



Alternative Provision Policy

Date policy last reviewed: March 2024

Date of next review: March 2025

Signed by:

A Martin Principal Date: March 2024

M O'Connell Chair of Governors Date: March 2024

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

• Determination

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24

• Integrity

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

“ We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of man” 2 Corin 8 v21

• Ambition

- Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13

• Humility

- Recognise and respect the value of everyone and celebrate success together.

“Be completely humble and gentle; be patient, bearing with one another in love” Ephesians 4v2

• Compassion

- Comfort and support all those in need and offer grace to all in our community.

“Be like minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3 v 8

This policy has been written using the academy vision and values statement as our core guidance to ensure all that we do at Magnus is reflected through our vision for our students.

1. Introduction

1.1 We, at Magnus Church of England Academy, recognise the need for some students to access an alternative provision away from their normal mainstream school so that their health or education needs can be appropriately met. But we also recognise the significance of a referral to an alternative provision and how, if not approached correctly or properly managed, it can lead to poor outcomes for vulnerable students.

1.2 This policy sets out our approach to the delivering, commissioning and use of alternative provision, explaining how we use relevant powers and key procedures to safeguard students in need of alternative provision and secure the best possible outcomes for them.

1.3 At Magnus Church of England Academy, we deliver our own alternative provision in the form of Maple. Maple is part of the academy and delivers alternative provision to students in Key Stage 3, at Warburton House, and Key Stage 4, at Quibbell's Lane. Maple is delivered by Magnus Church of England Academy and operates in partnership with The Newark Academy and The Suther's School. We hold ourselves accountable to the same rigour that we do other alternative provision providers, as is listed in the policy below.

2. Legal

2.1 Section 29A of the Education Act 2002 provides power to the Governing bodies of maintained schools to direct a student off-site for education to improve his or her behaviour. Governing bodies have a responsibility to ensure that:

parents (and the local authority where the student has an Education, Health and Care Plan) are given clear information about the placement: why, when, where, and how it will be reviewed; the placement is kept under constant review and involves parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the student is benefitting from it they have regard to guidance from the Secretary of State on the use of this power.

2.2 Academies are not subject to the provisions of Section 29A of the Education Act 2002 and have the freedom to arrange alternative provision under their general powers, set out in their Articles of Association.

2.3 According to the Department for Education (2022) settings 'providing full-time education to five or more students of compulsory school age, or one such student who is looked-after or has an Education, Health and Care plan and which is not maintained by a local authority or a nonmaintained special school, must register as an independent school.'

2.4 When references are made to 'full-time' in the context of alternative provision placements, it should be noted that 'full-time' is not defined in law. However, there is an expectation that students in alternative provision should receive the same amount of education as they would receive in a mainstream school.

2.5 Where a student with an Education, Health and Care Plan is referred full-time to an unregistered provision, the Department for Education may view it as an unregistered independent school. Under

section 96 of the Education and Skills Act 2008, it is an offence to conduct such a setting unless it is properly registered with the Department. The provision may be inspected without notice if it is believed that the provision is operating in breach of section 96. Those found to be operating unlawfully, without registration, may face prosecution.

3. Good Alternative Provision: Our Definition

3.1 When we refer to alternative provision within this policy, we are using the description as defined in the Department for Education statutory guidance for alternative provision (2013) which is:

‘Education arranged by local authorities for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a fixed period exclusion; and students being directed by schools to off-site provision to improve their behaviour.’

3.2 We believe passionately that all students should receive an excellent education, including those who attend an alternative provision. Therefore, we extend the Department for Education definition to define good alternative provision as:

provision which successfully meets the health and education needs of students, providing them with the same opportunities and potential outcomes as their mainstream peers

provision which supports a student to develop emotionally, personally, and socially so that the barriers which first led them to alternative provision are overcome

provision which supports a student to transition successfully to their next steps.

3.3 When we measure a provision’s quality and appropriateness for our student(s), we use the above definition as a guiding principle.

4. Our Values and Approach

4.1 Our Magnus Church of England Academy core values are:

Determination

Have the courage to work hard and keep going with a relentless drive to achieve excellence. **“Run in such a way that you may win” 1 Corinthians verse 24**

Integrity

Have the strength of character to choose honesty and truth always and be accountable for our actions.

“We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of the man” 2 Corinthians 8 v21

Ambition

Have the belief and drive to succeed, placing no limits on what can be achieved. **“I can do all things through Christ who strengthens me” Phillips 4 verse 13**

Humility

Recognise and respect the value of everyone and celebrate success together.

“Be completely humble and gentle; be patient, bearing with one another in love” Ephesians 4 verse 2

Compassion

Comfort those in need, support those in pain and offer grace to all in our community. **“Be like minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3 verse 8**

4.2 These core values apply in equal measure to the work taking place in our mainstream and in the alternative provisions delivered or commissioned by us for our students. In our approach to partnership working with alternative provision providers, these values are non-negotiable and provide an absolute, unmoving foundation. We will not partner with an alternative provision provider who cannot demonstrate compatibility with our core values.

4.3 We believe in an early intervention approach and aim to ensure, wherever possible, that the need for alternative provision does not take us by surprise. To ensure this is the case, we always complete a thorough assessment of a student’s needs, providing targeted support which will hopefully prevent a future need for alternative provision.

4.4 When selecting a potential alternative provision provider to support our student(s), we will identify and review a range of potential services that offer support to children and young people and carefully consider the extent to which they can meet their health and education needs. In determining those needs, we will consult with a range of partners and stakeholders, including but not limited to, the parent/carer, local authority, health, previous schools and other professionals and agencies.

4.4 Our priority will always be to ensure that a provision is well-matched to our student(s) as opposed to simply delivering or commissioning placements based on availability only.

4.5 When selecting a potential alternative provision provider to support our student(s) we will use a range of methods to secure assurance that the provision is a safe and suitable place for our student(s) to attend. These methods include, but are not limited to:

- Seeking confirmation that the alternative provision is correctly registered if it should be;
- Reviewing previous quality inspections of the provision carried out by other schools, Ofsted or the local authority;
- Physically inspecting the premises and reviewing all relevant policies and procedures;
- Making use of local commissioning arrangements with other schools or the local authority too identify all high-quality provisions in the local area.

5. Commissioning of placements

5.1 We do not take referrals to alternative provision lightly and always view it as a last resort after all other strategies have failed. Because we view a referral to an alternative provision as a significant step, we ensure that we have methodical systems and processes in place. These include, but are not limited to:

A careful review of all previous strategies used to meet the needs of the student(s) from Magnus Church of England Academy’s own resources and the impact

Consideration of the factors that are influencing the decision to refer to alternative provision, including the impact on the student(s), their family, and the wider academy community

Consideration of any safeguarding risks

The purpose of the alternative provision, the intended outcome(s) and how this can be successfully measured

The views, wishes, interests and aspirations of the student(s)

The views and wishes of the parent/carer

The views and advice of other professionals, for example, health, social care, local authority,

Special Educational Needs and Disabilities professionals, police

Other available options which do not include a full-time placement in alternative provision, for example, outreach support or part-time vocational placements.

6. Quality management

6.1 The safety of our student(s) who attend alternative provision and the quality of education that they receive whilst there is incredibly important to us.

6.2 We have in place robust systems and processes for monitoring and reviewing arrangements for our students(s) who attend alternative provision. These include, but are not limited to:

On at least a termly basis, reviewing the quality of the alternative provision, including the effectiveness of its safeguarding arrangements and quality of education

Regularly keeping in touch with our student(s) and their family – at least once per fortnight. •
Regularly visiting our student(s) at the alternative provision – at least once per half-term. These visits include reviewing their work and having discussions about their well-being and progress
Attendance at multi-agency review meetings to carefully consider the impact of the provision and its ongoing appropriateness concerning the health and education needs of the student(s).

6.3 Magnus Church of England Academy does not engage with any alternative provision provider who is not registered with the Department for Education (see section 2.5 for more information on registration) when they should be.

7. Registration

7.1 In accordance with statutory guidance, all students attending an alternative provision will be dual registered from day one of their placement.

7.2 Specifically, the student(s) will be recorded as dual main registered at their mainstream academy and dual subsidiary registered at the alternative provision.

7.3 Students attending an alternative provision delivered by the academy itself (Maple) are not dual registered.

8. Review, reintegration and transition

8.1 When we refer a student to an alternative provision, we ensure that the placement's purpose and objectives, timescales and review arrangements are clear to everyone, including the student and their parent/carer and recorded so that progress can be monitored. Agreed objectives may include reintegration at the end of the placement, assessment of health and education needs with a view to a potential transfer to a special school or, transition to further education, employment or training at the end of KS4.

8.2 To monitor progress, we will obtain from the alternative provision provider a regular report on the student's progress during the placement, including academic attainment, attendance records, and evidence of improvements in behaviour or positive post-16 destination. This should also include the student's and the parent/carer's views on the impact of the placement on them.

8.3 Any transition, back to mainstream school or onto further education, employment or training, should be very carefully managed to improve the chances of success. To support a successful transition, we may use some or all of the following strategies:

- **Reintegration action plan**
- **Pastoral support plan**
- **Interventions delivered by the pastoral support base**
- **Point of contact and mentor from the senior team**
- **Phased return**
- **Blended learning pathway**

9. Governance arrangements

9.1 We work closely with our governing board to ensure our use of alternative provision is appropriate. The governing board have oversight of student referrals and quality assurance practices.

9.2 We have appointed a link governor, who has specific oversight of alternative provision.