Ladygrove Primary School

Alternative Provision Policy

September 2024

Alternative Provision Policy Vision

Ladygrove School recognises that there is a need to ensure that our curriculum is inclusive and accessible to all pupils including those with SEND provides all children with the opportunity 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).

However, we recognise that at times some children may benefit from alternative provision placements. At Ladygrove we view the use of alternative provision as only necessary when children's needs are complex and it has been agreed by professionals working with the child and the child's parents. We will use this provision on very rare occasions to ensure that we are fully meeting children's needs.

Kirsty Stewart, the school Deputy Headteacher and lead DSL is the school, she is also the Alternative Provision lead.

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 students in a consistent way and is complaint with the SEND Code of Practice
- To ensure that alternative provision provides an appropriate curriculum for the child; taking into account their age, stage of development, as well as the EYFS guidance and National Curriculum for KS1 and KS2
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students that are compliant with Keeping Children Safe in Education documentation and safeguarding nationally and locally
- To outline the monitoring of students' academic progress, behaviour and welfare
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision
- To highlight the end goals/purpose of alternative provision at another site

Reasons

At Ladygrove, we acknowledge that alternative provision may be used for children who are unable to access full-time mainstream education for the following reasons;

- It may be the child has significant language difficulties which require specialist intervention, to enable them to make accelerated progress in language development
- It may be that the child has significant SEMH needs, which need specialist intervention from professionals

- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion
- Students strengths are not being met through the mainstream curriculum on offer, despite adaptions in learning. The emphasis on smaller classes and engagement may be more suitable to some students
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment. This may result in a student accessing a specialist setting
- Continued poor behaviour that fails to meet school standards and that has not improved despite supportive pastoral processes
- A pupil is not attending regularly and is at risk of becoming a child not in education
- Pupils have a diagnosed health issue (mental health and/or physical) may need to be supported via alternative provision at times

Alternative providers deemed appropriate by our school

At Ladygrove we deem the following alternative provisions as suitable for our children to attend;

John Fletcher Language Class/ Wrekin View Language class:

Language classes at these schools are specialist classes found within a mainstream school. This type of class is for children whose speech and language skills are less developed than their general learning ability. The children who are in these classes are identified as having a developmental language need. It can be difficult for these children to make good progress in school without specialist intervention. Language classes provide intensive support for children by highly trained language specialists, with the aim of enabling them to return to a full-time place in our school as soon as possible. Children access places within these provisions via a recommendation from a Speech and Language therapist.

Linden Centre:

This specialist centre can support children with extremely complex SEMH needs via a referral to Telford and Wrekin Council's Fair Access Panel. It provides a short term placement; focussing on intensive support. It works with children, their parents and the child's mainstream school to provide support, advice and guidance to enable a successful integration back into the child's mainstream classroom.

How do we identify students?

At Ladygrove Primary School, we work closely with our families and external agencies to ensure the best outcomes for our pupils. We use the Early Help process and our internal Early Help offer to support families where further support is needed. We use the expertise of the Behaviour Support Advisory Team (BSAT), Speech and language therapists, Educational Psychologist, LSATs, Early Year's Advisory teacher, The Bridge/Haughton Special school outreach team and Local Authority SEND officers in this. Where we believe that the support in place is not having the desired impact, we may refer the child to the Fair Access Panel (FAP) or to the

Inclusive School forum (ISF) to access further guidance. From this, any recommendations regarding the use of Alternative provision for behaviour are followed. Likewise, if the SEND officers or Speech and Language team make a recommendation as to alternative provision for SEND, we will refer the child.

Referral Process

- The school will liaise with the Local Authority when a pupil is to be referred to an alternative provision and the setting itself.
- The school will only commission provision from the Local Authority Directory of Alternative Provision.
- Pupils will remain on roll at Ladygrove Primary School and Nursery.
- Parents/Carers will be fully informed of and very much part of the discussions and decision making around the transition to an alternative provision.
- A formal meeting will be called. The Head, Deputy Headteacher, Pastoral lead and SENDCo will be present. The meeting will record the concerns observed and interventions implemented. Clear reasons for the provision offered will be given. Parents will be invited to this meeting.
- School will document the provision offered and the date this was offered. Details of any concerns and the given timetable will be recorded.
- A commissioning agreement will be signed by the schools, parents and child.
- A review of this provision will be agreed in the commissioning agreement.
- Targets will be set and regularly reviewed.
- The school will use the DfE published statutory guidance Alternative Provision: Statutory guidance for local authorities (January 2013) as a basis for commissioning provisions.
- If the setting being requested is the Linden Centre, the local authority FAP process will be followed.
- If it is a language class placement that is being requested, this placement will be offered by the Local Authority SEND team in conjunction with the Speech and Language therapists.

How we ensure that pupils are safe in Alternative Provision?

In line with Keeping Children Safe in Education 2024, as a school when we place a pupil into an Alternative Provision placement, we continue to be responsible for the safeguarding of that pupil. As such we undertake the following:

Transportation to and from Alternative provision

Once a placement has been agreed, transportation will be discussed with the family. Where the family is unable to transport the pupil, alternatives may be discussed. If the use of a private hire taxi is used, Ladygrove Primary School and Nursery will ask for evidence that the drivers have the relevant DBS checks and hold appropriate insurance.

Alternative Provision plan (commissioning agreement):
We have a set protocol to ensure that our pupils are safe whilst off site at an alternative provision. Prior to any place being taken up, we will request the following documents;
• a copy of the Risk Assessments for that setting.
• a statement confirming that all DBS and other relevant checks (as listed in KCSIE 2024) have been completed.
• a list of the Designated Safeguarding Leads and deputies (DSLs) including their contact details.
• a copy of their Safeguarding policies.

In line with Keeping Children Safe in Education 2024, as a school when we place a pupil into an Alternative Provision placement, we continue to be responsible for the safeguarding of that pupil.

Following the receipt of these, a member of the DSL team and SMT will visit the setting to check that risk assessment received is compliant and that they are assured that the provision is compliant. At regular intervals whilst our pupil is accessing the setting, members of school staff will check in with the provider through visits to site. These visits will be spaced out according to the length of the placement.
As a school, we will provide the following formation to the Alternative Provision Lead:

• The names and contact details of our Designated Safeguarding Lead and deputies (Kirsty Stewart, Jo Weichlbauer, Beth Ellis-Lowe, Stuart Clarke, Laura Barton, Kerry Piper, Kathy Penny and Charlotte Evans.)
• Procedures for accessing DSLs out of hours. In the case of an emergency, this would be to follow their provision protocol, inform family connect in the case of an emergency and email the DSL as above.
• The number for Family Connect 01952 388385.
• A copy of our school safeguarding policy.
• A copy of this policy.
Additionally, we will be checking attendance on a daily basis to ensure that no pupil is missing their education. (as detailed in the commissioning agreement – appendix 1 and 2)

Senior Leaders

Senior Leaders have the responsibility for the implementation, monitoring and evaluation of the alternative provision. They will visit the provision at least half-termly, to see the child within the setting and speak to the setting's staff. They will report to governors on the effectiveness of the provision.

Alternative Provision Lead(s)

- Where appropriate the SENDCo and Alternative Provision Lead will liaise to ensure that students are accessing an appropriate curriculum.
- Alternative Provision Leads and SENDCo will plan and support the resourcing of appropriate curricula.

• Where appropriate the SENDCo and Alternative Provision Lead to liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each student on a daily basis. The school attendance team will call the alternative provision on a daily basis to ensure that the student is in attendance at the alternative provision.
If a safeguarding concern is raised at either provision, DSLs from both provisions will be informed.
• Alternative provision leads will undertake monitoring and quality assurance processes for all aspects of alternative provision. They will visit the alternative provision on a half-termly basis to assure themselves of the quality of education.
• Alternative Provision Leads be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
• Alternative Provision Leads will maintain accurate records evaluations of students' progress with regards to attendance, behaviour, academic progress and students' emotional well-being.
• They will implement appropriate alterations to the provision of a student where progress is not seen.
• They will accurately inform professionals where multiple agencies are involved with a student and their family.
• They will support the application of EHCP when appropriate.

Safeguarding Lead

• Will maintain a register of those students' accessing a day or more (or the equivalence of) of Alternative provision
• They will record the dates of reviews undertaken in the school CPOMS system.
• Will 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 a Alternative provision.
• To offer, facilitate and quality assure Early Help Assessments for all students in an alternative provision.

Governing Body

• The Governing Body will be informed of any pupils attending alternative provision via the Termly Headteacher report to governors and will and review the impact of the alternative provision on a termly basis.

Process at the end of the placement

- Prior to the end of the placement at the Alternative Provider, a multi-agency meeting will be conducted consisting of:
  -Parents/Carers
  -Alternative provider staff
  -School staff
  -Representative from the Local Authority if applicable

The purpose of this meeting is to determine the impact that the placement has had on the pupil and to agree the ways forward. It may be that the pupil is able to return back into mainstream school or require further time at the alternative provision setting. All decisions will be made in the best interests of the child.

Appendix 1

Alternative Placement Agreement between Ladygrove Primary School and the Linden Centre.

Child's Name:

Child's DOB:

Child's Address:

Year group/ Child's class at Ladygrove:

Ladygrove Primary school commissions the Linden Centre School to educate **insert child name** within their provision.

insert child name will attend the provision daily, **morning or afternoon** (delete as appropriate) from **add times am/ pm to add times am/pm.**

The term dates for the provision are as follows:

(insert term dates details) *If these differ from Ladygrove put when the child will be at Linden Centre and what days they will be at Ladygrove.*

The named Ladygrove Alternative Provision contact is:

The named Ladygrove SENDCO is:

The named Linden Centre Alternative Provision contact is:

The named Linden Centre SENDCO is:

The reasons why it is felt that insert child name needs to attend this provision are:

- (Insert details of why the provision is being used)

This was agreed by

- ***insert professionals' names and roles, school staff and parents who felt that this was appropriate for the child***

The objectives of insert child name attending the provision are:

- **Insert objectives**

Outline of the provision:

insert child name will be taught in a class of less than 6 pupils. The named teacher of the class which **insert child name** is attending, is **insert teacher name.**

During this time, the Linden Centre staff will be responsible for planning work and teaching **insert child name**. The SENDCO from Ladygrove will discuss the planning and look at **insert child name** work as part of their regular visits.

Timeframes:

It is expected that **insert child name** will attend Linden Centre class for a period of X weeks/ months in the first instance. This will be reviewed and **insert child name** return to Ladygrove as soon as progress towards the planned objectives allows.

Plan for re-integration back into Ladygrove:

On return to Ladygrove **insert child name** will be supported by the SENDCO and class teacher and the Teaching Assistants. They will follow recommendations from the Linden Centre staff. To support re-integration, **insert child name** class teacher from the Linden Centre will

Monitoring arrangements:

Ladygrove will arrange fortnightly visits with either the school SENDCO, Alternative Provision leader or the child's class teacher. This is to ensure that they are satisfied with the quality of education which **insert child name** is receiving, that it aligns with the National Curriculum and/ or EYFS framework and meets their needs. These visits will also ensure that **insert child name** are making progress and meeting the objectives of this plan.

The SENDCO of Ladygrove or **insert child name** class teacher will meet with the Linden Centre class teacher half-termly to assess the impact of the provision for the child. Discussion will focus on the progress which has been made by **insert child name**. Future targets will also be discussed.

Transport:

insert child name will be transported by Linden Centre complete details for transport

Attendance:

Ladygrove Primary school will telephone the Linden Centre daily to ensure that **insert child name** is present in the setting. This is then recorded using the correct dual registration code on Ladygrove Primary School's register. If **insert child name** is absent, it is expected that parents/ carers will call Ladygrove Primary School and notify them of the reason for the absence. Ladygrove Primary School will follow their own attendance policy/ procedures should **insert child name** not attend the Linden Centre for any reason.

Safeguarding:

In line with Keeping Children Safe in Education 2024, when Ladygrove Primary school place a pupil into an Alternative Provision placement, we continue to be responsible for the safeguarding of that pupil.

As such, The Linden Centre will ensure that all adults who work or volunteer on their site, have been recruited according to safer recruitment protocols and have the appropriate checks in place (Enhanced DBS check, satisfactory references etc) and that the school is compliant with all aspects of the Keeping Children Safe in Education guidance. The representative of the school who signs this agreement, is stating that all of the guidance is followed.

If a concern is raised whilst **insert child name** is at Linden Centre, one of their DSL team will immediately raise any safeguarding concerns with a DSL at Ladygrove. The Ladygrove DSL will lead on the handling of the concern, in conjunction with the Linden Centre DSL

If there is an incident which results in the use of reasonable force or Safety Intervention techniques, a DSL at Ladygrove and the child's parents will be informed. The Linden Centre will ensure a copy of the Safety Intervention Record is placed on **insert child name** file. Any behaviour incident will also be reported to Ladygrove Primary School.

Ladygrove Primary school and The Linden Centre will at all times work together to ensure the best possible outcomes for **insert child name.**

Signed on behalf of Ladygrove:

Name:

Date:

Signed on behalf of The Linden Centre:

Name:

Date:

Parents/ Carer signature:

Name:

Date:

Child signature:

Name:

Date:

Appendix 2

Alternative Placement Agreement between Ladygrove Primary School and the Language class at John Fletcher.

Child's Name:

Child's DOB:

Child's Address:

Year group/ Child's class at Ladygrove:

Ladygrove Primary school commissions the Language class at John Fletcher Primary School, Madeley, to educate **insert child name** within their provision.

insert child name will attend the provision daily, **morning or afternoon** (delete as appropriate) from **add times am/ pm to add times am/pm.**

The term dates for the provision are as follows:

(insert term dates details) *If these differ from Ladygrove put when the child will be at John Fletcher and what days they will be at Ladygrove.*

The named Ladygrove Alternative Provision contact is:

The named Ladygrove SENDCO is:

The named John Fletcher Alternative Provision contact is:

The named John Fletcher SENDCO is:

The reasons why it is felt that insert child name needs to attend this provision are:

- (Insert details of why the provision is being used)

This was agreed by

- ***insert professionals' names and roles, school staff and parents who felt that this was appropriate for the child***

The objectives of insert child name attending the provision are:

- **Insert objectives**

Outline of the provision:

insert child name will be taught in a class of less than 10 pupils. The named teacher of the class which **insert child name** is attending, is **insert teacher name.** During the week they will receive interventions from a trained language therapist.

During this time, the John Fletcher staff will be responsible for planning work and teaching **insert child name**. The SENDCO from Ladygrove will discuss the planning and look at **insert child name** work as part of their regular visits.

Timeframes:

It is expected that **insert child name** will attend John Fletcher language class for a period of X weeks/ months in the first instance. This will be reviewed termly and **insert child name** return to Ladygrove as soon as progress towards the planned objectives allows.

Plan for re-integration back into Ladygrove:

On return to Ladygrove **insert child name** will be supported by the SENDCO and class teacher. They will follow recommendations in the child's Speech and Language report.

Monitoring arrangements:

Ladygrove will arrange fortnightly visits with either the school SENDCO, Alternative Provision leader or the child's class teacher. This is to ensure that they are satisfied with the quality of education which **insert child name** is receiving, that it aligns with the National Curriculum and/ or EYFS framework and meets their needs. These visits will also ensure that **insert child name** are making progress and meeting the objectives of this plan.

The SENDCO of Ladygrove or **insert child name** class teacher will meet with the Language class teacher half-termly to assess the impact of the provision for the child. Discussion will focus on the language assessments which have been completed on **insert child name**. Future targets will also be discussed.

Transport:

insert child name will be transported to John Fletcher by **interest travel details here**, and then to Ladygrove for afternoon lessons via transport, which has been arranged by John Fletcher. Ladygrove Primary school have checked the documentation for this.

Attendance:

Ladygrove Primary school will telephone John Fletcher Language class daily to ensure that **insert child name** is present in the setting. This is then recorded using the correct dual registration code on Ladygrove Primary School's register. If **insert child name** is absent, it is expected that parents/ carers will call Ladygrove Primary School and notify them of the reason for the absence. Ladygrove Primary School will follow their own attendance policy/ procedures should **insert child name** not attend the Language class for any reason.

Safeguarding:

In line with Keeping Children Safe in Education 2024, when Ladygrove Primary school place a pupil into an Alternative Provision placement, we continue to be responsible for the safeguarding of that pupil.

As such, John Fletcher Primary School will ensure that all adults who work or volunteer on their site, have been recruited according to safer recruitment protocols and have the appropriate checks in place (Enhanced DBS check, satisfactory references etc) and that the school is compliant with all aspects of the Keeping Children Safe in Education guidance. The representative of the school who signs this agreement, is stating that all of the guidance is followed.

If a concern is raised whilst **insert child name** is at John Fletcher, one of their DSL team will immediately raise any safeguarding concerns with a DSL at Ladygrove. The Ladygrove DSL will lead on the handling of the concern, in conjunction with the John Fletcher DSL

If there is an incident which results in the use of reasonable force or Safety Intervention techniques, a DSL at Ladygrove and the child's parents will be informed. John Fletcher language class will ensure a copy of the Safety Intervention Record is placed on **insert child name** file. Any behaviour incident will also be reported to Ladygrove Primary School.

Ladygrove Primary school and John Fletcher Primary School will at all times work together to ensure the best possible outcomes for **insert child name.**

Signed on behalf of Ladygrove:

Name:

Date:

Signed on behalf of John Fletcher:

Name:

Date:

Parents/ Carer signature:

Name:

Date:

Child signature:

Name:

Date:

Policy – document status:			
Date of policy creation	September 2024	Named responsibility	Kirsty Stewart Jo Weichlbauer Beth Ellis-Lowe
Date of review	September 2025	Named responsibility	
Inception of new policy	September 2024	Named responsibility	Kirsty Stewart Jo Weichlbauer Beth Ellis-Lowe FGB
Date of policy adoption by the governing body			September 2024