SPURCROFT PRIMARY AND NURSERY SCHOOL

Alternative Provision Policy 2025-2027

This policy was approved at the meeting of the Governing Board in November 2025

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1. Statement of Intent

Spurcroft Primary School and Nursery recognises the need to ensure that it offers a curriculum which is inclusive and accessible, providing the best opportunities for all pupils to succeed. However, we acknowledge the requirement to be able to offer additional provisions to some pupils that allow them to achieve their potential outside of what is accessible at their school setting.

Alternative provision is educational provision for pupils usually unable to access, or unsuited to, mainstream education; it aims to ensure the continued education of pupils in a tailored environment. All children and young people, regardless of their circumstances or setting, should expect to receive a good education. Those who are responsible for arranging alternative provision should ensure that it is good quality, registered where appropriate, and delivered by staff with suitable training, experience and safeguarding checks. Alternative provision must be suitable to the child's age, ability and aptitude, and any SEND they have.

This policy outlines the key aspects of alternative provision, including the reasons for which a pupil may be considered appropriate for referral to alternative provision, the referral and checking processes, and methods of reintegration.

2. The Legal Framework

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

- DfE (2025) Arranging Alternative Provision: A Guide for Local Authorities and Schools
- DfE (2024) Working together to improve school attendance
- Education and Inspections Act 2006
- Data Protection Act 2018
- Education Act 2002
- DFE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'

3. Definition of Alternative Provision

For the purposes of this guidance, 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 Local Authority will have a strategic plan for alternative provision in the area which will include the commissioning process and some quality assurance of placements.

The Local Authority is responsible for arranging suitable full-time education for pupils who have been permanently excluded from a school, as outlined in the arranging provision for excluded pupils' section of this policy, and for arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness.

4. Purpose of Alternative Provision

Spurcroft Primary School and Nursery recognise that every pupil is an individual with different needs and barriers in their development and that mainstream education may not be suitable for everyone all the time. 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 to support pupils' wider development.

Each 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 assessed as being 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 a need has been identified.
- 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 were they to remain in a mainstream setting.
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access.
- To meet legal obligations.

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 for learning.
- Pupils can learn the skills and strategies required to manage in a mainstream setting, when they return.
- Pupils are given a level of independence and are encouraged to take responsibility for themselves.

Alternative provision will differ from pupil-to-pupil dependent on their needs; however, the providers commissioned by Spurcroft Primary School and Nursery should:

- Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs to help them overcome any barriers to attainment.
- A good level of academic attainment and progress in par with mainstream academies and deliver appropriate accreditation and qualifications.

- Improve pupil motivation, self-confidence, attendance and engagement with education. Provide clearly defined objectives to the school and pupil, including the next steps following the placement such as reintegration into mainstream education.

5. Suitability of Providers

Spurcroft Primary School and Nursery can access a variety of alternative provision placements; the suitability of the providers of alternative provision commissioned or decided by a school will be continually assessed to ensure they continue to provide the best offer for pupils.

The headteacher, supported by the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSL), will ensure all alternative provision providers used by the school are where possible *registered and approved, and that they have relevant policies in place to cover safeguarding and health and safety.

The headteacher 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. This will be in written form which Spurcroft Primary School and Nursery can hold within the child records.

There will be occasions when, due to capacity and availability, it is not possible to commission use of a registered alternative provision to meet the needs of a specific child or young person. In these instances, schools may consider use of an *unregistered provider; indeed, many unregistered providers are recommended to schools by their local authority. However, it is crucial for schools to uphold their statutory safeguarding duty by carrying our appropriate checks prior to making the decision to use an unregistered provision, using the audit and risk assessment tool in Appendix 1 of this policy with a particular emphasis on pages 4-5. In addition, school staff leading on the plan for a pupil to be referred to an unregistered alternative provision should collaborate with the School Improvement Team to engage their involvement in the audit and risk assessment process.

6. Planning for use of Alternative Provision All schools focus on the early assessment and identification of a pupil's needs, including any SEND or SEMH needs, and 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 pupils to engage in mainstream education.

Schools should maintain detailed records, using their standard recording mechanisms, of the steps they have taken to support a pupil and engage them in full-time mainstream education, prior to them being considered appropriate for referral to alternative provision. Schools should be able to provide a detailed and robust chronology of the steps taken prior to the decision to refer to alternative provision being made; this should include the impact of internal interventions carried out with pupil, as well as any direct work carried out by external agencies following referrals made by the school. If the support the school implements for the pupil does not lead to increased engagement in education or improvements in the pupil's welfare, the headteacher, in collaboration with other members of staff such as the SENCO, will consider if the pupil should be directed to alternative provision.

