



Alternative Provision Policy



Policy	Alternative Provision Policy
Date of review	December 2025
Date of next review	December 2027
Lead professional	Vice Principal - Curriculum
Status	Non-Statutory

1. Purpose of policy and guiding principles

- 1.1. The purpose of this document is to provide the trust with a policy, and procedures, that the Board of Directors have adopted to promote a clear and consistent approach to alternative provision.
- 1.2. This policy has been written in response to the Charlie Taylor DfE report, "Improving Alternative Provision" 2012 and DfE guidance on alternative provision.
- 1.3. Alternative provision is an educational provision for students who are not accessing mainstream education for a variety of reasons.

2. Links with other policies

- 2.1. Child Protection and Safeguarding Policy.
- 2.2. Attendance and Punctuality Policy.
- 2.3. Behaviour for Learning Policy.

3. Consultation

- 3.1. The policy was approved by the Board of Directors after consultation and agreement.

4. Procedures

Alternative Provision can be adopted for a number of reasons:

- 4.1. The student's abilities are not being developed through the national curriculum. AP recognises that we are all individuals with different strengths and weaknesses and that mainstream education is not for everyone. Requests will be based on individual circumstances and each academy within the trust will be mindful of consistency, fairness and statutory provisions.
- 4.2. The student has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from an academy. Alternative provision is a strategy to avoid permanent exclusion for students and to encourage inclusion in education.
- 4.3. The student has not been attending an academy regularly for whatever reason. Alternative provision offers a different setting with a broader choice of subjects for students, which may encourage attendance and reintegrate the student back into mainstream education.

5. What are the advantages of the Alternative Provision?

- 5.1. Students can choose from a variety of educational options, including core GCSEs, vocational training and qualifications, and practical skills that can lead to jobs/apprenticeships.
- 5.2. Students are given a greater degree of flexibility in what and how they learn.
- 5.3. Students who are doing what they enjoy, often find they are more motivated to attend class and achieve good results in their chosen subject area. Doing well promotes higher self-esteem.
- 5.4. Students who are referred by an academy remain on roll with that academy and that academy funds their place in alternative provision. The academy remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the student's education.
- 5.5. The qualifications they receive are nationally recognised and enable progression to further education. As a trust, we will always aim to ensure that students continue to receive appropriate and challenging English and maths teaching.

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

- 6.1. Learners referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what Trinity MAT can provide, with the aim of improving student behaviour and/poor attendance. If an alternative placement breaks down, the situation will be discussed and a meeting convened and if it is unable to be resolved, the student will be expected to return to the academy they are on roll with.
- 6.2. Service Level Agreements are in place for all provision and include procedures for ending placements.
- 6.3. Once committed to off-site alternative provision, learners must attend, and failure to do so should carry the same consequences as non-attendance at one of the trust's academies. Attendance at off-site alternative provision should be monitored closely and every step should be taken to ensure that accurate attendance data is kept. Further details can be found in the academy's Attendance Policy.
- 6.4. Students attending an alternative provision will be expected to adhere to a code of conduct as outlined by the individual provider. Students are expected to represent their academy positively through their behaviour and attitude and any breach of the Academy Behaviour Policy or provider's code of conduct could result in termination of the placement.
- 6.5. The relevant academy will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- 6.6. A representative from the relevant academy will clearly explain to families 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/carers so that they are able to make an informed decision. If parents/carers refuse to accept the offer of alternative provision, as an appropriate alternative to Permanent Exclusion, the Principal (or Acting Principal, if the Principal is absent) of the school would need to decide whether to proceed with the original permanent exclusion.
- 6.7. Learners must attend the off-site alternative provision as required and parents/carers must support this.
- 6.8. Alternative learning providers will contact the relevant academy whenever the learner is absent.
- 6.9. The relevant academy will then make contact with parents/carers and try and resolve the issue to ensure regular attendance is achieved and that the student is safeguarded. If necessary this should then be referred to the Education Welfare Service and other agencies as appropriate.
- 6.10. The relevant academy will formally monitor attendance, update records and maintain contact with the alternative learning provider on a weekly basis.

- 6.11. Regular review meetings will take place and involve the student, parents/carers, provider and where relevant a social worker.
- 6.12. If an alternative provision placement is terminated, a meeting will be convened between the named mainstream school and the family to discuss either a return to the child's named school or to identify a further alternative provider.

7. Roles and responsibilities

The role of the Principal

- 7.1. The role of the Principal is to ensure that the policy is applied fairly and consistently across the academy.
- 7.2. The Principal will nominate an appropriate member of the Senior Leadership Group to monitor alternative provision.

The role of the Directors/Governors

- 7.3. The Directors/Governors will monitor, evaluate and review policies in line with statutory and best practice guidelines.

The role of the employees/other staff

- 7.4. The use of alternative provision is overseen by the Deputy Principal for Student Support (or equivalent).
- 7.5. 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 the pastoral link at the relevant academy (who will pass concerns on to the DSL) and that all alternative providers adhere to the safeguarding policy held by the academy.
- 7.6. Student support leadership utilise their skills, experience and crucially their knowledge of the students to:
 - Identify students for whom an alternative provision may be appropriate
 - Source appropriate alternative providers in line with student interests and skills
 - Meet regularly with alternative providers, students and families to review progress
 - Monitor attendance, behaviour and progress of students in alternative provision

8. Monitoring and Evaluation

- 8.1. We have high expectations for all our students and want to ensure that they are safe, receive a good education and are equipped with the necessary skills that will enable them to succeed in work and life. Annual verification and evaluation visits are conducted with all providers offering alternative provision to young people living within the relevant Local Authority for which the academy operates within. There is an agreement that all Trinity schools and academies will only place young people on alternative provision which is approved by the LEA.
- 8.2. Any agreement around alternative provision for a student must be regularly reviewed. Timescales and responsibilities for reviewing the agreement must be clear to professionals, parents/carers and the student and occur every term. Impact/success will be measured against the targets the students are set in meetings at least once per term. Examples of these could include attendance, behaviour and qualifications.
- 8.3. The trust and its academies will regularly review the use of alternative provision to ensure that individual programmes are demonstrating value for money against student progress and outcomes.