



ALTERNATIVE PROVISION POLICY

SEPTEMBER 2018

POLICY STATEMENT

“The Government strongly believes that every child deserves an education that enables them to fulfil their potential, whatever their background, needs or location in the country” (*Creating Opportunity for All – our vision for alternative provision*, Department for Education, March 2018)

Alternative provision is a temporary educational provision for pupils who are unable to thrive in mainstream education. This could be for a number of different reasons.

Discovery MAT recognises that there is a need to ensure that our curriculum is inclusive and accessible providing opportunities for all students to succeed. Moreover, we recognise the need to offer primary aged children in Plymouth the type of provision that allows some students to achieve their potential outside of what is accessible in a mainstream setting.

To facilitate this individual learning pathway, The Edison Centre will work with different local providers and professionals to help students who have struggled to access learning in a mainstream school-based environment be able to return to their referring school.

OBJECTIVES OF THIS POLICY

The objectives of this policy are:

- To outline the reasons why pupils might be referred to The Edison Centre
- To ensure the Edison Centre is offered to suitable pupils in a consistent way
- To ensure there are suitable procedures in place relating to attendance and the safeguarding of pupils when under the care of The Edison Centre

REASONS WHY PUPILS MIGHT BE REFERRED TO THE EDISON CENTRE

Schools may refer to the Edison Centre to provide short-term support to ensure long-term attendance at a mainstream school. Some reasons might be:

- The pupil's strengths are not being developed through the National Curriculum being taught in a classroom environment
- The pupil is close to permanent exclusion or has had one or more fixed term exclusions
- The pupil has not been attending school regularly
- The pupil has significant special educational needs
- The pupil struggles with transitions
- The pupil may have family/social difficulties
- The pupil may have a need for focused support to access a classroom environment

RESPONSIBILITIES

LAB

- Monitor the teaching and learning of provision and review it on a regular basis.

Chief Executive Officer

- Take overall responsibility of the Edison Centre and report to the Board of Trustees on the effectiveness of the implementation of the Alternative Provision Policy.
- Act as the line manager for SEN teachers in the provision.
- Continually assess the quality and suitability of the Edison Centre.

SEN teacher

- Liaise with the Designated Safeguarding Lead (Head of School)
- Ensure pre-assessment meetings involve – SENCO, Designated Safeguarding Lead, teachers, children and parents to ensure that the appropriate measures are in place to support pupils who are being educated at the Edison Centre
- Monitor the attendance of pupils
- Provide relevant pupil data to help facilitate the transition between main stream and alternative provision and back again
- Track progress against pupil's targets and national curriculum steps
- Provide details of provision mapping for SEN pupils
- Provide access to a core curriculum covering a range of topics taught through a thematic approach.
- Provide entitlement to education relating to faith, PE and PSHE.

Finance department

- Handle the payment process in relation to alternative provision, as authorised by the CEO.

REFERRAL PROCESS

“AP settings should enable children to make rapid personal, social, and educational progress” (DfE 2018)

- Parents/carers will be fully involved in the process and any decisions taken.
- Pupils who are referred to alternative provision will remain on roll at their mainstream setting. The mainstream setting will fund their place at The Edison Centre.
- The place will be for 6 weeks with 2 weeks pre and 2 weeks post assessment.
- The Edison Centre will set up meeting involving all professionals and parents/carers.
- The parent/carers will sign the relevant paperwork.
- Once committed to the Edison Centre, students must attend and parents/carers must support this.
- Impact/success will be measured against targets agreed in the initial meeting and these will be reviewed regularly.

ATTENDANCE AND SAFEGUARDING

- All professionals have a statutory responsibility to safeguard and promote the welfare of children and tracking and reporting attendance is an essential part of this.
- The Edison Centre will contact the main stream setting if the pupil is absent.
- The Edison Centre will work with the parents on attendance to resolve any issues.
- There is an expectation that any safeguarding concerns are raised with the DSL (Head of School) and that all members of staff adhere to Safeguarding and other policies held by the school.

MONITORING ACADEMIC PROGRESS, BEHAVIOUR AND PASTORAL WELFARE

“Ofsted found that too many schools did not know how to set expectations for children’s progress while they were in AP” (DfE 2018)

- The pupil’s attainment data will be communicated between provisions.
- Soft data will be used to monitor the impact on personal, social and emotional targets.
- The pupil’s own views on the placement will be taken into account.
- The Edison Centre will inform parents and the mainstream setting of any serious behavioural issues.