



Off Site Alternative Provision Policy and Procedure

Intent

At the Brookfield School we acknowledge that our pupils need flexible, individual curriculums and occasionally timetables to meet the needs outlined in their EHCP. One size does not fit all. We tailor our universal offer so that it fits the needs of most, but pupils have a range of social, emotional and mental health needs, and many have co existing diagnoses such as Autism, ADHD, ODD, PDA, Attachment Disorder or needs, anxiety or Sensory processing difficulties. We recognise that there is a need that our curriculum and environment is inclusive and accessible, providing opportunities for all pupils to succeed. Furthermore, we recognise the needs to offer other provisions, particularly as pupils prepare for adulthood, to offer other opportunities to allow pupils to achieve outside of what is available in the school environment.

Legal Framework

- This policy has due regard to legislation and statutory guidance including but not limited to:
- The Education and Inspections Act 2006
- General Data Protection Regulations 2018
- The Education Act 2002
- DfE (2013) Alternative Provision
- DfE (2017) Exclusion from maintained schools, academies, and pupil referral units in England

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Acceptable Use Policy
- Prevet Policy
- Peer on Peer Abuse Policy
- Health and Safety Policy
- SEND Policy
- Anti Bullying Policy
- Curriculum Policy

Universal Offer

For a full breakdown of provision please see our Curriculum Policy, SEND Policy and Admissions Criteria.

We offer places for 7 – 19 year olds with an EHCP for SEMH. Pupils join us at any point in their school career between these ages and typically arrive from mainstream schools. We also have Primary Intervention places (see Intervention Policy) where pupils come for short stay intervention or part time intervention and are supported back into the mainstream.

Our classes hold between 6 and 12 places; all classes follow a differentiated National Curriculum. All classes have a teacher and at least 1 TA, usually 2. Our minimum ration is 1:6, but usually 1: 3.

Primary:

As well as maths, English, phonics and topic (humanities, art, DT), pupils have access to specialist PE teaching, Food technology, art therapy/ music therapy/ Lego therapy/ phonics and reading intervention as required and outdoor Forest Schools, swimming or alternative such as horse riding on a weekly basis.

Secondary: All pupils have specialist teachers for Maths, English, Science, PE, Art, DT, Food Technology, IT, RE, PSHE (Citizenship, Careers, Sex and Relationships Education).

KS3 have access to weekly Forest Schools/ offsite humanities teaching. KS4 have access to work experience, qualifications and options including:

ASDAN CoPE, ASDAN PSD, AQA PSHE, BTEC Food, L1 Jamie Oliver, City and Guilds BTECs in Horticulture, Animal Care, Motor Vehicle,

AQA Statistics GCSE, AQA English Language GCSE, AQA Biology GCSE,

Functional Skills in Maths, English and IT (or Entry Level equivalents).

Personalised Curriculum

The universal offer is fully differentiated to meet need and depending on the individual pathway of the pupil, different qualifications are offered, with therapeutic input, ELSA input for social skills and coping strategies, or small group/ 1:1 withdrawal.

Individual Timetable

Some pupils due to anxieties or specific learning needs may need to access an individual timetable. These are also offered to pupils in KS4 who are following a more vocational route; alongside access to GCSE/ Functional Skills qualifications in core subjects, pupil access up to two days per week of vocational training or work experience. Some pupils may be given the option to concentrate more fully on core subjects such as maths or reading and their timetable reflects this. Any individual timetable offered is as the result of a full consultation with parents and often the educational psychologist, CAMHS clinical psychologist or other professional.

Reduced Timetable

Occasionally parents/ carers and the school may decide that a pupil needs access to a reduced timetable, usually as the result of substantial time away from school and/ or anxiety. A pupil who is transitioning from one setting or from home schooling may also require a reduced timetable in an interim period. Our aim is always for pupils to be with us full time, but we acknowledge that we may need to reduce pressures for a child or young person to thrive. Timetables are reviewed regularly- at least half termly- with the aim of increasing exposure to school and to peers. They are usually written in conjunction with the educational psychologist or CAMHS.

Work Experience

We aim for pupils in KS4 to undergo at least one high quality placement of two weeks or several weeks for a day (or similar). Many pupils will have more than one vocational placement, and this will sit alongside formal Careers teaching/ other CEIAG teaching including mock interviews, access to an independent L6 Careers advisor and taster days at college. We encourage high quality speakers to visit school and utilise local employment fairs, STEM opportunities and links with employers and other local schools to provide relevant local job market information and careers advice.

Off Site Provision at Dinedor (leased by school and run by school staff)

We acknowledge that many pupils at the Brookfield School need space and a practical approach to learning, including brain breaks, time to process and physical space in order to self-regulate. We therefore lease Dee therefore lease Dinedor, a local educational facility, to provide an exceptional learning environment. It provides a n outdoor class room, space for fire pit, and outdoor cooking, horticultural area, woodland walks, access to an Iron Age fort and large open spaces with panoramas of the surrounding countryside.

KS2 and KS3 pupils have weekly access part of the year to Dinedor, this is risk assed and dependent on positive behaviour.

Off Site Alternative Provision

The Brookfield School recognises that all pupils are individuals with different aspirations and strengths/ areas to develop and that mainstream education is not suitable for all.

Offsite alternative provision (AP) focuses on ensuring that the pupils receive high quality education which works to their anticipated outcomes. This is especially true for older pupils who are working towards vocational areas in, for example, farming/ agriculture or motor vehicles. These are valued in the local economy and are realistic aspirations for many pupils but can't be readily taught on the school site. We believe it is more realistic and of better educational value to be taught in specific vocational environments and by specialists with the relevant qualifications, experience and health and safety assessments.

The school may arrange alternative provision for pupils for a number of 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 equipping 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 onsite education expectations
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
- To meet the EHCP obligations

Once directed to offsite 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

High Quality Alternative Provision

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

- Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment and learning.
- Achieve good academic attainment on par with that provided at the School and deliver appropriate accreditation and qualifications.
- Improve pupil motivation, self-confidence, attendance and engagement with education.
- Report attendance as agreed in a timely fashion.
- Report breaches of Health and Safety urgently to school.
- Report Safeguarding concerns to the DSL/ a DDSL.
- Be in line with School expectations including Behaviour Policy, E Safety and GDPR
- Provide clearly defined objectives to the school and pupil.
- Communicate clearly between school and provider, usually weekly.

Commissioning

Before commissioning a service, the school and provider shall:

Complete an agreed contract.

Complete a check of Risk Assessments and Documentation.

Be satisfied that a Safeguarding checklist has been completed.

Work together to continue to improve the service.

The school will provide referral information in a timely fashion.

Referrals to include an agreed referral form, medical information, SIMS contact sheet, EHCP targets and Personal Support Plan/ Risk Assessment.

Brookfield staff including Senior and Middle Leaders will visit at least three times each school year, checking on paperwork, policies and safeguarding, they will also observe a session; and, checking progress of learners. Other visits may be arranged as required.

The Headteacher will invite AP providers to annual CPD sessions including safeguarding training and updates.

The Manager of the Arrow Centre and/ or Headteacher will work with providers in identifying appropriate accredited qualifications for pupils to be working towards.

Suitability of Providers

The school is able to access a variety of offsite alternative provision placements and the school has procedures in place to ensure pupils make good progress whilst at the provision.

The suitability of the providers of offsite alternative provision commissioned by the school is continually assessed to ensure they continue to offer the best path for the school's pupils.

The school's Educational Visits Coordinator ensures all providers have relevant policies in place to cover safeguarding and health and safety.

Planning

The school strives to encourage all pupils to achieve or exceed the standards of a good education.

The school focusses on the early assessment and identification of a pupil's needs.

If a pupil is directed to alternative provision, the school ensures that a personalised learning plan is developed, setting clear objectives for improvement and attainment (where possible using external qualification measures) timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position. Pupils will evaluate their own placement and any written reports and updates will be stored with their assessments and qualifications.

Roles and responsibilities

The Board of Trustees is responsible for monitoring and reviewing the implementation of this policy.

The Headteacher is responsible for taking overall responsibility of the school's use of offsite alternative provision and the implementation of this policy and reporting on the effectiveness of the implementation of this policy to the Trustees. The Headteacher ensures that budgets for alternative provision are established in due time and managed effectively. The Headteacher works with parents/ carers to identify that alternative provision is necessary and works with parents/ carer and eth child to identify a suitable timetable and provider. The Headteacher also shares relevant information with chosen off site alternative provision provider to facilitate the transition from the school to the provider.

The alternative provision lead (usually the Arrow Manger) is responsible for:

Continuing to work closely with SLT to ensure that the appropriate measures are in place to support pupils in offsite alternative provision.

Undertaking visits to the offsite alternative provision sites, as requested by the SLT and Headteacher, to review the progress of relevant pupils, paperwork, policies and safeguarding checks, and session observations not less than three times each academic year.

Deciding on an appropriate course of action, in conjunction with the SLT and hHeadteacher, if informed by a provider of any serious behavioural incidents in relation to the school's pupils.

Ensuring that the alternative education providers used by the school are appropriately checked, and that they have the relevant policies in place to cover safeguarding e-safety, data protection and health and safety.

Complying with guidance in relation to ensuring 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.

The School Administrator is responsible for:

Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records on a daily basis.

6.5. The Commissioning member of staff is responsible for: □ Giving alternative provision providers details of a pupil's SEND, where appropriate, so that their placement can be bespoke-catered to them.

Referral process

The school works in conjunction with offsite alternative providers to develop procedures for referring and admitting pupils to alternative provision.

Once the school has taken the decision to direct a pupil to offsite alternative provision, the Headteacher/ Arrow Manager will contact the pupil and parents to discuss the decision.

The member of staff 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 at least half termly.

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

Once parents have acknowledged the referral 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.

AP Providers will carry out an Induction for the pupils. This may be at the venue, at the Brookfield School or in the family home.

Where parents/carers refuse the offer of alternative provision, this will be documented.

A pupil referred to alternative provision will remain on role and be registered there from the day the provision commences. The AP will contact the Arrow Centre or main school to inform school of attendance normally by 9.30 unless there is a different timescale in place (this will be agreed at the initial meeting).

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 Headteacher/ Arrow Manager will ensure that the pupil's parents/ carers (and the LA) 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. The placement will be kept under review.

Communication with providers

The objectives of placing individual pupils in offsite alternative provision are clearly communicated to providers and progress against these objectives is monitored by the Headteacher/ Arrow Manager.

The school maintains ongoing contact with the provider (weekly feedback form) and the pupil (key worker) in order to exchange relevant information, monitor progress and provide pastoral support.

All relevant information shared between the school, provider and other parties is 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 are made aware that they should raise any safeguarding concerns regarding a pupil of the school with the Headteacher or another DDSL as soon as possible.

Monitoring academic progress, behaviour and welfare

Upon placement with offsite alternative provision, the school will provide the provider with the pupil's expected academic outcomes.

Whilst a pupil is placed in alternative provision, the school, through the weekly feedback form will monitor their progress, behaviour and welfare.

Providers are required to complete a termly report on the pupil's behaviour, effort, skills and teamwork, as part of the school's monitoring process.

The Headteacher/ Arrow Manger or other staff as outlined below, will visit pupils placed in alternative provision as agreed.

If a serious behaviour incident occurs whilst a pupil is in alternative provision, the provider will contact the school. Providers have their own Codes of Conduct, but misconduct could result in provision being immediately withdrawn.

Pupils who are not making satisfactory progress at their placement may be invited to a formal review meeting, which will be attended by the Arrow Manger/ Headteacher, pupil, their parents/carers and the provider.

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

The placement may also be ended without notice or formal review in some extreme circumstances, e.g. safeguarding concerns, gross misconduct.

Monitoring attendance

The school recognises that, in order for alternative provision to benefit pupils, they must attend the provision; therefore, the school monitors the attendance of all pupils in alternative provision.

Providers are required to contact the school whenever a pupil placed there is absent when expected at provision.

The school will contact pupils' 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 pupils placed in alternative provision and update attendance records on a daily basis.

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

Monitoring and review

This policy will be reviewed by the Headteacher and Board of Trustees every two years

Any changes to this policy will be communicated to all members of staff.

This policy will be available on the website.

Monitoring Overview

Headteacher/ Trustees

The Headteacher monitors each provision at least twice a year, usually by a spot check visit once per term. These are notified the day before.

One of these visits will be in conjunction with a Trustee from the Academy Board.

These visits will entail a check on health and safety practices, a check on the safeguarding procedures in place and on the DBS numbers for all staff and volunteers. The Headteacher will talk to pupils about their experiences, review their work and qualifications (where applicable), and look at learning plans. Certificates from other bodies will be reviewed, for example health and safety checks on machinery, the site, activities and risk assessments for activities and on pupils.

Senior Leaders

Each term the Manager for the Arrow Provision and Assistant Headteacher will visit each provider. They will check the learning of pupils, that value for money is being provided in terms of qualifications and experiences, talk to pupils and staff and report back to the Headteacher.

The Arrow Manager is responsible for checking the attendance of pupils and ensuring that registers are correct.

Before any new AP is used, the Arrow Manger, the Headteacher and the Educational Visits Coordinator will visit the provider and ask for DBS checks, risk assessments and learning plans. They will carry out a visual inspection and may ask for other documentation. They will also issue and agreed contract as detailed previously.

Other

When pupils access AP as a group, school staff accompany them. Where they are 1:1, this is not always the case. Where staff accompany pupils, they will be responsible for the pupils' safety and behaviour. Where they feel a pupil is unsafe or being asked to do an activity which may endanger them, it is their responsibility to remove the student and to report back to the Arrow Manger and Headteacher.