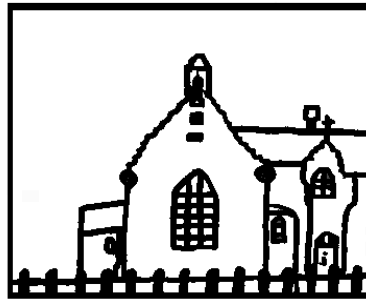




# Kirkby la Thorpe CE Primary School and Pre-School

## Alternative Provision Policy



Building a Hopeful Future through Kindness, Learning and Trust

<b>Policy Title</b>	Alternative Provision Policy
<b>Governance Function Area</b>	
<b>Date reviewed/ amended</b>	September 25
<b>Date for next review and frequency</b>	September 26

## **Building a Hopeful Future through Kindness, Learning and Trust**

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

**Be Positive and Active Citizens:** We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

**Be Curious and Independent Members of Society:** We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

**Have Confidence and Perseverance: Through trusting each other, we** empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

**Have the Courage to Respectfully Challenge:** We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

**Know their heritage:** We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

### **Values**

We are on this journey together and our Christian values of **Kindness, Learning and Trust** support us as we travel.

St Thomas was one of Jesus' disciples. He encouraged others to follow Jesus on his journey (John 11.16), showing **confidence** and **trust**. He also has the **courage** to challenge his friends when they tell him that Jesus has resurrected from the dead; he does not take their words on face value, but asks questions with **curiosity** (John 20.24-29). Thomas was an important member of the early church, taking Jesus' good news for a **hopeful future** to people around the world. According to traditional accounts he travelled to India, **building** Christian communities across the region. This is a journey that would have required great **perseverance**. This matters to us because we consider the ancient global **heritage** of the Christian faith to be an important part of our own identity as a church school. St Thomas inspires us to **learn** from past and current events to build a more hopeful future.

## **Vision and Vales Alignment**

This policy aligns with our school's vision of "Building a Hopeful Future through Kindness, Learning and Trust" by ensuring that all learners, regardless of their circumstances, receive a high-quality education tailored to their individual needs. This commitment to inclusivity reflects the value of kindness, as the policy ensures that vulnerable students are supported compassionately. The policy's focus on personalising education and equipping students with skills for life upholds the value of learning, while the careful monitoring and safeguarding of students placed in alternative provisions embodies the value of trust, reinforcing the school's dedication to their well-being and success. Through this policy, the school demonstrates a strong alignment between its practices and its Christian-rooted values

## **Contents:**

### Statement of intent

1. Legal framework
2. Definition
3. Purpose of alternative provision
4. Suitability of providers and safeguarding
5. Good alternative provision
6. Planning for alternative provision
7. Roles and responsibilities
8. Referral process
9. Directing learners off-site to improve behaviour
10. Arranging provision for suspended pupils
11. Unregistered alternative provision
12. Learners with additional needs
13. Notifying parents
14. Communication with providers
15. Monitoring academic progress, behaviour and welfare

16. Monitoring attendance
17. Free School Meals (FSM)
18. Reintegration
19. Monitoring and review

## **Statement of intent**

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

Alternative provision is educational provision for learners who are unable to access, or unsuited to, mainstream education for a variety of reasons. It aims to ensure the continued education of learners in the school in a supportive and nurturing environment. The school strives to reintegrate all learners back into mainstream education wherever possible.

This policy outlines the key aspects of alternative provision at the school, including the reasons for which a learner may be directed to alternative provision, the referral process and the methods for reintegration.

## **Legal framework**

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

- Education and Inspections Act 2006
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- Education Act 2002
- DfE (2025) 'Alternative Provision'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and learner referral units in England, including learner movement'
- DfE (2025) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in Schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Learner Equality, Equity, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspensions and Exclusions Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Attendance and Absence Policy

## **Definition**

For the purposes of this policy, 'alternative provision' is defined as: 'Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by school for pupils on a fixed-period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.' (DFE Alternative Provision – Page 3).