Once the decision is made that a pupil is to be referred 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; these 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 pupil's progress, achievements and destination following their placement, as well as the pupil's own assessment of their placement.

7. The Referral process

Spurcroft Primary School and Nursery will work in accordance with the local authority and alternative provision providers to follow the appropriate procedures for referring and admitting pupils to alternative provision.

Once the headteacher has taken the decision to direct a pupil to alternative provision, the pupil and their parent/carers will be called for a meeting with the headteacher and SENCO.

At the meeting, the SENCO will clearly explain to the pupil and their parent/carers the reasons for directing the pupil to alternative provision.

An agreement will be made between the school and the parent/carers with regards to referring the pupil to alternative provision. This agreement will be reviewed at least termly, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parent/carers and pupils.

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

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

School staff should show due consideration to the involvement of the key stakeholders in the referral process, such as a child's social worker of for a looked-after child, the Virtual School headteacher,

Prior to the pupil commencing a placement, the alternative provision audit and risk assessment must be completed and all necessary documentation gathered.

Once parent/carers have agreed for their child to be directed to alternative provision, and a placement has been agreed with a suitable provider, 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 Spurcroft Primary School and Nursery Attendance Policy.

Where parents/carers refuse to accept the offer of alternative provision, this will be documented on the chronology for the pupil.

A pupil referred to alternative provision will be dual registered from the day the provision commences. Spurcroft Primary School and Nursery will maintain robust records of evidence where parents refuse to engage with Spurcroft Primary School and Nursery Leaders and will alert the Local Authority where concerns are present.

8. Pupils with Additional Needs

Where the school has concerns about the behaviour, or risk of exclusion, of a pupil with additional needs (including SEND and SEMH needs) and/or an EHC plan, or a looked-after child, the headteacher 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 pupil's needs in order to ensure that suitable alternative provision is put in place.

9. Notifying Parent/Carers

When the decision has been made to direct a pupil to alternative provision, their parent/carer will receive confirmation of the plan in writing. Notification will be sent as soon as it is practical and before the placement is due to begin.

The notification will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision.

The notification will:

- state the dates for which the pupil will be required to attend alternative provision
- the time the provision will start and end
- the amount of time the pupil is to spend at the placement each day
- the address the pupil will need to attend
- the name of the person responsible for the provision.
- The name of the member of school staff assigned as responsible for providing remote pastoral support to their child

10. Roles and Responsibilities

When a Spurcroft Primary School and Nursery pupil has been referred to and is attending an alternative provision, the following roles and responsibilities will apply:

10.1 The Headteacher

The Headteacher will be responsible for:

- Taking overall responsibility of the school's use of alternative provision and the effective implementation of this policy.
- Ensuring the SENCO undertakes the responsibilities as outlined below.
- Arranging suitable full-time education for pupils who receive a fixed-period suspension of more than five school days.
- Ensuring that budgets for alternative provision are established in due time, and managed effectively.
- Having oversight of alternative provision audit and risk assessment documentation, to ensure suitability of provision
- Continually assessing the quality and suitability of providers of alternative education.

The headteacher will also ensure the following roles and responsibilities be carried out:

10.2 The SENCO will be responsible for:

- Quality assuring of potential alternative provisions by ensuring the alternative provision audit and risk assessment template (Appendix 1) in completed by a DDSL prior to any placement commencing.
- Liaising with the relevant members of staff, e.g. the Headteacher or Deputy Headteacher to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Ensuring visits to the alternative provision sites take place, on a regular basis, to review the progress of relevant pupils.
- Assigning an appropriate member of staff (such as a pastoral lead, class teacher or form tutor) to be the pupil's point of contact for any pastoral concerns that they may have whilst attending the alternative provision and working with this assigned staff member to establish a protocol for contact and recording contact with the pupil.

- Notifying parent/carers as early as possible when the school is considering directing their child to alternative provision and working with them to engage them in the process and understand their thoughts and feelings.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider (such as safeguarding, SEN and medical information).
- Supporting members of staff with the monitoring and support of alternative provision curriculum.
- Deciding on an appropriate course of action, in conjunction with the headteacher, if informed by an alternative provider of any serious behavioural incidents involving the school's pupils.
- Leading on the development of reintegration plans for pupils.
- Working with the headteacher to ensure that the alternative education providers used by the school have undergone rigorous quality assurance processes, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Working with the headteacher to ensure 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 Safeguarding and Child Protection Policy.
- Liaising with the alternative provision where pupils 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 any other key staff supporting the child.
- Sharing safeguarding and child protection information with the provider in a suitable format.
- Establishing protocols for safeguarding information sharing for pupils attending alternative provision.

