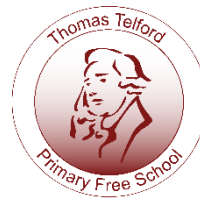


Thomas Telford Multi Academy Trust



Alternative Provision Policy

Redhill Primary Academy and Thomas Telford Primary Free School



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll', is written over a light blue horizontal line.

Mr Dara Carroll
Interim Chair of Governors
September 2025

Vision

Alternative provision is an educational provision for pupils who are unable to access full-time mainstream education for a number of reasons, or even with considerable adaptations, the pupil's needs are unable to be catered for in the mainstream provision on offer.

For the purposes of this policy, the definition of alternative provision is as follows: education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to offsite provision to receive education intended to improve their behaviour (DfE Alternative Provision (2025) page 4).

The schools recognise that there is a need to ensure that our curriculum is inclusive and accessible, providing 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.

Rational 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:

- Pupils 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.
- 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.

Alternative providers in use

Currently, the only provider that we use is the Language Class at John Fletcher, Madeley. The specialist centre is able to support children from across Telford and Wrekin that have been referred to them via Speech Therapists and have then been allocated a place. It provides special provision for up to 8 children with Speech, Language and Communication needs from Reception to Year 2. The other provider, that may be used is The Linden Primary Specialist centre, Overdale. The specialist centre is able to support up to sixteen children with an Education Health and Care Plan (EHCP) as their named setting. They support children with an identified area of need - Social and Emotional Mental Health (SEMH) in providing a nurturing and supportive base to help learners to succeed.

How we identify pupils

At Redhill Primary Academy, 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 liaise fully with the Local Authority when a pupil is to be referred to an alternative provision.
- The school will only commission provision from the Local Authority Directory of Alternative Provision.
- Pupils will remain on roll at Redhill Primary Academy or Thomas Telford Primary Free School. 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.
- A formal meeting will be called. The Head and SENDCo will be present. The meeting will record the concerns observed and interventions implemented. Clear reasons for the provision offered will be given. Parents will be invited to this meeting.
- The Local Authority will be used to document the provision offered and the date this was offered. Details of any concerns and the given timetable will be recorded. This document will be signed by those in attendance (including a representative

from the safeguarding team) to ratify the decision.

- A review of this provision will be agreed in this meeting.
- Targets will be set and regularly reviewed.

The schools 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 Provider

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, the schools 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. This is in line with Keeping Children Safe in Education 2025, paragraphs 168 - 170: 'where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.'

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 2020) 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.
- A copy of any parental feedback they have from previous placement families.

Following the receipt of these, a member of the DSL team and SLT 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 (Claire Whiting, Lydia Cartwright, Alison Turner, Eloise Harrow, Faye Bailey, Olivia Hassall, Elise Davies, Scarlett Bullen, Sarah Thorpe, Miranda Briscoe, Sam Farmer, Amy Coughlan).
- Procedures for accessing DSLs out of hours. In the case of an emergency, this would be to follow their provision protocol, inform family connect in the case of an emergency and email the DSL as above.
- The number for Family Connect 01952 388385.
- A copy of our school safeguarding policy.
- A copy of this policy.

Additionally, we will be checking attendance on a daily basis to ensure that no pupil is missing their

education.

Named staff here at school have the following responsibilities:

SENDCo/Inclusion Manager

- Responsibility for the monitoring and evaluation of the alternative provision.
- Report to stakeholders on the effectiveness of the provision.
- Where appropriate the SENDCo and Alternative Provision Lead will liaise to ensure that pupils are accessing an appropriate curriculum.
- Where appropriate the SENDCo and Alternative Provision Lead to liaise closely with the attendance and safeguarding teams; ensuring the safeguarding and attendance of each pupil on a daily basis.
- Be responsible, with the class teacher, for the regular review of pupils' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- To accurately inform professionals where multiple agencies are involved with a pupil and their family.
- To support the application of EHCP should this be appropriate.
- To be the point of contact for pupils and families to discuss the provision.
- To ascertain the views of the parents / carers as to the effectiveness of provision and what their views are.
- To ascertain the views of the child as to how they are progressing at the provision.
- 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) at an alternative provision.
- Plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school 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.
- Discuss how best to share any ongoing safeguarding concerns.

Attendance and Safeguarding team

- Those pupils accessing an alternative provision shall be placed in the vulnerable pupil attendance list with the pastoral team and named lead in our admin team (Fay Hurford / Amy Steele). 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, or a combination of these.
- Where pupils are unable to access provision, Microsoft Teams lessons or other appropriate resources as allocated by the class teacher will be used to support pupils working at home, these will be monitored by the provision to ensure pupils are logging on and feedback provided to the schools (see Remote Learning Plan).

Monitoring Academic Progress, Behaviour and Welfare

- The Alternative Provision Lead and the SENDCo have a responsibility to report to the Headteacher, on a regular basis, the progress of pupils accessing an alternative provision.
- Behaviour observations, where appropriate, will also be fed back on.

Process at the end of placement.

Prior to the end of the placement at the Alternative Provider, a multi-agency meeting will be conducted consisting of:

- Parents/carers
- Alternative Provider staff
- School staff
- Representatives from the Local Authority, where appropriate.

The purpose of this meeting is to determine the impact that the placement has had on the pupil and to agree the ways forward. It may be that the pupil is able to return back into mainstream school or requires a further referral. All decisions will be made in the best interests of the children.