## **Purpose of alternative provision**

- The school will recognise that all learners are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.
- Alternative provision focusses on ensuring that learners continue to receive a high-quality education whilst their needs are being addressed and will offer a variety of alternative curriculum provisions in order to support learners' wider development.

- The school will ensure that providers of alternative provision understand the unique nature of this form of education and the pupils in attendance. Providers will:
- Have a strong focus on literacy and numeracy throughout the curriculum that enables pupils to better access wider learning and improve life outcomes
- Provide a flexible curriculum that can be personalised to meet the varied needs and ambitions of all pupils.
- Enable curriculum sequencing that allows for the many different possible entry and exit points of children in a school year.
- Where possible, and particularly when re-integration is the aim, work closely with the school to align curriculums as far as is possible.
- Deliver a curriculum that supports academic achievement whilst also aiming to address any additional need of the child including improving behaviour and re-engaging them in education.

Once directed to alternative provision, the length of time a pupil spends there will be dependent on what best supports their needs and, where relevant, potential improvement in behaviour. The governing board will hold regular reviews of placements and invite parents to each review.

### **Good alternative provision**

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

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

Alternative provision will differ from learner to learner dependent on their needs; however, the providers commissioned by the school aim to:

- Be suited to individual learners' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment.
- Achieve good academic attainment on par with mainstream schools and deliver appropriate accreditation and qualifications.
- Improve learner motivation, self-confidence, attendance and engagement with education.
- Provide clearly defined objectives to the school and learner, including the next steps following the placement such as reintegration into mainstream education.

The framework surrounding alternative provision will offer good quality education equivalent to that provided in a mainstream school. The provision will be suitable to pupils' educational needs, ages, abilities and aptitudes, and any SEND.

Good alternative provision will support pupils to overcome their barriers to attainment and achievement, giving equal consideration to their pastoral needs. Additionally, provision will

address pupils' physical or mental health needs alongside personal, social and emotional needs.

Staff providing alternative provision will:

- Ensure provision is of high quality.
- Be qualified.
- Have undertaken suitable training.
- Have relevant experience.
- Have undertaken all necessary safeguarding checks.

Pupils attending alternative provision will be involved in decisions about their education from the outset, to the extent that their age, additional needs and health allow. Pupils will be informed of the reasons and intended outcome for the placement and be encouraged to commit to and engage with the provision.

Pupils will be given the opportunity to take appropriate and relevant qualifications to prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destinations.

### **Suitability of providers and safeguarding**

The school will have access to a variety of alternative provision placements and will have procedures in place to ensure learners make good progress whilst at the provision.

The suitability of the providers of alternative provision commissioned by the school will be continually assessed to ensure they continue to offer the best path for the school's learners.

The headteacher, DSL and SENDCO will ensure all providers to the school are registered and approved, and that they have relevant policies in place to cover safeguarding and health and safety.

The headteacher, DSL and SENDCO will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

The DSL will also seek written confirmation that the provider will inform the school of any changes to arrangements that may put a pupil at risk, e.g. staff changes, so that those involved in the commissioning of alternative provision can assure themselves that appropriate safeguarding checks have been carried out on new staff

The school will ensure that the provider has arrangements in place to follow up absences promptly, particularly where this is unexpected or unexplained. The whereabouts of pupils placed at alternative provision will always be known during school hours – this will

include maintaining records of the address of the provider and any subcontracted provision or satellite sites pupils may attend.

Reviews of alternative provision will be carried out at least half-termly to assure that the provision is achieving its objectives, that pupils are regularly attending and that the placement continues to be safe and meet pupils' needs.

Where safeguarding concerns arise, the placement will be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.

The school will ensure that all relevant individuals are aware of the additional risk of harm to which pupils placed at alternative provision may be vulnerable.

