

# HINCHINGBROOKE SCHOOL

*Inspiring Excellence Fulfilling Potential Developing Character*



Policy Statement  
on

## **ALTERNATIVE PROVISION**

Revised:

3 Yearly (D&W Committee/AJH)

Date adopted by Governing Body:

January 2020

## **What is Alternative Provision?**

Alternative Provision (AP) is a programme put in place for a student with either medical, emotional, behavioral or learning needs where access to full-time education is seen as problematic or inappropriate. AP is recognized where a student's timetable differs by 20% or more than the full time mainstream offer.

Section 19 of the Education Act 1996 and section 3A of the Children, Schools and Families Act 2010, places local authorities (LA) under a duty to arrange full-time education for all children who, for reasons which relate to illness, exclusion or otherwise, would not receive suitable education unless arrangements are made for them.

The LA retains ultimate responsibility and funding for alternative provision. In Cambridgeshire this has been delegated to schools and partnerships of schools in the form of, Behaviour and Attendance Improvement Partnerships (BAIPS).

Schools can provide forms of AP to students with an Education Health and Care Plan (EHCP). Any AP for an EHCP student should be included in their annual review. If, however, a significant AP plan is required e.g. a different school, responsibility for this is returned to the LA. For Children in Care (CIC) all planning, provision and review will be held in liaison with the school's teacher from the Virtual School.

All AP students should receive, or are working towards, a minimum of 25 hours a week provision. For some students with very complex medical needs there will be a minimum of 5 hours of education a week.

AP can also apply to those students who are pregnant school girls and teenage parents, those awaiting or detained under the criminal justice system and students on a day release to participate in either work experience or sporting activities via sports academies.

## **The Vision**

AP students should:

- have personalised learning opportunities/programmes
- have provision that meets their needs and enables them to make progress both academically and personally.
- have an Individual Alternative Education Plan (IAEP) that records: needs, provision, progress and includes feedback from parents/carers and the young person and is reviewed each half term by school staff.
- have access to and take appropriate (and as many as possible) qualifications
- have provision that includes as a minimum, Maths and English GCSE/Functional Skills
- achieve qualifications that are near, equal to or in excess of their predicted grades
- reduce poor behaviour and exclusions
- increase attendance at school or on the AP programme
- attempt, if appropriate, to reintegrate back into school
- progress to post 16 destinations and avoid becoming Not in Education, Employment or Training (NEET)
- Have access to/receive appropriate support for young people's needs such as medical and mental health issues, risk taking, family and peer relationships
- be kept informed about school events, clubs and other activities

- be encouraged to liaise with peers and the social side of school through visits, social events etc if provision is based off site.

This policy should also be read alongside other school policies on:

- Behaviour and Attendance
- Physical Intervention
- Safeguarding and Child Protection
- SEND
- Supporting Students at School with Medical Conditions.

**The Role of School is to:**

- have a named lead professional for AP (see Appendix A)
- keep an up to date register of AP students which is to be shared with the LA/Education Inclusion Officer (EIO) each calendar month.
- identify students who require AP, and the most appropriate AP programme for them at that time.
- plan and write an Individual Alternative Education Plan (IAEP) in collaboration with parents/carers, student and AP provider.
- hold regular (half termly) reviews of the IAEP and invite all parties including key school staff, external AP provider, parents/carers, young person and other agencies who support the young person e.g. CAMHS, locality team, Education Welfare Officer, school doctor and nurse, social worker etc.
- share information on AP and the AP Register with the Locality Team and especially the Education Inclusion Officer (EIO)
- inform any external educational provider of the needs and capabilities of the young person but in accordance with only disclosing information that is necessary and always with the consent of the young person and their parent/carers
- check that the external AP is appropriate, is of good quality, registered where appropriate and delivered by high quality staff with suitable training and experience and where health and safety and safeguarding checks have been made (by the LA/School)
- to ensure all AP providers are taken from the LA AP Directory and at the highest possible level, level 4, of quality assurance and safeguarding checks as completed by the LA. Plus the school's own Service Level Agreement with the AP provider
- have daily feedback on attendance from the AP provider; ensure a weekly face to face meeting has taken place with the student and educational professional, shared with the school if completed by an AP provider or by the school staff themselves via a home visit if the student is working at home e.g. Nisai; additional regularly visits and/or call any external provider to check on progress
- receive daily attendance and absence reports from all external providers
- ensure the external provider contacts school immediately if there are any nagging doubts or safeguarding issues regarding the young person
- issue a termly/annual report on progress
- ensure the provision of suitable transport for students attending AP is in compliance with the LA transport policy and safeguarding standards.
- hold fortnightly Inclusion Meeting reviews of AP students with Head of Year (HoY), Student Support Officer( SSO), Student Services (safeguarding team) and the Education Inclusion Officer (EIO)

## What kinds of provision may be available?

The provision depends upon whether the young person has a learning need and is finding mainstream education too challenging; has a medical condition that prohibits them from attending the main school site; has been excluded for a short period of time (from the 6<sup>th</sup> day or from the 1<sup>st</sup> day for a LAC student), or the young person has been permanently excluded from the school as a result of very poor behaviour. It should be noted that schools have the power to direct a student offsite from education in order to improve their behaviour.

## Hinchingbrooke Structure for Student Services and AP support

At Hinchingbrooke School, we operate a 3 Wave system for Student Support.

- **Wave 1** is overseen by teaching staff, Heads of Dept. and Heads of Years to maintain standards and levels of behaviour and support within mainstream school
- **Wave 2** is the school's Self Study area (on the ground floor of Nunnery Court) and caters for students who need access to support in place of some lessons. These students are still in the majority of their mainstream subjects
- **Wave 3** is the school's onsite inclusion Unit, the Gateway School (on the first floor of Nunnery Court), or students on external AP provision, monitored and supported by Gateway Staff, offering a bespoke education package both onsite and off-site. The Gateway is not a separate school and therefore parents cannot apply directly for a place

### Wave 2/Self-Study

Students referred to this level of support can be:

- **Medical** – If a student has medical evidence and therefore cannot take part in PE or cannot access their lessons due to illness, mental health or issues with mobility
- **Behavioural** – If a student requires timeout from a specific lesson and it is agreed, they will complete classwork set by the teacher in Self-Study
- **An option short** – If a student is new to the school and is already undertaking GCSEs they may be short of a GCSE option or are 'dis-applied' in the later stages of Year 11, they will access self-study in place of that lesson to catch up with work from other subjects
- **Gateway students** – A student from Gateway may access self-study as part of their reintegration back to mainstream

### Wave 3/Gateway School

Predominantly students in the Gateway School are on a short fixed-term placement which may be full-time or part-time. Where this is part-time, the other part of the provision may be either in the mainstream or with a third party provider. For a very few exceptional cases this provision may be longer term.

Although Gateway School provides for students on roll at Hinchingbrooke School, schools who work in partnership with Hinchingbrooke may request short-term placements of up to two weeks by negotiation. This arrangement may be extended but at a financial cost to the requesting school.

Gateway School offers a variety of bespoke provision according to need which includes *inter alia*:

- On-line learning in partnership with Nisai and its learning hub
- Attendance at college (Huntingdon, Peterborough or Cambridge)

- Attendance at a regular work experience placement for 1 or 2 days a week
- Other third party provision such as ACE, Red Balloon and hospital schools
- One to one sessions with youth workers/therapists following courses such as the Arts Award
- A part-time timetable for a fixed, short period of time to support a reintegration programme or by way of managing students at risk of permanent exclusion.

## **Referrals**

Referrals to either Wave 2 or 3 provision is via the fortnightly Inclusion Meeting attended by teams from:

- AP
- Safeguarding
- SEND
- Head of Year and SSO from Years 7 to 11
- SLT
- District Team, including Education Inclusion Officer (EIO), Family Workers and Young People's Workers

Emergency placements can take place if the need arises.

Relevant documentation is completed, including an IAEP and student names are added to the Alternative Provision Register.

## **Quality Assurance**

The LA maintains an overall brief for the quality assurance of alternative provision in schools. They will take responsibility for researching appropriate providers and for checking suitability and Health & Safety matters. They publish a Cambridgeshire Alternative Provision Directory containing a list of approved providers and this is reviewed annually.

The Locality team EIO (Education Inclusion Officer) regularly works alongside school staff to review and evaluate the AP as a 'critical friend' to ensure best practice is followed and that an objective view is taken when assessing students' needs and potential provision. At least once a year the school AP lead will meet with the county Alternative Education Manager.

The school also undertakes its own self-evaluation of alternative provision using key indicators such as attendance rates, exclusion figures, hours of provision, progress and attainment data and destinations for students leaving the school. Gateway staff consult parents and students for their feedback and input and this information is shared with the Senior Leadership Team and governors.

We look to create and maintain a close working relationship with partner schools and share information in order to ensure the spread of good practice.

## **Complaints**

We will always seek to resolve any concerns or complaints through discussion and negotiation and parents should seek to meet with school staff to that end. If, however, this does not resolve the matter there is a complaints policy. Please see the parent's guide to how the school deals with

concerns and complaints which can be found on the website. For more formal complaints a copy of the full complaints policy is available on request.

### **Review of this policy for Alternative Provision**

As with other school policies this policy is kept under review by the governors of the school. Amendments will be made according to changes in legislation and due regard will be given to advice and guidance on these matters from the DfE, Ofsted and the LA.

### **Other related documents:**

- Pathway for Secondary Aged Young People with Medical and Mental Health Needs (Cambs LA January 2015)
- Medical Needs Policy for EOTAS (Jan 2015)
- Huntingdonshire BAIP SLA (October 2014)
- Quality Assurance for Alternative Education Provision Policy (December 2014)
- Alternative Provision (Ofsted July 2014)
- Alternative Provision Statutory guidance for local authorities (DfE January 2013) □  
Improving Alternative Provision - The Charlie Taylor Report (DfE 2012).

## Appendix 1

### Key contacts:

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### Link governor for Special Educational Needs and Disability

John Brown

### Link governor for Safeguarding

Vicky McGregor