



LINWOOD SCHOOL
ALTERNATIVE PROVISION POLICY
Reviewed September 2023

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL) Linwood & Woodford Campus, including supervisory role of DSLs & Deputy DSLs across all campuses	Nicola Cannings	01202 525107
Woodford Campus DDSL	Celia Holland	01202 592415
Springwood & Littlewood DSL DDSL	Andy Maher Soraya Monzon-Diaz	01202 592410
CHI Campus DSL	Karen Taylor	07599 563618
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Local Authority Designated Officer (LADO)	John McGlaughlin Laura Baldwin	01202 128058
Chair of Governors Safeguarding Governor	Chris Purdy Jo King	

1. Statement of Intent

Linwood School recognises that there is a need to have an inclusive curriculum, which provides opportunities for all learners to succeed; furthermore, we recognise the need to offer other provisions to some students that allow them to achieve their potential outside of what is accessible across Linwood's campuses.

This policy outlines the key aspects of off-site alternative provision available to students who are on role at Linwood School.

2. Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- The Education and Inspections Act 2006
- General Data Protection Regulation (GDPR) 2018
- The Education Act 2022

- DfE Alternative Provision: Statutory guidance for local authorities

This policy operates alongside the following school policies:

- Regulation and Engagement Policy
- Safeguarding Policy
- Attendance Policy

3. Purpose of Alternative Provision

- 3.1. The school recognises that all students are unique and have a variety of needs, some that may require the use of an alternative provision to support meeting the needs of a student's EHCP
- 3.2. Off-site alternative provision focusses on ensuring that students continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions in order to support a student's wider development
- 3.3. The school may arrange alternative provision for students for a number of reasons including, but not limited to, the following:
 - To support the inclusion in education of students who have one or more fixed-term exclusions, or who are at risk of permanent exclusion
 - To ensure students are offered a variety of alternative curriculum provision as a way of supporting their wider development, and equipping them with the skills and experiences that will benefit them later in life that cannot be offered by Linwood School
 - To further personalise the curriculum for some students, where there is a need to do so, that cannot be managed within Linwood School
 - To meet the needs of students whose needs cannot be fully met by Linwood School and, or, to meet the needs outlined on the student's EHCP
- 3.4. Once an off-site alternative provision has been agreed, the length of time a student spends there will depend on what best supports their needs, providing the placement remains appropriate and their progress will be regularly monitored
- 3.5. Directing a student to alternative provision can benefit them in different ways depending on their individual circumstances, including the following:
 - Students can access a variety of educational options, including academic and vocational routes

- Students are given a greater degree of flexibility in what and how they learn, which can increase regulation and engagement
- Students are given further opportunities to increase independence and will be further encouraged to take responsibility for themselves

4. Good Alternative Provision

4.1. Alternative provision will differ from student to student depending on their needs; however, the providers commissioned by the school aim to:

- Be suited to the individual student's capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment and learning
- Achieve good academic attainment on par with that provided by Linwood School and deliver appropriate provision in line with the student's EHCP and, where appropriate, delivering appropriate accreditation and qualifications
- Improve student motivation, self-confidence, attendance and engagement with education
- Report attendance, as agreed, in a timely fashion
- Report breaches of Health and Safety urgently to the Senior Leadership Team
- Report safeguarding concerns to the D/DSL of the campus where the student attends
- Have an ethos of regulation and engagement in line with Linwood School
- Have expectations in line with Linwood School on E-safety and GDPR
- Provide clearly defined targets and objectives to the school and the student
- Communication between the school and provider should be at least fortnightly

4.2. Before commissioning a service, the school and provider shall:

- Complete an agreed contract
- Complete a check of Risk Assessments and documentation
- Be satisfied that a safeguarding checklist has been completed
- Work together to continue to improve the service

4.3. The school will:

- Provide referral information in a timely fashion
- Referrals to include an agreed referral form, medical information, Arbor contact information, ECHP targets, Personalised Regulation and Engagement Plans (PREP) and any other information needed to ensure the alternative provision has what it needs to support the student, including relevant safeguarding information
- Visit the placement at least three times a year. During these visits the school will check on paperwork, policies and safeguarding, observe a session and check the progress of the learner. Other visits may be arranged as required
- Work with providers to ensure that feedback for EHCP Annual Reviews, PEPs or other meetings is gathered
- Where possible, to gain student voice about their placement at the alternative provision to ensure a student-centred approach to their education

5. Suitability of Providers

- 5.1. The school is able to access a variety of off-site alternative provision placement and the school has procedures in place to ensure students make good progress whilst at the provision
- 5.2. The suitability of providers of off-site alternative provision commissioned by Linwood School is continually assessed to ensure they continue to offer the best pathway for the students who attend them
- 5.3. The school's DSL and Alternative Provision Lead ensures that all providers have relevant policies in place to cover safeguarding and health and safety

6. Roles and Responsibilities

- 6.1. The **Executive Headteacher** is responsible for:
 - Monitoring and reviewing the implementation of this policy
- 6.2. The **Head of Campuses** is responsible for:
 - Ensuring budgets for alternative provisions are established in due time, approved by the Business Manager and Executive Headteacher
 - To liaise with the Designated Safeguarding Lead to monitor and review the implementation of this policy
- 6.3. The **Designated Safeguarding Lead** is responsible for:
 - Taking responsibility for the school's use of alternative provision and the implementation of this policy

- Reporting on the effectiveness of the school's use of alternative provision and the implementation of this policy
- Liaise with parents/carers and other agencies when a student has been directed to an alternative provision
- Sharing relevant information with the chosen off-site alternative provision provider to facilitate the transition from the school to the provider

6.4. The **Alternative Provision Lead** is responsible for:

- To work closely with SMLT and commissioning staff to ensure that the appropriate measures are in place to support students in off-site alternative provision
- Undertaking visits to off-site alternative provision sites, as requested by SMLT and the Executive Headteacher to review the progress of relevant students, paperwork policies and safeguarding checks and sessions no less than three times each academic year
- Deciding on appropriate action, in close liaison with SMLT and the Executive Headteacher, if informed about a serious regulation and engagement incident in relation to Linwood School students
- Ensuring that alternative provisions used by the school are appropriately checked and that the relevant policies, such as safeguarding, e-safety, health and safety and regulation and engagement policies are in place
- Complying with Government Guidance, including KCSIE 2022, to ensure all adults at the provision are cleared to work with students e.g. they have a relevant DBS
- Ensuring that all alternative providers receive and adhere to the school's safeguarding policy

7. Referral Process

- 7.1. The school will work closely with off-site alternative providers to develop the procedures for referring a student to an alternative provision
- 7.2. Once the school has made the decision to commission a placement at an alternative provision, the commissioning member of staff will liaise with the student, parents/carers and Local Authority to discuss the decision
- 7.3. The commissioning member of staff will make clear the reasons for commissioning a place at the alternative provision to both parents/carers and student
- 7.4. An agreement between Linwood School and the parents/carers will be made about referring to an alternative provision. The agreement will be reviewed three times a year. The timescales and responsibilities for reviewing the agreement must be made clear to providers, parents/carers and the student

- 7.5. Responsibilities for supporting the student and timescales for reviewing the alternative provision agreement will be made during the initial meeting
- 7.6. Parents/carers and the student will be fully informed by the commissioning member of staff about the referral process and any decision taken to refer their child to an alternative provision
- 7.7. Once parents/carers have acknowledged the referral to an alternative provision, the student must attend any on or off-site provision. Failure to attend provision will carry the same consequences as non-attendance at school, as outlined in the attendance policy
- 7.8. Alternative provisions should carry out a transition plan for the student. This may occur at the venue, the family home or at the school
- 7.9. Where parents refuse to acknowledge the offer of an alternative provision, this will be documented
- 7.10. A student referred to an alternative provision remains on the role of Linwood School and will be registered as a B code, when present at the alternative provision agreed, from the day the provision commences

8. Directing Students off-site to improve regulation and engagement

- 8.1. The school can direct a student to an off-site alternative provision in order to improve their regulation and engagement
- 8.2. In these instances, Linwood School will:
 - Ensure that the student's parents/carers and Local Authority (LA) are given clear information about the placement
 - Keep the placement under review and involve the student's parents/carers and LA Case Officer in the process. The frequency of these reviews is to be decided on a case-by-case basis
 - Ensure that there is an accurate assessment of the student's needs, in order to ensure that suitable alternative provision is put in place

9. Notifying parents

- 9.1. Where the school directs a student to an off-site alternative provision, their parents will be notified
- 9.2. Notifications will be given as soon as it is practical and no later than two days before the placement is due to begin
- 9.3. The notification will explain the purpose of the alternative provision and the reason the student is being referred to this provision

- 9.4. The notification will also include the dates for which the student will be required to attend the alternative provision, the time the provision will start, the amount of time

10. Communication with providers

- 10.1. The reasons for placing a student in an off-site alternative provision are clearly communicated with the providers and progress against these objectives is monitored by the alternative provision lead
- 10.2. Linwood School maintains ongoing contact with the provider and the student, and, or, key worker to exchange relevant information, monitor progress and provide pastoral support
- 10.3. Communication with providers adheres to data protection principles and will include information about the student's EHCP, SEND needs, safeguarding or other issues, as well as any information requested by the provider as appropriate
- 10.4. Providers are made aware that they should raise any safeguarding concerns regarding a student of the school with the D/DSL of the campus where the student is registered

11. Monitoring academic progress, behaviour and welfare

- 11.1. Whilst a student is placed in alternative provision, the school will monitor their progress, regulation and engagement and welfare
- 11.2. Providers are required to complete a termly report on the student's agreed outcomes, including those in the student's EHCP
- 11.3. The alternative provision lead or other relevant member of staff will visit the student placed in alternative provision as agreed
- 11.4. If a serious behaviour incident occurs whilst the student is in alternative provision, the provider will contact the school. Providers have their own codes of conduct, but gross misconduct could result in provision being immediately withdrawn by the provider
- 11.5. If the student's progress does not improve following two formal review meetings, the school may decide to end the placement
- 11.6. The placement may also be ended without notice or formal review in some extreme circumstances e.g. safeguarding concerns or gross misconduct

12. Monitoring attendance

- 12.1. The school recognises that, in order for alternative provision to benefit the student, they must attend the provision. The school monitors the attendance of all students, including those in alternative provision

12.2.Providers are required to contact the school whenever a student placed there is absent when expected at the provision

12.3.The school will liaise with the provider to ensure that the parent/carer is contacted to resolve the issue to ensure regular attendance is achieved

12.4.Student's whose attendance falls below the school's target will be subject to interventions as per the school's attendance policy

13. Monitoring and Review

13.1.This policy will be reviewed by SMLT and the Governors every two years

13.2.Any changes will be communicated to all members of staff

13.3.This policy will be available on the Linwood School website