The school will continue to be responsible for the safeguarding of a learner placed at alternative provision in accordance with the Child Protection and Safeguarding Policy and will satisfy itself that the provider meets the needs of the learner.

### **Planning for alternative provision**

The LA will be responsible for having a strategic plan in place for alternative provision in the area. This plan will include:

- How the LA will assess and ensure that there is sufficient and suitable quality alternative provision to meet all pupils' needs.
- Funding arrangements.
- Agreement on how placements into alternative provision are handled.
- Commissioning process.
- Quality assurance of placements, including quality of education and safeguarding.
- Reintegration policies.
- Plans and processes for outreach work and delivering interventions.

The school will collaborate with the LA on devising an alternative provision strategic plan as and when is necessary.

The school will strive to encourage all learners to achieve or exceed the standards of a good education.

The school will focus on the early assessment and identification of a learner's needs, including any SEND or SEMH need, and will work in collaboration with partner agencies in health and children's social care, educational psychology, and children and young people's mental health services to support the learner to engage in education.

If support the school implements for the learner does not lead to increased engagement in education or improvements in the learner's welfare, the headteacher, in collaboration with

other members of staff such as the SENCO, will consider if the learner should be directed to alternative provision.

If the decision is made that a learner is to be directed to alternative provision, the school will ensure that a personalised plan for intervention is developed, 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.

Intervention plans will be linked to other relevant information, such as EHC plans.

Full records of all alternative provision placements will be maintained, including information on the learner's progress, achievements and destination following their placement, as well as the learner's own assessment of their placement.

### **Roles and responsibilities**

The LA will be responsible for:

- Arranging suitable full-time education for learners who have been permanently excluded from the school.
- Arranging suitable full-time education for learners who would not receive suitable education without alternative provision, e.g. because of illness.

The governing board will be responsible for:

- Arranging suitable full-time education for learners who receive a fixed-period exclusion of more than five school days.
- Where appropriate, directing learners off-site for education to improve their behaviour.
- Monitoring and reviewing the implementation of this policy.
- Putting in place a strategic plan for alternative provision in the area

The headteacher will be responsible for:

- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Ensure an appropriate member of SLT (SENDSCO) will lead on AP as Alternative Provision Lead or undertake the AP Lead role and responsibilities as outlined below as
- Providing timely and accurate information relating to all Alternative Provision to Governors
- 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.

SENDCO (Alternative Provision Lead) will be responsible for:

- Completing the AP risk assessment, Appendix 3, prior to any placement commencing
- Liaising with the relevant members of staff e.g DSL, SENDCO, Alternative placement, to ensure that the appropriate measures are in place to support learners in alternative provision
- Undertaking visits to alternative provision sites, on a regular basis as requested by the SLT, to review the progress of relevant learners
- Notifying parent/carers as early as possible when the academy is considering directing their child to alternative provision, as outlined in the notifying/ carers section of this policy
- Sharing relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider (including safeguarding, SEN and medical information)
- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Continually assessing the quality and suitability of providers of alternative education.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant learners.
- 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 learners.
- Assisting in the identification of learners with additional needs and developing appropriate support plans for these learners
- Assisting in the development of reintegration plans for learners

The SLT (Headteacher and SENDCO) 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) will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL and SENDCO, 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 (headteacher) will be responsible for:

- Ensuring that the alternative education providers used by the school are registered and 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 learners, 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.
- liaising with the alternative provision where learners have a social worker, to ensure that they have the necessary information to meet their needs. This includes providing contact details for social workers and the VSH
- Sharing safeguarding and child protections information with the provider in a suitable format.

The designated mental health lead with the SENDCO will be responsible for:

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

The attendance lead (Janet Adams) will be responsible for:

- Monitoring the attendance of learners 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.
- Establishing communication with the alternative provision to ensure absences are communicated daily
- Ensure that any unauthorised periods of absence are followed up, including making home visits where necessary
- All attendance checks to be logged on Cpoms daily

The assessment lead will be responsible for:

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

The SENCO will be responsible for:

- Giving alternative provision providers details of a learner's SEND, where appropriate, so their placement can be catered to them.
- Informing their LA caseworker, where a learner has an EHCP, if there is any possibility that they may require provision with an alternative provider

- Completing any referrals or requests which are recommended by the provider but not within their remit to complete
- Maintaining records of SEND provision whilst the learner is attending the alternative provision
- Coordinating annual reviews (for learners with an Educational Health and Care Plan) and completing the required paperwork whilst the learner is in alternative provision
- Maintaining contact with the LA caseworker (where a learners has an EHCP)

### **Referral process**

The school will work in conjunction with the LA and alternative provision providers to develop procedures for referring and admitting learners to alternative provision. For alternative provision appropriate to improving behaviour, see Lincolnshire Ladder of Intervention 2022 for guidance and more information.

Once the school has taken the decision to direct a learner to alternative provision, the learner 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 learner and their parents the reasons for directing the learner to alternative provision.

An agreement will be made between the school and the parents with regards to referring the learner to alternative provision. This agreement will be reviewed on a termly basis, and the timescales and responsibilities for reviewing the agreement will be made clear to providers, parents and learners.

Responsibilities for supporting the learner and timescales for reviewing the alternative provision agreement will be made during the initial meeting.

Parents/ carers of the learner will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

Prior to the learner commencing a placement, the alternative provision risk assessment must be completed and all necessary documentation gathered. This is in addition to the placement writing their own risk assessment. Alternative placement will send their risk assessment once was the placement has started.

Once parents have agreed for their child to be directed to alternative provision, the learner 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 and Absence Policy.

Where parents refuse to accept the offer of alternative provision, this will be documented.

A learner referred to alternative provision will be dual registered from the day the provision commences.

## **Directing learners off-site to improve behaviour**

The movement of pupils to support the improvement of behaviour will only be used when all other strategies have been exhausted.

Where necessary, the governing board and Headteacher will direct a learner to off-site alternative provision in order to improve their behaviour.

In these instances, the governing board will:

- Ensure that the learner's parents (and the LA, where the learner has a statement of SEN or 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 in touch with the learner throughout the placement.
- Keep the placement under review and involve the learner's parents in this process. The frequency of these reviews is decided on a case-by-case basis.
- Hold a review meeting upon the request of the parent or where the learner has an EHC plan.
- Keep the length of time a learner spends in alternative provision and the reintegration plan under review.

## **Arranging provision for suspended pupils**

- The governing board will arrange suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days. This provision will begin no later than the sixth school day of exclusion; however, the school will endeavour to arrange the alternative provision to begin as soon as possible after the commencement of an exclusion. For LAC, this process will be streamlined and the school will aim to get this in place from the first day of the exclusion.
- Consecutive fixed-period suspensions are regarded as a cumulative period. If a pupil is excluded for more than five consecutive days, the alternative provision will be arranged for the sixth school day of exclusion, regardless of whether this is a result of one or more fixed-period suspensions.
- The LA will arrange suitable full-time education for any pupil permanently excluded from the school; this alternative provision will begin no later than the sixth school day of exclusion.

- Where a pupil who is permanently excluded has an EHC plan, the LA may review the plan or reassess the pupil's needs, in conjunction with their parents, with a view to identifying a new placement.
- Where it is not possible or appropriate to arrange alternative provision during the first five school days of an exclusion, the headteacher will ensure that the pupil is set work and that this is marked.

### **Unregistered alternative provision**

Alternative provision may be arranged in settings which are not schools or colleges, known as unregistered alternative provision.

As with other types of alternative provision, the school will assure itself of the safety and quality of the provision and that the placement is appropriate for the pupil's needs.

In ensuring that unregistered alternative provision is suitable, the school will make use of the local area quality assurance framework which provides an approved list of local unregistered alternative provision.

Approved unregistered providers will be measured against clear, locally defined standards and will meet the same standards as that of registered providers in terms of safeguarding, health and safety, quality of accommodation and quality of education.

The school will ensure that pupils are not placed with an unregistered provider if it would mean that the setting would need to be registered as an independent school.

### **Learners with additional needs**

Where the school has concerns about the behaviour, or risk of exclusion, of a learner with additional needs (including SEND and SEMH needs) and/or an EHC plan, or a looked-after child, the headteacher, DSL and SENCO will consider what additional support or alternative placement may be required.

The school will always ensure there has been an accurate assessment of a learner's needs in order to ensure that suitable alternative provision is put in place.

### **Notifying parents**

Where the school directs a learner to off-site alternative provision, their parents will be notified in writing.

Notification will be sent as soon as it is practical and the school have been informed of the placement starting- ideally 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 learner has been referred to this provision.

The notification letter will:

- state the dates for which the learner will be required to attend alternative provision
- the time the provision will start
- the amount of time the learner is to spend at the placement each day
- the address the learner will need to attend
- the name of the person responsible for the provision.

### **Communication with providers**

The objectives of placing individual learners 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 learner 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 a readable format 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 learner of the school with the DSL.

### **Monitoring academic progress, behaviour and welfare**

Upon placement in alternative provision, the school will provide the provider with the learner's attainment data.

Whilst a learner is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare.

Providers will be required to complete a termly report on the learner's academic progress, behaviour and welfare, as part of the school's monitoring process.

The alternative provision lead, or another suitable member of staff, will visit learners placed in alternative provision at appropriate intervals.

If a serious behaviour incident occurs whilst a learner is in alternative provision, the provider will contact the school.

Learners who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the headteacher, alternative provision lead, learner, their parents and the provider.

If a learner's progress does not improve following three formal review meetings, the school may end the placement.

The placement may also be ended in some extreme circumstances, e.g. safeguarding concerns.

## **Monitoring attendance**

The school will recognise that, for alternative provision to benefit learners, they must attend the provision; therefore, the school will monitor the attendance of all learners in alternative provision.

Providers will be required to contact the school whenever a learner placed there is absent.

The school will contact learners' parents, where their child has been absent from provision, in order to resolve the issue and to ensure regular attendance is achieved.

The school will formally monitor the attendance of learners placed in alternative provision and update attendance records on a weekly basis.

Learners whose attendance falls below the school's target will be subject to interventions as per the school's Attendance and Truancy Policy.

## **Free school meals (FSM)**

The school will ensure that those pupils eligible for FSM are still provided with them whilst placed at alternative provision.

Prior to placing a pupil at alternative provision, the school will assess whether the provider is covered by the Education Act 1996 and therefore required to ensure that eligible pupils are provided with FSM.

Where alternative provision has been commissioned at an unregistered or private setting, the LA will consider whether a meal should be provided as part of this package of support

## **Reintegration**

Where it is considered appropriate for a learner to return to mainstream education, the school and the alternative provision setting will work together to develop a reintegration plan.

The SENDCO (AP lead) and Headteacher will arrange a meeting with the alternative provision setting to develop the reintegration plan.

Before reintegration, the SENDCO and headteacher will obtain a final report on the learner's achievements during the placement; this includes academic attainment and progress, attendance records and evidence of a change in behaviour.

The SENDCO (AP lead) will also speak to the learner to assess their views on the success of the placement.

In light of the final report and views of the learner, the AP lead/SENDCO will implement an appropriate reintegration plan based on the learner's needs. This may include a discussion

with the learner's parents and/or setting specific objectives for the learner to achieve on reintegration, e.g. attendance or behaviour.

Learners that have reintegrated back into the school will be continually supported in line with their specific needs.

KLT will do all that it can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies

### **Monitoring and review**

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.

The next scheduled review date for this policy is September 2026.

## Appendix 1

### Alternative Provision Checklist

What	When/Frequency	Evidence
Request a letter/ paperwork from the AP Headteacher stating that all staff have had the relevant checks and training in line with KCSIE 2023 and the Safeguarding policy	Before placement starts	Cpoms logs Letter of assurance/paperwork Safeguarding policy
Transition meeting with headteacher and SENDCO (Alternative placement Lead) to share safeguarding and educational information	Before placement starts	Onsite or Teams Notes from meeting PSP Risk assessment (ours) Cpoms logs Visit log
DSL to share safeguarding information with Alternative placement	Before placement starts	Signed documentation/ recognition that received Cpoms logs
Onsite visit by APL and DSL to Alternative Provision to check that safeguarding as per policy including access into the site, staff identification/ lanyards, clearly marked emergency exits and pupil voice where possible	Before placement starts	AP environment Pupil Voice Staff Voice Visit log
Attendance checks with Alternative placement and logged daily. If pupil absent, school policy is followed.	School to contact AP 01476 833127 daily	Cpoms logs of attendance
Familiar adults from school to visit Alternative Provision or a keeping in touch meeting including any safeguarding concerns and actions, positive handling and changes to risk assessment, first aid administrations	Fortnightly	Cpoms log of meeting & visit log Onsite meeting
APL to contact Alternative provision for educational progress checks against curriculum from AP and any	Weekly	Cpoms Assessment data Onsite visit

safeguarding concerns and actions, positive handling and changes to risk assessment, first aid administrations		
Identification and implementation of any staff training required in preparation of pupil return	Before pupil return	Training
Transition meeting with APL and Headteacher of the AP/parent/Pupil (where appropriate) to share Safeguarding and educational information in preparation for return to school	Within final 2 weeks of placement	Onsite meeting PSP Risk Assessment Cpoms logs & visit log Transition plan
Notification letter	Ideally 2 days before to parents	Copy of letter
Policies to collect: Health and Safety Safeguarding Risk Assessment (theirs- once placement starts) Risk Assessment (ours) Curriculum Assessment Fire Evacuation First Aid Attendance FSM	Before placement starts	Policies collated together

## **Appendix 2**

Letter for Parents

**Date**

Dear **XYZ**

I am writing to notify you of the temporary changes in provision for **XYZ** and he has been allocated a place at:

**Springwell Alternative Academy Spalding**  
**Matmore Gate**  
**Spalding**  
**PE11 2PN**

**XYZ** will attend this provision from **Monday 6<sup>th</sup> November 2023** for the duration of 16 weeks, concluding on **Friday 15<sup>th</sup> March 2024** (provisional dates given by Springwell, subject to transport arrangements being in place). The hours he will attend will be from **8.45 - 2.15pm Monday to Thursday and then 8.45 - 1pm on Friday (26.5 hours)**. This placement will commence providing we have all the necessary assurances we require for our own risk assessment..

The purpose of this provision change is to avoid permanent exclusion and help keep **XYZ** safe in education, thus supporting him to make academic progress. **XYZ** has been referred to this intervention due to:

- **Persistent disruption to the effective learning of others**
- **Swearing**
- **Actively seeking unsafe activities**
- **Unacceptable use of school resources**

Whilst he attends Springwell Alternative Academy **XYZ** will be dual registered and still be supported by Kirkby la Thorpe. We will liaise with the provision, weekly, and we will have a mid-point review, where you as parent are also invited to join. Absence procedures will be followed by Kirkby la Thorpe policy which is found on our website.

Should you need to contact anyone at Springwell Alternative Academy, please ask for **xyz (SENCO and Assistant Principle) xyz (Designated Safeguarding Lead)**.

Please do not hesitate to contact us if you need further information or have any questions.

Thank you for your continued support.

**XYZ**

**SENDCO**

---

Appendix 3

Risk assessment- see separate document

