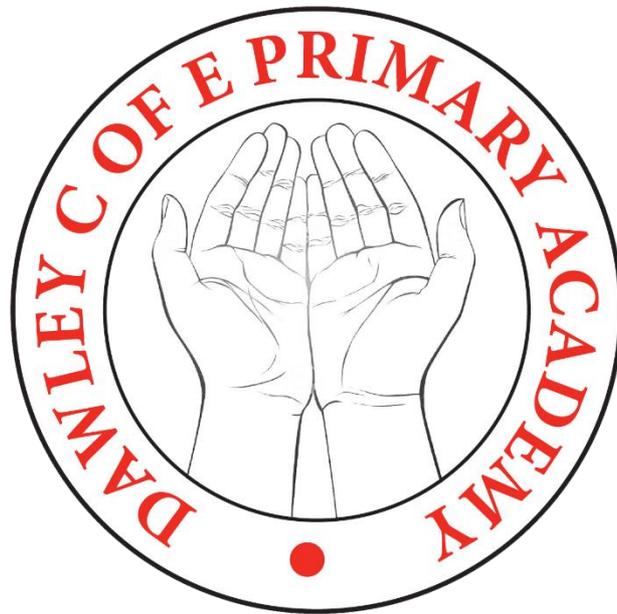


Dawley C of E Primary Academy



Enriching Learning, Enriching Life'

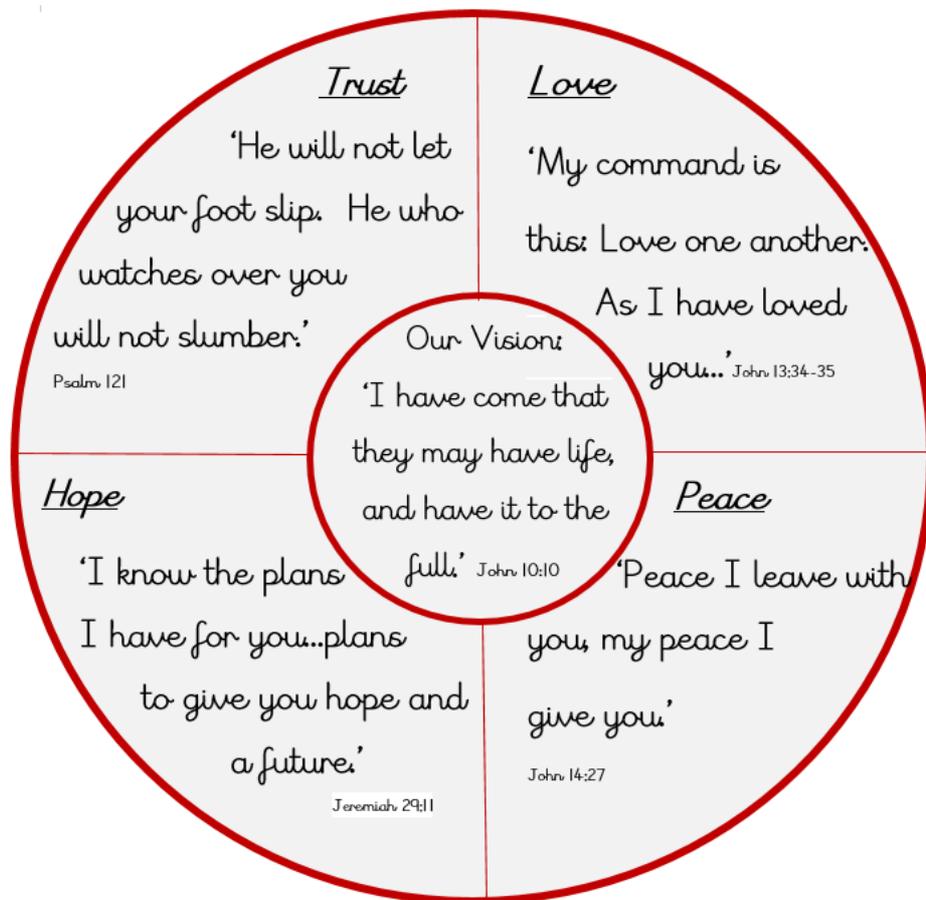
John 10:10 '...I have come that they may have life, and have it to the full.'

Alternate Provision Policy (2021-2022)

Vision

'I have come that they may have life, and have it to the full. John 10:10

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



Alternative Provision Policy 2021

Dawley C of E Primary Academy recognises that there is a need to ensure that our curriculum and ethos is inclusive and accessible, providing opportunities for all our children to succeed. However, we also recognise that rarely, but sometimes, our school is not the right place for some children to flourish either on a part time, full time or temporary basis. In order to offer an alternative, we work with a small number of local providers to offer 'alternative provision' for struggling children to reach their potential in a school-based environment. This is usually a split placement but may, on rare occasions, be full time.

Aims of Policy

- To outline why some pupils may be offered Alternative Provision.
- To ensure that the offer of Alternative Provision is offered in a consistent way.
- To provide guidance on the referral process and the suitability of providers.
- To ensure that there are suitable procedures in place relating to attendance and the safeguarding of the children.
- To outline arrangements made for keeping in touch with students ensuring we monitor academic progress, behaviour and pastoral welfare.

Reasons why we might offer Alternative Provision

- It is thought that the pupil might be at risk of exclusion and that alternative provision might prevent this.
- The pupil is not able to access the curriculum provided because of emotional and social difficulties and an alternative approach might remotivate and engage the child.
- Children may need specialist support in order to close the gap between their peers and achieve their potential.

Suitability of providers

We only use providers who are registered and approved and who have safeguarding policies in place. Please see [Appendix 1](#) and [Appendix 2](#).

Providers

We currently use the Linden Centre. Referral for this is made through the Fair Access Panel.

The following Alternative Provisions are also available in Telford and Wrekin:

- Specialist Provision Hubs at Hollinswood Primary School and Old Park Primary School for children with an EHCP. [Please click here for the entry criteria.](#)

Attendance and safeguarding

Attendance at off-site alternative provision will be monitored closely. Alternative providers will contact school if a student is absent and this will be recorded on our attendance system with a reason for the absence. Continued absence will be closely monitored and dealt with accordingly. It is expected that any safeguarding concerns are shared with Dawley C of E Primary Academy by liaising with the Designated Safeguarding Lead. Please also see [Appendix 2](#) for a copy of our Alternative Provision audit to be completed before placements.

Academic progress and pastoral welfare

There will be a detailed handover at the start of the placement when data, pupil characteristics and behaviour as well as objectives for the placement will be shared with the alternative provision. Please also see [Appendix 2](#) for a copy of our Alternative Provision audit. The pupil, whilst on placement, will be visited by school staff to ensure contact with the school and for staff to monitor the appropriateness of the placement. Regular liaison and updates will take place between the provider and school to ensure that the placement objectives are being achieved and that the placement still addresses the needs of the child. Where appropriate, pupils will continue to attend school functions and events and the provider will inform Dawley C of E Primary Academy of any significant events or incidents that happen whilst on placement.

**Policy created by: Mrs Houlston (SENDCo/Vice Principal/Deputy
DSL) 01.09.2021**

Appendix I

Letter to confirm safeguarding protocols in place.

Dear Provider,

As part of our ongoing commitment to safeguarding our pupils, we are contacting you as you are going to provide alternative provision for one of our pupils.

As part of our safeguarding responsibility, we need to seek confirmation that as an organisation you have carried out all the necessary safeguarding and pre-employment checks and deem your staff and volunteers to be suitable to work with children.

Please complete and sign the form below to confirm these checks are in place.

Yours sincerely,

Kerri Houlston

SENDCO & DDSL

Name and address of provider:

Name of the person agreeing to the above statement:

Position: _____

Signed: _____

Date: _____

Appendix 2

Alternative Provision Audit – to be completed prior to the placement

Alternative provision: audit

Name of alternative provider:	
Date and time of visit:	
This audit has been completed by:	

Safeguarding

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How did Ofsted judge safeguarding in the last report? (If there's no Ofsted report, it's likely the AP isn't registered)			
Are all safeguarding policies and procedures in place, like: <ul style="list-style-type: none">➤ Safer recruitment?➤ Child protection and safeguarding?➤ Health, relationship and sex education?	<p>Look at the AP's policies</p> <p>Talk to the AP to make sure it's implementing the policies</p>		
What safeguarding training have the AP staff had?	Look at safeguarding training log		

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
What were the results of the AP's most recent safeguarding audit?	Ask to see the AP's safeguarding action plan		

Quality of education

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How did Ofsted judge the quality of education in the last report?	Look at: Recent Ofsted report National data (attainment and progress)		
What did you see on your learning walk?	Look for: Pupil engagement Pupil behaviour Pastoral support Quality of teaching Adult-pupil interaction The needs of pupils with special educational needs and/or disabilities are being met		

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How is the curriculum organised?	<p>Look at:</p> <ul style="list-style-type: none"> Long-term plans, medium-term plans and weekly timetables, and whether these are in line with your school's curriculum (especially in English, maths and science) Whether lessons are differentiated to meet all pupils' needs 		
How do teachers plan their lessons?	<p>Look at:</p> <ul style="list-style-type: none"> Books Displays <p>Talk to staff</p>		
What extra-curricular opportunities does the AP offer?			
Do pupils enjoy learning?	<p>Look for evidence of this on your learning walk</p> <p>Are pupils :</p> <ul style="list-style-type: none"> Engaged in learning? Being challenged? Making progress? 		
How does the AP's behaviour policy support pupils' personal development?	<p>Ask for a copy of the behaviour policy</p>		

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
	➤ Look for evidence on our learning walk		

Transition process and procedures

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
What are the AP's induction arrangements?			
Does it offer any taster sessions?			
Can our pupil visit the provision before they start attending?			
What does your transition timetable look like?			
How does the AP reintegrate pupils back into mainstream education?	Look at the AP's reintegration arrangements		
How does the AP determine whether a pupil is ready to be reintegrated into mainstream education?			

Communication and information sharing

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How does the AP track attendance?	Look at the AP's attendance figures		
How will the AP let us know when our pupil is absent?			
How do we share any specific learning concerns we may have about our pupil with the AP?			
How will the AP tell us about our pupil's progress?			
How does the AP communicate with parents?			
How does the AP assess learning? What pupil progress checks does it do?	Look at school assessment policy		
What outside agencies does the AP work with?	Ask about outside agencies such as: Social care services Educational psychology services Child and adolescent mental health services Youth offending teams Drug support services		
How does the AP support pupils pastorally?			

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
<p>If our pupil has concerns about safeguarding or well-being, who do they speak to?</p> <p>What are the AP's complaints procedures?</p>	<p>Look at the complaints policy</p>		

Is this AP suitable for your pupil?

Look at any concerns and further actions that the audit has revealed to decide if it's the right provision for your pupil.

IS THIS AP SUITABLE	GIVE REASONS FOR YOUR ANSWER
Yes	
No	