Centre information/Compliance			
Are you secure that the alternative provision is not contravening the regulations about registration?			
Have all provision staff at the registered alternative provision had the appropriate checks, for example Disclosure and Barring Service (DBS) checks?			
Has the provision got all copies of specific student information, including risk assessments, SEND and safeguarding?			
Has the provider got a 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?			
Have provider staff accessed appropriate safeguarding training? If not, can school support on delivery?			
Where transport is provided by the provision, Check qualifications of drivers, see regular minibus checks, risk assessments and insurance			
Required Policies			
• Safer Recruitment		Yes/No/Concern	
• Safeguarding		Yes/No/Concern	
• Health and safety		Yes/No/Concern	
• Behaviour Management		Yes/No/Concern	
• Equality & diversity		Yes/No/Concern	
• Staff CRB Clearance		Yes/No/Concern	
• Complaints Policy		Yes/No/Concern	
• Employers Liability Insurance		Yes/No/Concern	
• Latest Ofsted Report (where applicable) N/A		Yes/No/Concern	
• Latest Self Assessment Report N/A		Yes/No/Concern	
• SEND Policy N/A		Yes/No/Concern	
• Risk Assessments		Yes/No/Concern	
• Social networking, use of social media and e-safety policy		Yes/No/Concern	
Safer Recruitment			
Are written professional and character references always taken up before employment commences?		YES/NO	
Are identification and qualification documents checked and verified before employment commences?		YES/NO	
Are Enhanced CRB checks undertaken on all new members of staff irrespective of current CRB clearances?		YES/NO	
Are face to face interviews always carried out by those who will be managing the staff before employment commences?		YES/NO	

Is previous employment history checked and any gaps or anomalies fully investigated and explained satisfactorily before employment commences.	YES/NO
Safeguarding Questions	
Where is your Safeguarding Policy kept and do all staff know where it is kept and have access to it?	
Who is the 'Lead' for safeguarding in your organisation? Do all staff know who he/she is?	
Do all staff know how to contact him/her? Would staff know what to do if he/she was not there?	
Is safeguarding included in your New Staff Induction and are all staff issued with a Staff Handbook with policies in?	
Do all staff undertake safeguarding training regularly? How regularly does it happen? <ul style="list-style-type: none"> • Safeguarding • KCSIE • Prevent 	
Do staff involved in delivering 14-16yrs training undertake a general induction regarding 14-16yrs learner safeguarding? Do they know who to report a 14-16yrs safeguarding issue to?	
How are staff made aware of any known safeguarding issues?	
Do staff know what to do if a young person 14 – 16 yrs was unable to continue a session (illness, accident, behavioural incident etc.)? Do all appropriate staff have a copy of the 14-16yrs Policy Booklet in this respect?	
Would staff know what to do if they were concerned about a colleague's behaviour/relationship with a young person?	
Safeguarding Questions	
How many members of staff are trained to complete CLM? Who are they?	
Do staff know who to inform of intermittent or poor attendance? And the time frame for passing on this information?	
Do you complete a risk assessment for school students working in a post-16 environment? Is this passed on to the school?	
Where are details of staff health & safety training kept?	
Do all staff complete a health and safety briefing for each student on their first session? Is a checklist completed with the learner so that you can be sure that they are aware of health and safety issues and of their responsibility?	
Do all staff understand their responsibilities under RIDDOR? Where is the accident book held?	
How do you ensure the safety of young people accessing IT equipment and the internet? Is there an acceptable use policy and is this explained and signed up to at the start of the course?	
Where do you keep the documentation to show that your premises meet the new Fire Regulations that came into force in 2006?	
Who is your first aider(s)? Do they hold a current certificate? What would you do if they were not in?	

What happens if a learner attends without the appropriate personal protective equipment required to work in an area?	
If there is a change of venue how is this communicated to the schools (where applicable) and young people?	
Quality of Education Evaluation	
Details of course/qualification observed?	
How many adults to support students (Ratio)?	
Was the room/environment safe?	
Was the room/environment conducive to learning?	
Were the resources differentiated?	
Was the quality of work produced in line with school expectations?	
Do you feel that the school learners made sufficient progress?	
Does the provision report regularly back to home school on progress?	
Does the provision report academic progress to parents?	
Ethos, Culture, Behaviours	
Does the provision feel professional, organised and structured?	
Do staff have high expectations of behaviours?	
Do you feel that staff challenge behaviours appropriately?	
Do staff have strong relationships with students?	
Is poor behaviour reported to home school and/or parents?	
Key Questions	
Do you consider the provision safe?	
Do you feel that the environment supports the learner pastorally?	
Does the provision support the learner academically?	
Do you think the provision communicates well with all stakeholders?	
Do you feel that the provision is value for money?	

Feedback & Actions to Senior Leadership	
1	
2	
3	
4	
5	

Appendix 2

Alternative Provision monitoring visit form (half termly)

Student(s) observed:

Staff observed:

Date:

Quality of Education Evaluation (to be completed by AP Lead)

Details of course/qualification observed?	
How many adults to support students (Ratio)?	
Was the room/environment safe?	
Was the room/environment conducive to learning?	
Were the resources differentiated?	
Was the quality of work produced in line with school expectations?	
Do you feel that the school learners made sufficient progress?	
Does the provision report regularly back to home school on progress?	
Does the provision report academic progress to parents?	

Ethos, Culture, Behaviours

Does the provision feel professional, organised and structured?	
Do staff have high expectations of behaviours? Do you feel that staff challenge behaviours appropriately?	
Do staff have strong relationships with students?	
Is poor behaviour reported to home school and/or parents?	

Key Questions

Do you consider the provision safe?	
Do you feel that the environment supports the learner pastorally?	

Does the provision support the learner academically?	
Do you think the provision communicates well with all stakeholders?	
Do you feel that the provision is value for money?	

Feedback & Actions

1

2

3

Appendix 3

Report on Impact of Alternative Provision Placement

Date completed:

Pupil name:

Provision name:

Period of time at provision:

Impact on attendance	
Impact on behaviour in school	
Impact on academic achievement	
Summary of student and parent/carer voice	
Possible future pupils to attend placement	
Additional note	

Appendix 4

Alternative Provision Placement Review

Alternative Provision Placement:

Pupil:

Date:

Student Voice

Please answer the following questions honestly and in as much detail as you can.

1. Are you happy at your placement?	
2. Do you feel safe at your placement?	
3. Do you feel that the staff look after you?	
4. If you have witnessed or experienced any bullying, did the placement staff deal with it effectively?	
5. If you raised any concerns with staff at Haberdashers' Abraham Darby about your placement, was this dealt with quickly and appropriately?	
6. What have you learned at your placement?	
7. How might the placement impact on your future?	
8. Who would you speak to at the placement if you had any concerns?	
9. Are you happy to continue attending the placement? 10. Any further comments you would like to make	

Appendix 5

Alternative Provision Placement Review

Parent/Carer voice

Alternative provision placement:

Parent/Carer:

Date:

1. Is your child happy at the placement?	
2. Does your child feel safe at the placement?	
3. Is your child well looked after at the placement?	
4. If you have had to report any bullying issues, has the placement dealt with it appropriately?	
5. If you have raised any issues with Haberdashers' Abraham Darby regarding the placement, have these been dealt with promptly and appropriately?	
6. Are you happy for your child to continue attending the placement?	
Any further comments you would like to make	