

Alternative Education Policy

‘Seek Ye First the Kingdom of God...’

Matthew 6: 33

Introduction

At St Patrick's Catholic College our aim is to provide a high quality education based upon the teachings of Christ; where all pupils are valued members of our community and able to develop their talents to the full.

True Catholic education is concerned with academic success and is also about helping all young people to grow and appreciate their own worth and value. It is our responsibility to help pupils realise their dignity and discover their own purpose.

We acknowledge that each person is a unique individual and therefore, we strive to respect each individual irrespective of circumstance, gender, race or creed. We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment. To this end we will promote a happy and caring environment within which each individual can develop their potential to the full.

There are some occasions where it is not possible to cater for the needs of a pupil onsite and an Alternative Provider may be needed. This may be because the child has additional academic needs that mean a more vocational curriculum may be necessary; or a pupil may have significant behavioural or emotional difficulties that mean accessing provision at the college site is not possible. If this is the case, then the college will investigate and look to provide suitable, alternative provision for these pupils.

Registration of AP settings

Before the school chooses an AP provider we will check carefully the registration status of each provider we consider using and check whether they should be registered if they are not.

The school will never use an AP that contravenes the regulations about registration, even if we are aware of other schools using such provision. The school will inform Ofsted so that it can investigate any unregistered AP settings should we come across them.

Approved lists of providers

Wherever possible, the school will follow the guidance of the LA or other partnerships of schools, where a local directory of approved alternative education providers that meet "clearly defined standards" has been developed.

St Patrick's Catholic College will still assess whether any AP providers offer high-quality education that meets the needs of the individual pupil. If the school does not believe the provision to be of a high enough quality, then it will not use the provider.

Features of effective AP

The school will seek to source provision that aims to achieve:

- Good academic attainment on par with mainstream schools - particularly in English, maths and science - with appropriate accreditation and qualifications
- 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
- Improved pupil motivation and self-confidence, attendance and engagement with education
- Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment

The Alternative Provision should also:

- Be delivered by high quality staff with suitable training, experience and safeguarding checks
- Have a clear purpose with a focus on education and achievement as well as meeting the pupil's 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, educational psychology, child and adolescent mental health services, youth offending teams and drug support services

Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable and qualification route.

Admission and induction

The school has developed clear criteria for referring and admitting pupils to AP. From the first day of which the pupil attends AP, they will be dual registered from the beginning of the first day. For the purpose of the school census, the pupil will be dual main registered at school and dual subsidiary registered at the AP provider.

Before any pupil attends an alternative placement the school will:

- Holding initial meetings that establish clear expectations of all parties involved (including the AP provider, school, pupil and parents)
- Encourage pupils to take part in taster sessions at the provision
- Organise regular visits to the provision by school staff to help pupils settle in and ensure requirements are being met

Safeguarding and risk assessment

Before any pupil attends an AP, the school will:

- Ensure that they check whether staff at registered AP have had the appropriate checks, for example Disclosure and Barring Service (DBS) checks
- Consider fully the potential risks involved in unregistered placements where no staff or not all staff have DBS or other relevant checks and act to minimise these
- Discuss, agree and give to providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear
- Give providers good quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil (we will share our Child Protection Policy with the provider).
- Support providers to access appropriate safeguarding training and information for providers
- Have robust procedures in place for checking whether pupils are actually attending AP placements each time they are supposed to. This will be carried out by weekly phone calls by the Attendance Officer and the insistence that should the pupil have an absence, that the school are informed immediately on the day.
- Brief pupils in advance of a placement on how to keep themselves safe
- Ensure pupils know who to contact if they have any safeguarding or wellbeing concerns, and ensure named contacts are readily available

Wherever possible, following recommended best practice, the school and provider will undertake joint responsibility for ensuring that a high-quality risk assessment is carried out, and we will agree and discuss the risk assessments in advance of the placement.

Communication and information sharing

The school will:

- Share all relevant information with the AP setting and other parties involved. This will be jargon-free and include any information on SEN, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate
- Maintain ongoing contact with the provider and pupil
- Put in place clear procedures for exchanging information, monitoring progress and providing pastoral support
- Ensure appropriate staff liaison arrangements and mechanisms of challenge are agreed

Where providers request additional information, this can then be provided either in writing or via a detailed conversation.

Personalised plans for pupils

When commissioning AP, the school will prepare a personalised plan for the pupil that sets out:

- Clear objectives for improvement and attainment
- Timeframes
- Arrangements for assessment and monitoring progress
- A baseline of the current position against which to measure the pupil's progress

The plan should be linked to other relevant information, such as the pupil's EHC plan.

The will monitor the progress against these objectives frequently, by arranging appropriate reviews and ensuring that we consider continuity into the next stage of the child's life. This will involve ensuring appropriate CEIAG through the school Careers Adviser for any pupil on Alternative Provision.

Ending a placement and reintegration

When/ If a point is reached where it is appropriate to re-integrate the pupil into the college, a plan will be put in place to come to an agreement with the AP provider about how to assess when the pupil is ready to return to school.

The governing body should:

- Obtain from the provider a final report on the pupil's achievements during the placement, including details of:
 - Academic attainment and progress
 - Attendance
 - Evidence of change in behaviour
- Seek the pupil's views on the success of the placement
- In light of this information, plan for the pupil's reintegration into the school (which may include a discussion with the pupil's parents, and/or setting specific objectives)

If the placement does not end with reintegration, the school will:

- Work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training
- Collect and record information about the pupil's next destination as part of its planning for AP intervention

Record keeping

The school will maintain a full record of all placements made, including:

- A pupil's progress, achievements and destination following the placement.
- The pupil's own assessment of their placement

Evaluation

Evaluation of the impact of the provision is important to ensure that the pupil is making the progress expected and that the cost of the provision is worthwhile. It is the role of the Assistant Headteacher (Pastoral Care & Guidance) to:

- Systematically evaluate the quality of teaching and learning at the AP used, and the impact of this on pupils' progress towards the qualifications they are studying at their placements
- Systematically evaluate the academic, personal and social progress being made by all pupils who attend AP, ensuring that the targets set for academic progress are suitably challenging
- Consider ways to track and evaluate the impact of AP on pupils' employability skills
- Ensure that governors understand the progress made by pupils who attend AP so they can ensure that decisions made about value for money are well informed

Where it is felt that a provider is not offering a high quality provision, or if it is felt that the provision is not cost effective, then an end will be put on the placement.

Review

This policy will be reviewed annually in the summer term by the full Local Management Board.

Reviewed & amended: **June 2017**
To be 'Approved by Governors': **July 2017**
Review Date: **June 2019** (or sooner if necessary)

Chair of Governors:

Headteacher: