



WADHAM SCHOOL

ALTERNATIVE PROVISION POLICY

Who is responsible?	Governing Body
Statutory Policy	No
Approval Date	September 2023
Next Review	September 2024

Signed:

Date:

Vision

Alternative Provision is an educational provision for students who are unable to access full-time education for a variety of reasons or for whom some time in an alternative provision setting will enable the students to gain skills that will help them make future progress within the mainstream setting and the wider world.

Wadham school recognises that we must provide an inclusive accessible and broad and balanced curriculum and provide students with opportunities to succeed. We also recognise that there is a need on occasion to use alternative provision to allow students to reach their full potential. We always aim to support the student towards successfully engaging with a full-time mainstream provision.

Reasons for Alternative Provision

There are a variety of reasons why a student may be referred to an alternative provision some of these may be:

- A managed move when there has been a significant behaviour incident that may have led to a PEX
- Students Social, Emotional, Learning Needs are not being met in the main stream setting and a smaller specialist setting would be able to meet and support these needs.
- A student maybe at risk of being NEET and an alternative provision may enable the student to have greater opportunity to progress to a suitable post-16 pathway.
- An emerging need may result in a student needing additional support in a smaller specialist environment
- Students who have an undiagnosed health need(mental or physical) may need this additional support to be able to access the mainstream curriculum

Responsibilities

Governors

To monitor and review the alternative provision on a regular basis

Senior Leaders

Responsible for the implementation, monitoring and evaluation of the alternative provision

Report to the stakeholders on the effectiveness of the provision

Alternative Provision Lead, SENDCo and Deputy Headteacher responsible for inclusion

- Where appropriate the AP lead, SENDCo and Deputy should liaise with Curriculum Team Leaders and the examination officer to ensure that students are accessing an appropriate curriculum . All students should have the opportunity to sit formal exams.
- They will liaise closely with the attendance and safeguarding team to ensure the safeguarding of the student on a daily basis
- Will undertake monitoring and quality assurance of the provisions using the County AP checklist proforma.
- They must regularly review the students progress by liaising with the AP. This must be fed back to the students and their families.
- They must accurately inform professionals where multiple agencies are involved with a student and their family.
- They must support EHCP applications if appropriate.

Safeguarding Lead

- Will maintain an accurate list of those attending an alternative provision
- To file and quality assure the Individual Alternative Education Plans for each student.
- To insure quality assurance visits have taken place, proformas completed and filed with HR who manages the SCR.
- To undertake, support and train staff in home or AP visits
- Plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school and student.
- Maintain accurate child protection records of students on an alternative provision.

Referral process

- The School will use the DfE published statutory guidance Alternative Provision
- The school will ensure the student is coded appropriately on SIMs registers.
- The school will only commission provision approved by the the Local Authority
- Students and their families will be offered an EHA to further support the named student. Students and their families to give informed consent for an Alternative Provision Placement.
- Students will remain on roll at Wadham School. It is not expected that students 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.
- Year teams will liaise with the AP Lead and SENDCo, where appropriate, about the continuing interventions for students. A collective view will be taken when alternative provision is offered. This will include consultation with the safeguarding lead. 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. The Head of Year, along with the AP lead or Deputy Head Inclusion will be present. The meeting will record the concerns observed and interventions implemented. Clear reasons for the provision offered will be given.
- A review of this provision will be agreed in this meeting.
- Targets will be set and regularly reviewed

Attendance and Safeguarding

- Those students accessing an alternative provision shall be placed in the vulnerable student attendance list. This will ensure first day absence calls to be made and raise awareness of those students' 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.
- Students 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. • Additional work can be set on teams but does not count towards students' total provision.

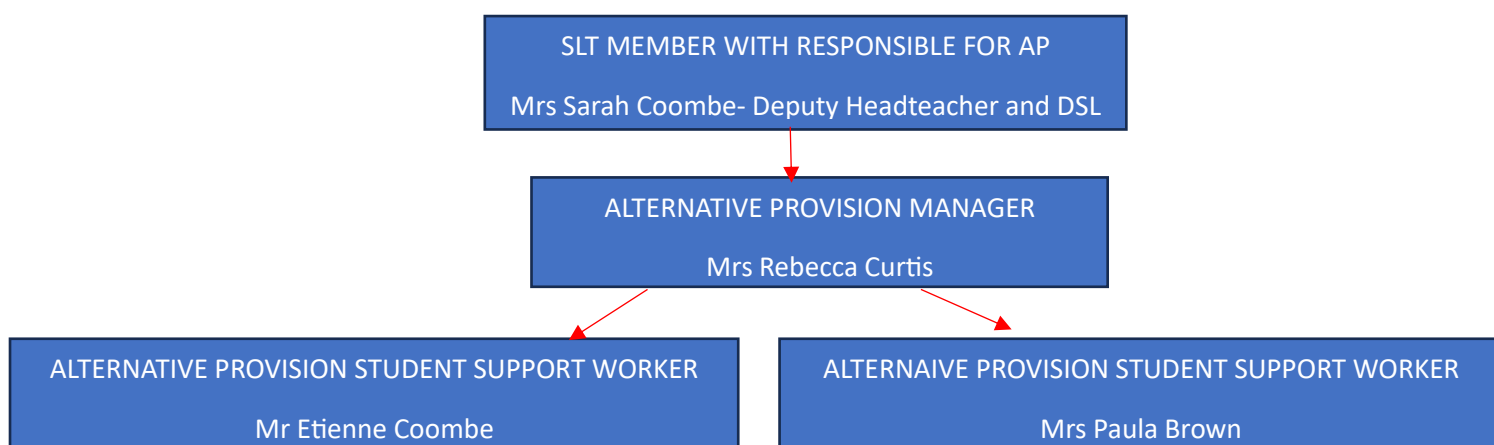
Monitoring Academic Progress, Behaviour and Welfare

- The Alternative Provision Lead and the SENDCo have a responsibility to report, on a half termly monthly basis, the progress of students accessing an alternative provision.
- Where appropriate, students will have assessments linked to GCSE specifications which are then reported using school systems.
- Behaviour scores will be communicated through the school system but also through qualitative observations.
- Feedback on students' work must adhere to the school's Teaching and Learning policy.

Wadham's in house Alternative SMEH Provision

Wadham's Alternative Provision's aim is to support the learning progress and inclusion of vulnerable learners. Many of these learners will have experienced numerous Adverse Childhood Experiences and trauma that is having an impact on their ability to access large parts of the mainstream curriculum and make progress. The aim of the in house provision is to improve outcomes for these students so they are ready for the next step in their learning/employment journey and that they will leave school with recognised qualifications. The small nurturing groups will allow students to feel safe, explore learning without embarrassment and thus hopefully avoid unnecessary suspensions and absence. The adoption of a PLACE approach and trauma informed strategies will provide the best learning environment for these young people. The provision will provide GCSE small group English and Maths, PSHE etc as well as Social, Emotional and Mental Health Interventions. Parents will have the opportunity to meet regularly with the AP team to build a team around the child to provide holistic support.

The Alternative provision staff structure:



The student will not spend all their time within the AP. Students will still be very much part of the mainstream curriculum accessing areas where they are successful and taking part in the broad range of activities that Wadham offers to the whole school community.