Thomas Telford

Multi Academy Trust

Alternative Provision Policy

Redhill Primary Academy

and

Thomas Telford Primary Free School

Signed

Mrs Raj Samra
Chair of Governors
September 2026

1. Statement of intent

School recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the school.

Alternative provision is educational provision for pupils who are unable to access suitable mainstream education for a variety of reasons. It aims to ensure the continued education of pupils in the school in a supportive and nurturing environment. School strives to reintegrate all pupils back into mainstream education wherever possible. There are a range of reasons why students may access an alternative provision, including medical conditions, students with SEND, and difficulty in accessing or managing full time mainstream education.
"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).

This policy outlines the key aspects of alternative provision at the schools, including the reasons for which a pupil may be directed to alternative provision, the referral process and the methods for reintegrating pupils back into the school.

2. Objectives

The objectives of the Alternative Provision Policy are:

- To explain how the use of alternative provision fits in with our curriculum;
- To outline the reasons why students might be offered an alternative provision;
- To ensure that alternative provision is offered to suitable students in a consistent way;
- To provide guidance on the referral process;
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students;
- To outline the monitoring of students' progress, behaviour and welfare;
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision;
- To highlight the end goals/purpose of alternative provision;
- To clearly state the process for monitoring and evaluating the impact of the alternative provision.

3. Purpose of Alternative Provision

School recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.

Alternative provision focuses on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions in order to support pupils' wider development.

School may arrange alternative provision for pupils for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of pupils who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion;
- To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life;
- To further personalise the curriculum for some pupils, where there is a need;
- To meet the needs of pupils who struggle to meet the academic and social demands of mainstream education expectations;
- To meet the needs of pupils who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education;
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access.

Once directed to alternative provision, the length of time a pupil spends there will be dependent on what best supports their needs, providing the placement is appropriate, and their progress is regularly monitored.

Directing a pupil to alternative provision can benefit them in different ways depending on their individual circumstances, including the following:

- Pupils can access a variety of educational options, including academic and vocational routes;
- Pupils are given a greater degree of flexibility in what and how they learn, which can increase motivation;
- Pupils are given a level of independence and are encouraged to take responsibility for themselves;

Provision will differ from pupil to pupil, but DfE say provision should:

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress;
- Offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education - unless this is being provided elsewhere within a package of provision;
- Be suited to the pupil's capabilities; give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress;
- Have good arrangements for working with other relevant services such as social care, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

4. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- UK GDPR and Data Protection Act 2018
- Education Act 2002
- DfE (2025) Alternative Provision: Statutory Guidance for Local Authorities, Headteachers, Governing Bodies and Academy Trusts
- DfE (2023) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2026) 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Positive Behaviour Policy
- Equal Opportunities Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- E-safety Policy
- Health and Safety Policy
- SEND Policy
- Anti-Bullying Policy

5. Commissioning of providers

The schools are able to access a variety of alternative provision placements and have procedures in place to ensure pupils make good progress whilst at the provision.
The suitability of the providers of alternative provision commissioned by the schools will be continually assessed to ensure they continue to offer the best path for the school's pupils.
The schools have access to registered alternative provisions commissioned in partnership with the Local Authority and accessed through the Fair Access Panel. This includes The Linden Centre (Key Stages 1 to 3) and Kickstart Academy (Key Stage 4).
The schools also have access to a range of alternative provisions through Telford and Wrekin's Alternative Provision Directory:
https://www.telford.gov.uk/info/21820/alternative_provision_directory

Responsibility for the alternative provision used rests with the school commissioning the placement.
The schools should carefully consider the providers that are available to meet the needs of the pupils, including the quality and safety of the provision, costs and value for money.
A personalised plan for intervention should be prepared by school; setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should be linked to other relevant information or activities such as EHCPs for children with SEND.
The schools should maintain on-going contact with the provider and the pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
The schools should maintain a full record of all placements made, including pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.
Ofsted's current inspection framework requires schools to demonstrate that alternative provision placements are safe, suitable, well monitored and meet pupils' academic, pastoral and SEND needs. Leaders remain accountable for pupils placed in alternative provision and should maintain robust quality assurance arrangements.

6. DfE Registration Requirements for Alternative Providers

The schools must ensure that no pupils are placed in unregistered alternative provisions that are operating illegally.
Every provider of education that is not a maintained school or academy must be registered as an 'independent school' if it provides full-time education to:

- five or more pupils of compulsory school age, or
- one such pupil who is looked-after, or
- one such pupil with an Education Health & Care Plan (EHCP).

It is an offence to operate an unregistered independent school.
'Full-time education' is not defined in law but DfE say they will consider any institution that is operating during the day for more than 18 hours per week to be providing full time education. This is because the education being provided is taking up a substantial part of the week in which it can be reasonably expected for a child to be educated, and therefore indicates that the education provided is the main source of education for that child.
Relevant factors in determining whether education is full-time include: the number of hours per week including breaks and independent study time, the number of weeks in the academic term/year the education is provided, the time of day, and whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

7. Roles and responsibilities

The LA will be responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded from the school.
- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness, where this falls outside of the governing body's responsibilities to make arrangements for supporting pupils at their schools with medical needs (Supporting pupils at school with medical conditions, DfE, December 2015).

The governing board will be responsible for:

- Arranging suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days.
- Where appropriate, directing pupils off-site for education to improve their behaviour.
- Making arrangements for supporting pupils with medical conditions.
- Monitoring and reviewing the implementation of this policy.

The headteacher will be responsible for:

- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Reporting on the effectiveness of the implementation of this policy to the governing board.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Notifying parents when their child has been directed to alternative provision.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider.

The SLT will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Arranging the appointment of the alternative provision lead.
- Continually assessing the quality and suitability of providers of alternative education.

The alternative provision lead, SENDCO/Inclusion Manager will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL and other key SLT personnel, to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the SLT and headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.

The DSL will be responsible for:

- Ensuring that the alternative education providers used by the school are registered or approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Ensuring that all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.

The designated mental health lead will be responsible for:

- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils, in line with the school's Social, Emotional and Mental Health Policy.
- Assisting in the development of reintegration plans for pupils with SEMH needs.
- Giving alternative provision settings details of a pupil's SEMH needs, where appropriate, so their placement can be catered to them.

The attendance lead will be responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
- Providing attendance updates to the alternative provision lead and headteacher on a weekly basis.

The assessment lead will be responsible for:

- Coordinating with the provider to make arrangements for pupils who are required to sit public examinations.
- Liaising with the alternative provision lead to ensure there is a system in place for tracking pupil progress.

The SENCO will be responsible for:

- Giving alternative provision providers details of a pupil's SEND, where appropriate, so their placement can be catered to them.

8. Referral process

The schools will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision.
Once either school has taken the decision to direct a pupil to alternative provision, the pupil and their

parents will be called for a meeting with the headteacher and alternative provision lead.
At the meeting, the alternative provision lead will clearly explain to the pupil and their parents the reasons for directing the pupil to alternative provision.
An agreement will be made between the school and the parents with regards to referring the pupil to alternative provision. This agreement will be reviewed on a termly basis, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parents and pupils.
Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting.
Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.
Once parents have agreed for their child to be directed to alternative provision, the pupil must attend any on- or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the school, as outlined in the Attendance Policy.
Where parents refuse to accept the offer of alternative provision, this will be documented.
A pupil referred to alternative provision will be dual registered from the day the provision commences.

9. Directing pupils off-site to improve behaviour

The school can direct a pupil to off-site alternative provision in order to improve their behaviour.
In these instances, the governing board will:

- Ensure that the pupil's parents (and the LA, where the pupil is in care, or has an EHC plan) are given clear information about the placement, i.e. why their child has been directed to off-site provision, when the placement will begin, where the placement will be, and how it will be reviewed.
- Keep the placement under review and involve the pupil's parents in this process. The frequency of these reviews is decided on a case-by-case basis.

Where the school directs a pupil to off-site alternative provision, their parents will be notified in writing.
Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin.
The notification letter will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision.
The notification letter will state the dates for which the pupil will be required to attend alternative provision, the time the provision will start, the amount of time the pupil is to spend at the placement each day, the address the pupil will need to attend and the name of the person responsible for the provision.

10. Communication with providers

The objectives of placing individual pupils in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by the alternative provision lead.
The school will maintain ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and provide pastoral support.
All relevant information shared between the school, provider and other parties will be communicated in easily-understood language and in accordance with data protection principles; including any information on SEND, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate.
Providers will be made aware that they should raise any safeguarding concerns regarding a pupil of the school with the DSL.

