



Old Park Primary School & Nursery

Alternative provision policy

Reviewed: April 2025

Next Planned Review: April 2027

Person responsible: J Foster

Vision

Alternative provision is an educational provision for pupils who are unable to access full-time mainstream education for a number of reasons, or who are unsuited to the mainstream provision on offer. Old Park Primary School and Nursery recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognise the need to offer the type of provision that allows pupils 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)

Objectives

The objectives of the policy are:

- To outline the reasons why pupils might be offered an alternative provision
- To ensure that alternative provision is offered to pupils in a consistent way
- To ensure suitable procedures are in place relating to attendance and the safeguarding of pupils
- To outline the monitoring of pupils' progress, behaviour and welfare.
- To guide staff and support staff with the identification, support and monitoring of pupils accessing an alternative provision.
- To highlight the end goals/purpose of alternative provision at another site

Reasons for using an alternative provider

There are a variety of reasons why a pupil is referred to an alternative provision. Some of these may be:

- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet school standards and that has not improved with supportive pastoral process put in place.
- Pupil's needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some pupils.
- A pupil may not be attending regularly and is at risk of becoming a child not in education.
- An unidentified or emerging need may result in a pupil needing additional support in a supportive learning environment. This may result in a pupil being placed on the SEND register of need.
- Pupils who have a diagnosed health issue (mental health and physical) may need to be supported to access a mainstream curriculum.

Responsibilities of key staff

Senior leaders

- Responsibility for the implementation, monitoring and evaluation of the provision (Form 1 &2)
- Overarching responsibility for safeguarding & attendance tracking.
- Report to stakeholders on the effectiveness of the provision.
- To be the point of contact for pupils and families to discuss the provision:
 1. To ascertain the views of the parents / carers as to the effectiveness of provision (Form 4)
 2. To ascertain the views of the child as to how they are progressing at the provision (Form 3)
 3. To ascertain the views of staff (both from our setting and the provider) as to the effectiveness of the provision.

Safeguarding lead

- Will maintain a register of those pupils' accessing a day or more (or the equivalence) of an alternative provision.
- To record the dates of reviews undertaken.
- Plan and inform staff of multi-agency meetings, delegating appropriate staff to represent the school/academy and pupil.
- Maintain accurate child protection records of pupils on an alternative provision.
- Arrange for a handover meeting where any confidential, safeguarding information about the pupil or family will be shared.
- To offer, facilitate and quality assure Early Help Assessments for all pupils in an alternative provision.
- Discuss how best to share any ongoing safeguarding concerns.
- Ensure school risk assessments are secure and accurate.

Attendance team

- Accurately record the attendance code on the schools MIS system (Bromcom).
- Those pupils accessing an alternative provision shall be placed in the vulnerable pupil attendance list (red coded) with the inclusion team and admin team. This will ensure first day absence calls to be made and raise awareness of those pupils' absence.
- Home visits may be carried out, 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. These visits may be carried out by staff from the Alternative Provider, School staff, the Education Welfare Officer (EWO) or a combination of these.

Alternative provision used and approved by Old Park Primary school:

Provision name	Summary of the provision
AFC Telford	Academic work and football: Local authority run
Arthog outreach	Outdoor education: Local authority run
Brightstar	Brightstar futures programme (coaching, mentoring, academic work and fitness)
The Linden primary specialist centre	Local authority run
Telford and Wrekin language class (Wrekin view primary school)	Supports children in Year 1 and 2 with specific speech difficulties. Access is through speech and language therapy.

How we identify pupils

At Old Park Primary School and Nursery, we work closely with families and external agencies to ensure the best outcomes for our pupils. We use the Early Help process to support families where further support is needed and use the expertise of both the Behaviour Support Advisory Team (BSAT) 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 make a recommendation as to alternative provision for SEND, we will refer the child.

The referral process

- The school will only commission provision from the Local Authority Directory of Alternative Provision.
- Pupils will remain on roll at Old Park Primary School and Nursery.
- It is not expected that pupils 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.
- Parents / Carers will be fully informed of and very much part of the discussions and decision making around the transition to an alternative provision.

Old Park Primary School and Nursery do not view alternative provision as a long-term solution for support for pupils and families. We are committed to working with families to ensure that the best outcomes for their children are reached. This will take the form of regular reviews and using the support and guidance from the Local Authority.

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, Old Park Primary School and Nursery will ask for evidence that the drivers have the relevant DBS checks and hold appropriate insurance.

How we ensure that pupils are safe

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 most up to date version) have been completed.
- A list of the Designated Safeguarding Lead and deputies (DSLs) including their contact details.
- A copy of their Safeguarding and E-Safety policies.
- Following the receipt of these, a member of the senior leadership team/DSL 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.
- Procedures for accessing DSLs out of hours. In the case of an emergency, this would be to follow their provision protocol, inform family connect and email the DSL as above.
- The number for Family Connect 01952 388385.
- A copy of our school safeguarding policy.
- A copy of our alternative provision policy.
- Additionally, we will be checking attendance daily to ensure that no pupil is missing their education.

Form 1: School pre-check and formal checking

Name of Provision:		Reg Prov/DFE No:	
Report by:		Date:	
Pupils Observed:			
Centre information/Compliance			
Are you secure that the alternative provision is not contravening the regulations about registration?		Yes/No/Concern	
Have all provision staff at the registered alternative provision had the appropriate checks, for example Disclosure and Barring Service (DBS) checks?		Yes/No/Concern	
Has the provision got all copies of specific pupil information, including risk assessments, SEND and safeguarding?		Yes/No/Concern	
Has the provider got a quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil?		Yes/No/Concern	
Have provider staff accessed appropriate safeguarding training? If not, can school support on delivery?		Yes/No/Concern	
Where transport is provided by the provision, Check qualifications of drivers, see regular minibuses checks, risk assessments and insurance		Yes/No/Concern	
Required Policies			
• Safer Recruitment		Yes/No/Concern	
• Safeguarding/Section 175 Audit/action plan		Yes/No/Concern	
• Health and safety		Yes/No/Concern	
• Behaviour Management		Yes/No/Concern	
• Equality & diversity		Yes/No/Concern	
• Staff DBS Clearance		Yes/No/Concern	
• Complaints Policy		Yes/No/Concern	
• Employers Liability Insurance (Ensure it is displayed)		Yes/No/Concern	
• Latest Ofsted Report (where applicable)		Yes/No/Concern	
• SEND Policy		Yes/No/Concern	
• Risk Assessments		Yes/No/Concern	
• Social networking, use of social media and e-safety policy		Yes/No/Concern	
• Staff training programme for curriculum, mental health support.		Yes/No/Concern	
Safer Recruitment			
Are written professional and character references always taken up before employment commences?		Yes/No/Concern	
Are identification and qualification documents checked and verified before employment commences?		Yes/No/Concern	
Are Enhanced DBS checks undertaken on all new members of staff irrespective of current DBS clearances?		Yes/No/Concern	
Are face to face interviews always carried out by those who will be managing the staff before employment commences?		Yes/No/Concern	
Is at least one member of the interview panel safer recruitment trained?		Yes/No/Concern	

Is previous employment history checked and any gaps or anomalies fully investigated and explained satisfactorily before employment commences.	Yes/No/Concern
Safeguarding Questions	
Where is your Safeguarding Policy kept and do all staff know where it is kept and have access to it?	Yes/No/Concern
Who is the 'Lead' for safeguarding in your organisation? Do all staff know who he/she is?	Yes/No/Concern
Do all staff know how to contact him/her? Would staff know what to do if he/she was not there?	Yes/No/Concern
Is safeguarding included in your New Staff Induction and are all staff issued with a Staff Handbook with policies in?	Yes/No/Concern
Do all staff undertake safeguarding training regularly? How regularly does it happen? <ul style="list-style-type: none"> Safeguarding, KCSIE, Prevent (Required) Specific focus to be on SG training – CSE, CE, DV, FGM, FM, Substance misuse and Radicalisation/extremism 	Yes/No/Concern
Do staff involved in delivering 14-16yrs training undertake a general induction regarding 14-16yrs learner safeguarding? Do they know who to report a 14-16yrs safeguarding issue to?	Yes/No/Concern
How are staff made aware of any known safeguarding issues?	Yes/No/Concern
Do staff have and use robust procedures for logging concerns, record keeping and sharing information?	Yes/No/Concern
Is the provision appropriate for CIC?	Yes/No/Concern
Do staff know what to do if a young person 14 – 16 yrs was unable to continue a session (illness, accident, behavioural incident etc.)? Do all appropriate staff have a copy of the 14-16yrs Policy Booklet in this respect?	Yes/No/Concern
Would staff know what to do if they were concerned about a colleague's behaviour/relationship with a young person?	Yes/No/Concern
Health and Safety Questions	
How many members of staff are trained to complete CLM? Who are they?	Yes/No/Concern
Do staff know who to inform of intermittent or poor attendance? And the time frame for passing on this information?	Yes/No/Concern
Do you complete a risk assessment for school pupils working in a post16 environment? Is this passed on to the school?	Yes/No/Concern
Where are details of staff health & safety training kept?	Yes/No/Concern
Do all staff complete a health and safety briefing for each pupil on their first session? Is a checklist completed with the learner so that you can be sure that they are aware of health and safety issues and of their responsibility?	Yes/No/Concern
Do all staff understand their responsibilities under RIDDOR? Where is the accident book held?	Yes/No/Concern

How do you ensure the safety of young people accessing IT equipment and the internet? Is there an acceptable use policy and is this explained and signed up to at the start of the course?	Yes/No/Concern
Where do you keep the documentation to show that your premises meet the new Fire Regulations that came into force in 2006?	Yes/No/Concern
Do fire drills take place regularly, at least once a term?	Yes/No/Concern
Who is your first aider(s)? Do they hold a current certificate? What would you do if they were not in?	Yes/No/Concern
What happens if a learner attends without the appropriate personal protective equipment required to work in an area?	Yes/No/Concern
If there is a change of venue how is this communicated to the schools (where applicable) and young people?	Yes/No/Concern

Quality of Education Evaluation

Details of course/qualification observed?	Yes/No/Concern
How many adults to support pupils (Ratio)?	Yes/No/Concern
Was the room/environment safe?	Yes/No/Concern
Was the room/environment conducive to learning?	Yes/No/Concern
Were the resources differentiated?	Yes/No/Concern
Was the quality of work produced in line with school expectations?	Yes/No/Concern
Do you feel that the school learners made sufficient progress?	Yes/No/Concern
Does the provision report regularly back to home school on progress?	Yes/No/Concern
Does the provision report academic progress to parents?	Yes/No/Concern

Ethos, Culture, Behaviours

Does the provision feel professional, organised and structured?	Yes/No/Concern
Do staff have high expectations of behaviours?	Yes/No/Concern
Do you feel that staff challenge behaviours appropriately?	Yes/No/Concern
Do staff have strong relationships with pupils?	Yes/No/Concern
Is poor behaviour reported to home school and/or parents?	Yes/No/Concern
Is there a structured process of CEIAG in place to support learners next stages?	Yes/No/Concern

Key Questions

Do you consider the provision safe?	Yes/No/Concern
Do you feel that the environment supports the learner pastorally?	Yes/No/Concern
Does the provision support the learner academically?	Yes/No/Concern
Do you think the provision communicates well with all stakeholders?	Yes/No/Concern
Do you feel that the provision is value for money?	Yes/No/Concern

Feedback & Actions to Senior Leadership/governors

1	
2	

Form 2: School monitoring review form

Name of Provision:		Pupil Name:	
Report by:		Date:	
Are there any immediate safeguarding concerns? Is the pupil safe?	Yes/No – Details		
Do our children know who to speak to regarding SG concerns at AP?	Yes/No – Details		
Is the environment safe for the learner?	Yes/No – Details		
Is the transport appropriate?	Yes/No – Details		
Is the environment appropriate for the pupil's needs?	Yes/No – Details		
Is the welfare of the pupil a priority within the AP?	Yes/No – Details		
Have you got any concerns around the APs general systems/organisation?	Yes/No – Details		

Teaching and Learning review

Is the environment conducive to learning? What is the staff to pupil ratio? What is the level of support?

What curriculum is the pupil following?

Is the curriculum that the pupil is following appropriate to the pupil's needs/levels?

Is the quality of teaching and learning in line with academy expectations? Consider pedagogy, structure of learning, support, resources?

Is the pupil making progress within the programme of study?

Pupil views on provision

Consider the following: Engagement, attendance, interpersonal relationships, behaviour, progress, skills gained, safe, enjoyment

Alternative Provision Staff Views on Pupil Progress

Consider the following: Engagement, attendance, interpersonal relationships, behaviour, progress, skills gained, safe, enjoyment

Actions for Safeguarding/T&L/Progress v Targets?

1			
2			
3			
Signed (Staff):		Date:	

Form 3: Pupil feedback

Name of provision:		Pupil name:		Staff:	
Are you happy at your placement?					Yes / No
Do you feel safe at your placement?					Yes / No
Do you feel well looked after at your placement?					Yes / No
If you have experienced/observed it, does the setting deal effectively with bullying?					Yes / No
If you have raised any concerns with academy about your placement, has the school responded well/appropriately?					Yes / No
Has this placement/provision/qualification, made you more positive about your current learning (at placement and at school) and future career paths?					Yes / No
Has this placement/provision/qualification, made you more positive about your future options in terms of further education and/or employment?					Yes / No
Would you recommend this placement/provision/qualification to others?					Yes / No
Who would you/do you speak to at your placement if you are concerned about something?					
Who would you/do you speak to in school if you are concerned about something regarding your placement?					
What do you feel you have learnt whilst at this placement (skills, knowledge)? Are you making progress?					
What support are you getting from staff to help you achieve?					
What has been the best thing about this placement? Consider learning, activities, mental health					
What have you not liked about this placement?					
If you could change one thing about this placement, what would it be?					
Is there anything else that you would like to add?					
Signed (pupil)				Date:	

Form 4: Parent/carer monitoring feedback

Name of Provision:		Pupil name: Carer name:	
Where you happy that the placement was discussed with you and arranged smoothly?		Yes/No – Details:	
Is your child happy at their placement?		Yes/No – Details:	
Do you feel your child is safe when at their placement?		Yes/No – Details:	
Do you feel that your child is happy and confident within the alternative Provision?		Yes/No – Details:	
Do you feel your child is well looked after at their placement?		Yes/No – Details:	
If bullying has been an issue for your child, do you feel the setting dealt with it effectively?		Yes/No – Details:	
If you have raised any concerns with HLC about your child's placement, has the school responded appropriately to address the issues?		Yes/No – Details:	
Has this placement/provision/qualification, made your child more positive about their current learning (at placement and at School) and prospects?		Yes/No – Details:	
Has this placement/provision/qualification, made your child more positive about their future options in terms of further education and/or employment?		Yes/No – Details:	
Would you recommend this placement/provision/qualification to others?		Yes/No – Details:	
Who would you speak to if you had any questions/concerns at the alternative provision?			
Who would you speak to if you had any questions/concerns about the placement at school?			

Have you had any concerns during the placement so far and how were they addressed?

What are the positives of the Alternative Curriculum placement?

Is there anything else that you would like to add?

Signed (Parent/Carer)

Date: