



# THE ECCLESBOURNE SCHOOL

Learning Together for the Future

## ALTERNATIVE PROVISION

---

April 2026

This policy will be reviewed April 2028

**This is a non-statutory policy**

## 1. Introduction

At The Ecclesbourne School we acknowledge both the value and importance of Alternative Provision (AP) for a small number of the school community; and appreciate that its success is reflected in the processes adopted by the school. This policy has been developed to ensure that all students who access Alternative Provision are successful and safe.

### 1.1 Definition of Alternative Provision

For the purposes of this guidance, the definition of alternative provision is as follows: education arranged by schools for students who, because of suspension, permanent exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period suspension; and students being directed by schools to off-site provision to improve their behaviour.

### 1.2 Aims

This policy aims to:

- To outline the reasons why a pupil might be offered alternative provision.
- To ensure that alternative provision is offered to suitable pupils in a consistent way.
- To provide guidance on the referral process and the suitability of alternative providers.
- To ensure there are suitable procedures in place relating to attendance and the safeguarding of pupils when under the care of alternative providers.
- To outline the arrangements in place to monitor academic progress, behaviour and pastoral welfare of pupils on alternative provision.
- To guide and support staff with the monitoring and support of alternative provision.

### 1.3 Links with other policies and Statutory Guidance

- Behaviour Policy
- Diversity, Equality and Inclusion Policy
- Attendance Policy
- Alternative Provision Statutory guidance for local authorities 2025

## 2 Why we may offer Alternative Provision;

Students will be referred to Alternative Provision on the basis that this provision is more appropriate for them than what The Ecclesbourne School can provide at that moment in time. Some reasons might be:

The student's strengths are not being developed through the National Curriculum. Alternative provision recognises that students have different strengths and weaknesses and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students. **However, this should not be at the detriment of a child being offered a broad and balanced curriculum.**

The student has had one or more fixed-term suspensions and is considered to be at risk of permanent exclusion from school. Alternative provision is seen as a desirable alternative to permanent exclusion for students and to encourage their continued inclusion in education.

### **3. What is good alternative provision?**

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. Provision will differ from pupil to pupil, but the 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 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; and
- 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.

The school will also ensure that:

- the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- provision leads to improved pupil motivation and self-confidence, attendance and engagement with education; and
- provision has clearly defined objectives, including the next steps following the placement such as reintegration back into mainstream education, further education, training or employment.

### **4. Commissioning of alternative provision or placement at a mainstream school;**

The school will carefully consider what providers are available that can meet the needs of the pupils, including, the quality and safety of the provision, costs and value for money.

- A personalised plan for intervention will be prepared by the 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 will be linked to other relevant information or activities such as EHCPs for children with SEND.
- The school will maintain on-going contact with the provider and pupil via the Head of Pastoral Care. Clear procedures will be in place to exchange information, monitor progress and provide pastoral support. This may vary depending on the nature and length of time a pupil attends the placement.
- The school will maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement.

### **5. Roles and Responsibilities**

The Head Teacher, Designated Safeguarding Lead and The SENDCO will work alongside other members of the Pastoral Leadership Team to ensure that those pupils that needs Alternative Provision are supported from the Commissioning of the placement right through to the end of the Alternative Provision Placement and the reintegration back into mainstream school.

**It is expected that the school will;**

- Ensure appropriate students are signposted to the correct alternative provision for their needs
- Ensure appropriate courses, providers and work experience are commissioned
- Monitor the quality of both new and existing Alternative Provision using the Quality Assurance Frameworks as defined by the DfE.
- Support pupils/families with transport, where appropriate
- Ensure that pupils' progress and support is carefully monitored at the Alternative Provision
- Praise and reward progress/success
- Ensure students are emotionally and physically safe at all times - Risk Assessments for both provision and students (where appropriate) are in place
- Provide effective communication to all relevant parties, where appropriate
- Act on the guidance of DfE guidelines and Ofsted Framework
- Ensure that the correct insurance is in place at all times
- Only use transport where all safeguarding checks have been carried out
- If the child is a looked after child then the school should work in conjunction with the Childs' social worker and the virtual head teacher.

**It is expected that students will;**

- Attend all lessons/AP sessions (days) with the correct equipment and ready to learn
- Take pride in their work and conduct and strive to do their best
- Show respect, care and consideration for others
- Listen when teachers/instructors/coaches/students are talking
- Follow instructions first time
- Behave in a way that values learning and upholds the schools Behaviour Policy

**It is expected that parents/carers will:**

- Ensure the child attends school/AP placement and arrives on time with the right equipment
- Support the child and the school in the AP placement
- Support the school in acknowledging and securing good behaviour

**6. Monitoring and Evaluation**

The SLT will evaluate the success of the Alternative Provision Placement through the following means of communication and will then make any necessary amendments.

- Outcome from exams (if applicable)
- Progress reports
- Meetings between providers, students and Parents
- Attendance Data

## **7. Referral Process**

- The school will use DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2025) as a basis for making arrangements for alternative provision.
- Parents / carers will be fully involved in the process and any decisions taken.
- Students who are referred to alternative provision will remain on roll with The Ecclesbourne School and the school funds their place in the alternative provision.
- The school remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the student's education.
- The Ecclesbourne School will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the school will clearly explain to student and their parents/carers the reasons why the alternative provision is being offered.
- The student's parents/carers will sign the relevant alternative provision contract.
- Responsibilities for supporting the child and timescales for reviewing the contract must be agreed during the initial meeting.
- Any agreement around alternative provision for a student will be regularly reviewed. Timescales and responsibilities for reviewing the agreement will be agreed by the school, alternative provider and parents/carers.
- Once committed to alternative provision, students must attend, and parents/carers must support this. Failure to do so will carry the same consequences as non-attendance at The Ecclesbourne School
- Impact/success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.
- Where necessary, the school will formulate a Service Level Agreement between the school and the alternative provider.

## **8. Oversight of the placement and the school's safeguarding duties**

Responsibility for the oversight of the alternative provision always rests with the school that commissioned the placement. We will always inform the local authority when we commission a placement in alternative provision for a pupil to ensure the local authority maintains an oversight of sufficiency and safeguarding.

The school will continue to retain safeguarding duties towards the pupil and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs.

The school will write to the alternative provision asking for reassurance that the appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e those checks that we as a school would ordinarily perform on our own staff. Any absences from the alternative provision should be followed up by the school.

The school will regularly review any alternative provision placements on at least a half-termly basis to ensure that the provision is achieving its objectives, that the pupil is attending the provision and that the placement continues to be safe and meets the needs of the pupil.

Where safeguarding concerns arise, the placement should be immediately reviewed and terminated if necessary, unless all the concerns raised have been fully addressed,