11. Reintegration

Where it is considered appropriate for a pupil to return to mainstream education, Redhill Primary Academy or Thomas Telford Primary Free School will work with the alternative provision setting to develop a reintegration plan.
The headteacher will arrange a meeting with the alternative provision setting to develop the reintegration plan.
Before reintegration, the headteacher will obtain a final report on the pupil's achievements during the placement; this includes academic attainment and progress, attendance records and evidence of a change in behaviour.
The headteacher will also speak to the pupil to assess their views on the success of the placement.
In light of the final report and views of the pupil, the headteacher will implement an appropriate reintegration plan based on the pupil's needs. This may include a discussion with the pupil's parents and/or setting specific objectives for the pupil to achieve on reintegration, e.g. attendance or behaviour.
Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.

12. Telford & Wrekin Alternative Provision Directory

The Alternative Provision Directory is a list of alternative providers that have identified that they wish to be part of the directory. The quality assurance of providers remains the responsibility of the commissioner, ie the school where the child is on roll.
All commissioners of AP, including schools should:

- Check the registration status of each provider and whether they should be registered if they are not.
- Never use provision which contravenes the registration regulations.
- Check provider's policies and procedures
- Give providers information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil
- Support providers to access appropriate safeguarding training and information.
- Give providers information in writing about how the school should be informed of attendance and agree the subsequent follow up of absence.

The Alternative Provision Directory can be found here:
https://www.telford.gov.uk/info/21820/alternative_provision_directory

13. Recording and Monitoring Attendance

Each pupil attending alternative provision MUST remain on school roll and the school retains the ultimate duty of care for pupils, wherever they are being educated. Whilst a pupil is attending an alternative provider, they are 'on loan' from school and providers are obliged to support the school in their duty of care.
The provider is responsible for enrolling pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This MUST be completed twice a day, am and pm. This is a legal requirement for any pre-16 group (DfE, 2026 Working Together to Improve School Attendance).

Attendance Register Codes

School is legally responsible for using the correct codes and the importance of using the correct code is also a safeguarding issue. All sessions when a pupil is not expected to physically present in school

should be marked appropriately using the DfE registration code as follows:

a) **Code B: Off-site educational activity**

This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work. Schools should ensure they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant code.

b) **Code D: Dual Registered – at another educational establishment**

This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they were registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question. Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexplained absence is followed up in a timely manner.

c) **Code C2: Pupil absent due to an agreed part-time timetable**

In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

14. Quality Assurance and Evaluating the Impact of the Provision

The responsibility for quality assurance and evaluation sits with the commissioning school. As a guide the following key areas for consideration when undertaking quality assurance and evaluation have been taken from Ofsted:

- Quality of teaching and learning at the alternative provision
- Academic progress, ensuring targets are suitably challenging
- Accreditation including English and maths (where appropriate)
- Safeguarding and health and safety (including quality of accommodation)
- Personal development and well-being
- Pupils' views
- Employability and skills for life – progression to post-16 destinations
- The role of governors - understanding the progress made by pupils who attend alternative provision so they can ensure decisions about value for money are well informed

As part of the quality assurance process, our schools will conduct a minimum of two visits per term to a provider if a pupil on the school roll is attending alternative provision there. The scope and detail of regular reports from providers will be agreed locally at the point of commissioning.

15. What are Alternative Providers Responsible For?

- Ensuring they are compliant with the most recent DfE guidance around legislation and the definition of an independent school.
- Maintaining contact with the commissioning school and the pupil's parent/carer, with regular updates on the pupil's progress:
- Carrying out an initial assessment of educational needs for the pupil within one week of referral to confirm what level of course and support is appropriate;

- Notifying the school of attendance and absence; good practice would determine this is twice daily;
- Providing relevant policies and procedures that relate to the child's welfare, education and safety for example; Safeguarding policy including the use of social media and E-safety, Health and Safety Policy and Behaviour Policy;
- Attending relevant multi-agency meetings around the pupil when required, for example: Personal Education Plan (PEP) for children in care, EHCP meetings, SEND review meetings and Social Care meetings;
- Having clear monitoring criteria to judge the quality of the teaching and learning, and report this to the commissioning school at agreed intervals;
- Providing a named contact for all matters pertaining to the pupils;
- Being aware of and comply with Telford & Wrekin Council's policies, standards and procedures, such as the Safeguarding Children's Board, and Children Missing Education;
- Maintaining Individual Learning Plans, these set out the targets that the pupil will achieve on programme (e.g., L1 Functional Skills English, Pass grade) as well as the wider targets (e.g., 95% attendance, behaviour). All targets must be agreed by the pupil, the Provider and the School.

16. Monitoring and review

This policy has been adapted from Telford and Wrekin's "Commissioning Alternative Provision Model Policy for schools 2023".
This policy will be reviewed by the headteacher and governing board on an annual basis.
Any changes to this policy will be communicated to all members of staff.