O 10.4 The SENCO Assistant

The SENCO Assistant will be responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's attendance records on a weekly basis.
- Ensuring the use of appropriate attendance codes on the pupil's registration certificate in accordance with Chapter 8 of Working together to improve school attendance (Aug 2024)
- Providing attendance updates to the SENCO on a weekly basis.
- Establishing communication with the alternative provider to ensure absences are communicated daily.
- Ensuring that any unauthorised periods of absence are followed up, including making home visits where necessary.
- Coordinating with the provider to make arrangements for pupils who are required to sit public examinations.
- Liaising with the SENCO to ensure there is a system in place for tracking pupil progress.
- Informing the LA caseworker, where a pupil has an EHCP, if there is any possibility that they may require provision with an alternative provider.
- Giving alternative provision providers details of a pupil's SEND where appropriate, such as EHCP, IEP, pupil passports etc., so their placement can be catered to meet their needs.
- 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 pupil is attending the alternative provision.

- Coordinating annual reviews (for pupils with an Education Health and Care Plan) and completing the required paperwork whilst the pupil is in alternative provision.

11. 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 SENCO.

The school will maintain ongoing contact with the provider in accordance with the timescales detailed in the agreement.

All relevant information shared between the school, provider and other parties will be communicated in 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; an agreed mechanism for sharing any safeguarding concerns should be outlined in the agreement.

12. Monitoring Requirements Upon placement in alternative provision, the school will provide the provider with the pupil's attainment data.

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

Where appropriate providers are required to complete a termly report on the pupil's academic progress, behaviour and welfare, as part of the school's monitoring process.

The SENCO and/or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals.

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

Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the headteacher and/or SENCO, pupil, their parent/carers and the provider.

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

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

Every school recognises that, for alternative provision to benefit pupils, they must attend the provision; therefore, the school will monitor the attendance of all pupils in alternative provision.

Providers are required to contact the School Office whenever a pupil placed there is absent.

The school will contact pupils' parent/carers, where their child has been regularly absent from provision, to resolve the issue and to ensure regular attendance is achieved.

The school will formally monitor the attendance of pupils placed in alternative provision and update attendance records on a weekly basis in line with the Attendance Policy.

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

13. Reintegration

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

The SENCO (or headteacher if appropriate) will arrange a meeting with the alternative provision setting to develop the reintegration plan.

Before reintegration, the SENCO 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 SENCO will also speak to the pupil to assess their views on the success of the placement; the pupils views should be recorded.

In consideration of the final report and the views of the pupil, the SENCO will, with other relevant members of staff and professionals as appropriate, will implement a reintegration plan based on the pupil's needs. This may include a discussion with the pupil's parent/carers 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.

Appendix 1: Use of Alternative Provision: Audit and Risk Assessment Spurcroft

Primary School:

Name of Alternative Provision:	
Address:	
Name of Headteacher or Manager:	
Website information:	
Date and time of visit to AP:	
Staff involved in the visit: *Please state name(s) and role(s)*	
This audit completed by: *Please state name(s) and role(s)*	
Checks undertaken on provider's registration status:	
Status of registration: **Please note:** Information should be obtained from the DfE's 'Get Information about Schools' website: https://getinformationschools.service.gov.uk/ If the provider cannot be found on the website, it is not a registered provider. ***When considering use of an unregistered provision please refer to the information on page 4 of this document.***	*Please state whether the provision is 'registered' or 'unregistered'*

Is the provider on the LA providers list:	*Please state 'yes' or 'no'*

If the provision is registered, please complete information below, *or for unregistered provisions mark n/a*

DfE Number:	
The date of Ofsted inspection:	
The Ofsted grading:	
The Ofsted judgement of safeguarding:	
Provision Profile:	
Number of pupil places available:	
Key Stages available:	
Does the provision offer places to adults over the age of 18?	
Does the provision offer English and maths at GCSE?	*Please state yes, no or n/a*
Does the provision offer five or more subjects at GCSE?	*Please state yes, no or n/a*
Is the provision a registered exam centre?	*Please state yes, no or n/a, if you answer 'yes', please include the exam centre number.*
Provision documentation:	
Please check to ensure that the provision has the following policies in place, and they are up to date, and state 'yes, seen' or 'no' Where it is possible to do so, please provide a link to policies.	

• **Safeguarding and Child Protection Policy,** *which includes most recent KCSIE updates, details who is the DSL and outlines the process for sharing information about safeguarding concerns.*	
• **Records of Staff Safeguarding Training**	
• **Safer Recruitment and Selection of Staff Policy**	
• **Single Central Record**	
• **Staff Code of Conduct**	
• **SEND Policy**	
• **Health & Safety Policy,** *with accident reporting protocol*	
• **Complaints Policy**	
• **RSE/PSHE Policy**	
• **Risk Assessments for activities pupils will undertake**	
• **Anti Bullying Policy**	

Use of an Unregistered Alternative Provision

Please read before proceeding to work with an unregistered provision

Unregistered alternative provision is unregulated; this means that the provision is not subject to inspection by Ofsted.
Unregistered alternative provision will only be used in exceptional circumstances, where the pupil's needs cannot be met appropriately within good and better registered provision locally, as detailed in the Spurcroft Primary School and Nursery Alternative Provision Policy.

A pupil should only be placed with an unregistered provider if all the caveats below are securely met:

- The specific needs of an individual pupil determine that the placement is the most appropriately matched to meeting their needs.
- This audit framework is robustly applied through a pre-referral QA visits and regular visits once the pupil is attending, which indicate:
    - the provision is consistently deemed to be suitable for the individual pupil,
    - the provider is consistently able to provide evidence that they do not meet the thresholds whereby they must be registered, whereby a provider of alternative provision should be registered as an independent school if it caters full-time for five or more pupils of compulsory school age; or one such pupil who is looked after or has an Education Health Care Plan.
- The time spent by at Spurcroft Primary School and Nursery pupil within any unregistered provider XX hours per week. is limited to a maximum total of

  Schools have sought assurances and support from wider professionals, including the school improvement team, that they agree that placing a pupil in the unregistered provision is the only solution, and that all are fully aware of any risks involved and have taken steps to manage these risks carefully.

Unregistered providers only: *Please discuss with the AP HT/Manager and record responses*

What do you understand in terms of the legal requirements for an education provider needing to register as an independent school?	

What systems do you have in place to enable you to know whether you have met this threshold?	
What is the profile of current pupils?	
Do you have any pupils who are looked-after or have an EHCP?	
Do you offer full-time placements? *(Full-time is usually around 18 hours per week, but a pupil receiving less than 18 hours could still be considered full-time if the provider is the sole provision for that pupil)*	
Are any of the full-time pupils looked after or have an EHCP? If so, how many?	
How many hours do full-time/part-time pupils typically receive each week?	

Auditing tool for all Alternative Providers:

Where you cannot answer for an unregistered provision please state 'n/a'

1. **Safeguarding**

Question/Consideration:	**Answer/Findings:** *Please include evidence.*	**Concern:**	**Next Steps:**
Are all safeguarding policies in place?			
Have all staff completed annual safeguarding training?			
Has the provision completed a safeguarding audit?			
How does the AP support pupils pastorally?			
If our pupil has concerns about safeguarding or well-being, who do they speak to?			
Observations during visit:			

What external agencies does the AP work with? *You might want to ask about how the AP works with:* ● *Social Care* ● *Educational psychology services*			
● *CAMHS* ● *Youth offending teams* ● *Drug support services*			

2. <u>Quality of Education</u>

<u>Question/Consideration:</u>	**<u>Answer/Findings:</u>** *Please include evidence.*	**<u>Concern:</u>**	**<u>Next Steps:</u>**
How did Ofsted judge the quality of education in the last report?			

Observations during visit: *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*			
How is the curriculum organised? *Consider:* ● *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? *Look at:* ● *Books* ● *Displays* ● *Talk to staff*			

How does the AP assess learning, what pupil progress checks are in place?			
What extra-curricular opportunities does the AP offer?			

3. Transition procedures

Question/Consideration:	**Answer/Findings:** *Please include evidence.*	**Concern:**	**Next Steps:**
What are the AP's induction arrangements?			
Does the AP offer taster sessions/pupil visits?			
What is the process for transition from AP back into mainstream education? *Consider:* • *How frequently this is reviewed?* • *What are the determining factors/evidence?* • *Who is involved in the process?* • *Can they share a positive example?*			

4. **Communication and Information Sharing**

Question/Consideration:	**Answer/Findings:** *Please include evidence.*	**Concern:**	**Next Steps:**
How does the AP track pupil attendance?			
What is the process for notifying schools of pupil absence?			
How do we share concerns regarding one of our pupils attending AP?			
How will be we informed of pupil progress?			
How does the AP communicate with parents/carers?			
How regular are reviews scheduled between parents, school and other professionals?			

Audit outcomes

Review concerns and further actions that the audit has revealed.

Is this AP considered suitable for use? Please summarise the reason for your judgement:

Yes	
No	

Please summarise here, discussions around decision making, and involvement from Spurcroft Primary School: