



**The Telford Langley School**  
**ENSURING EXCELLENCE**

## **Alternative Provision Policy**

Approved: Summer 2023

# Alternative Provision Policy

<b>Policy Name:</b>	Alternative Provision Policy
<b>Policy Owner:</b>	Mr Kevin Preece, Deputy Headteacher
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# 1. Vision

The Telford Langley School views alternative provisions as an additional educational and vocational opportunity for our students to access. There are a range of reasons why students may access an alternative provision, including medical conditions, students with SEND, and difficulty in accessing or managing full time mainstream education. Any alternative placements are seen as a part of the wide range of experiences offered by our school, and will be monitored by us accordingly. We currently have a number of different companies who we are working with, so we can offer a variety of provisions to cater to the needs and ambitions of our students.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.” (Creating opportunity for all, DfE, 2018).

## 2. Objectives

The objectives of the Alternative Provision Policy are:

- To explain how the alternative provision fits in with our curriculum
- To outline the reasons why students might be offered an alternative provision
- To ensure that alternative provision is offered to suitable students in a consistent way
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students
- To outline the monitoring of students' progress, behaviour and welfare
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision
- To highlight the end goals/purpose of alternative provision within LCT schools
- To clearly state the process for monitoring and evaluating the impact of the alternative provision

## 3. Reasons for Alternative Provision

There are a wide range of reasons why a student may be referred to an alternative provision, including:

- Medical conditions that highlight the need for a pupil to have a reduced attendance in school
- Mental, social or emotional needs that highlight the need for a pupil to have a reduced attendance in school, or require a student to have additional/alternative experiences
- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- Students needs are not being met through the mainstream curriculum on offer
- A student may not be attending regularly and is at risk of becoming NEET

- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment
- A SEND pupil requiring additional experiences to support their plan

## **4. Roles and Responsibilities**

### Responsibilities of Key Staff

#### **The Telford Langley / School Specific Local Governing Body**

- Monitor and review the alternative provision on a regular basis

#### **Senior Leaders**

- Responsibility for the implementation, monitoring and evaluation of the alternative provision
- Overarching responsibility for safeguarding
- Report to stakeholders on the effectiveness of the provision

#### **Alternative Provision Lead (APL)**

- To complete an inspection visit to the provision and complete a school risk assessment
- Liaise with SLT/SENDSCO, Headteacher, subject leads, examinations and data team to ensure that students are accessing an appropriate curriculum
- Liaise closely with the attendance and safeguarding teams, ensuring the safeguarding of each student on a daily basis
- Undertake monitoring and quality assurance processes for all aspects of alternative provision
- Be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals
- To maintain accurate records and evaluations of students' progress with regards to attendance, behaviour, academic progress and students' emotional wellbeing
- To implement appropriate alterations to the provision of a student where progress is not seen.
- To ensure parents, staff and professional agencies are kept up to date with all provisions, including being invited to attend review meetings
- To plan, evaluate and quality assure
- To provide information on the alternative provision to support the application of EHCP when appropriate
- To ensure all policies are received from and sent to the provision
- To ensure daily attendance registers are provided promptly

#### **Safeguarding Lead**

- To keep a register of those students accessing a day or more (or the equivalence) of an alternative provision
- To record the dates of reviews undertaken
- Plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school and student
- Maintain accurate child protection records of students on an alternative provision
- To offer, facilitate and quality assure Early Help Assessments for all students in an alternative provision

## 5. Provisions and their aims

<b>Provision Name</b>	<b>Contact name/number</b>	<b>Summary of provision</b>
Brightstar Boxing	Joe Loxley 07966 416267	Boxing, fitness and emotional mentoring
Renu Hair and Beauty	Gail Smallman 07794 833779	Completing hair and beauty courses from NVQ level 1 to level 3
Landau Construction	Karen Bruce 07718 487379	Introduction to basic construction (accreditation tbc)
Prince's Trust Achieve Programme	Nicola Miller nicola.miller@princes-trust.org.uk	Working alongside the local police completing units in team building, communication, self esteem
Tablet Academy	Mark York/Malcolm Dawes 01952 567450	Internet based units on coding, cyber safety, entrepreneurial skills. Pupils gain badges as they amass points
Landau Mechanics	Karen Bruce 07718 487379	Starting January 2022
Crossbar	Charlotte Wooley	Helping students overcome barriers to learning. Working with students with social, emotional and mental health issues.
House One	Louise Bartholomew	Working to support students with high anxiety and school refusers and reintegrate back into school.
School engagement programme (AFC Telford)	Louise Bartholomew	Helping students overcome barriers to learning. Working with students with social, emotional and mental health issues.

## 6. Forms

### Alternative Provision Process Form 2023

<b>Before placement starts</b>		
<b>Staff member</b>	<b>Action</b>	<b>Date completed and notes</b>
<b>HOY, SLT, SSO, APL, school guidance counsellor</b>	<ul style="list-style-type: none"> <li>• Staff raise pupil's name as someone who may benefit from an alternative provision placement</li> <li>• APL and SLT to discuss the viability of a placement and the type of placement needed, based on academic data, SEND, behaviour logs, health and any other relevant data or information</li> <li>• A meeting arranged for the pupil with the school careers guidance counsellor to discuss possible future career paths for the pupil</li> <li>• APL to consider financial implications of an alternative provision placement</li> <li>• Student's views on placements to be confirmed</li> <li>• Form 1 to be completed</li> </ul>	
<b>APL and provision staff</b>	<ul style="list-style-type: none"> <li>• APL to ensure all policies, risk assessment, DBS, KCSIE is shared with and received from the provision</li> <li>• Provision to sign and date confirmation of information received form</li> <li>• Form 2 and 3 to be completed</li> </ul>	
<b>APL, provision staff and HOY/HOH</b>	<ul style="list-style-type: none"> <li>• APL to contact possible alternative provision placements to gain information on availability and viability</li> <li>• APL to discuss possible placement with staff, parent/carer and pupil</li> </ul>	
<b>APL</b>	<ul style="list-style-type: none"> <li>• APL to meet with pupil and parent/carer to discuss reason for alternative provision, effects on curriculum/exams, and expectation</li> <li>• Contract signed by pupil, parent/carer and APL</li> <li>• Form 4 to be completed</li> <li>• Letter containing all information on placement, such as dress code, lunch arrangements, travel to and from placement to be given to pupil and parent/carer</li> </ul>	

	<ul style="list-style-type: none"> <li>• Form 5 to be completed</li> </ul>	
<b>APL and provision staff</b>	<ul style="list-style-type: none"> <li>• Provision to confirm date pupil will start and confirm that they will provide an induction session</li> <li>• Confirmation of dates and times to be emailed to parent/carer</li> <li>• Key contact staff at school sent to provision</li> <li>• Form 6 to be completed</li> </ul>	
<b>During placement</b>		
<b>Safeguarding team</b>	<ul style="list-style-type: none"> <li>• DSL to ensure that accurate registers are maintained and attendance officer is made aware of any placements</li> <li>• DSL to ensure review meetings are held and parent/carer invited to attend</li> <li>• Form 11 completed</li> </ul>	
<b>APL and provision staff</b>	<ul style="list-style-type: none"> <li>• Once placement has started, provision to ensure they contact APL to confirm pupil attendance each session</li> <li>• Placement to send reports to APL at the end of each week</li> <li>• Form 7 or provision's own version to be completed</li> <li>• Placement to contact APL in the event of any safeguarding/behaviour issues</li> </ul>	
<b>APL</b>	<ul style="list-style-type: none"> <li>• APL to visit placement at least once a half term to ensure safety of premises and quality of provision</li> <li>• APL to speak to students fortnightly about their experience at the placement</li> <li>• APL to ensure pupils complete a student and parent/carer voice form on the placement at least once a half term</li> <li>• Form 8 to be completed</li> </ul>	
<b>Parent/carer</b>	<ul style="list-style-type: none"> <li>• Parent/carer to support their child with arriving promptly at the placement</li> </ul>	
<b>APL</b>	<ul style="list-style-type: none"> <li>• APL to analyse data half termly</li> <li>• APL to arrange any interventions needed to support the child with their work at the placement</li> <li>• APL to share information on impact of placement in terms of academic progress and behaviour in school</li> <li>• Half termly meetings to take place with pupil, provision staff, parents/carers and APL</li> <li>• Form 9 and 10 to be completed</li> </ul>	

<b>At the end of the placement</b>		
<b>APL</b>	<ul style="list-style-type: none"> <li>• APL to complete an evaluation of the placement, including relevant data on attendance, progress and student voice</li> <li>• Form 10 completed</li> </ul>	
<b>APL, SLT, HOY, HOH</b>	<ul style="list-style-type: none"> <li>• APL to discuss future possible pupils with relevant staff</li> </ul>	
<b>APL</b>	<ul style="list-style-type: none"> <li>• Report on positive achievements and possible recommendations sent to the provision</li> </ul>	
<b>APL</b>	<ul style="list-style-type: none"> <li>• End of year report on success of provision sent to SLT and school governors.</li> </ul>	





### Initial Alternative Provision Placement Form

To be completed as soon as the possibility of a placement for a particular pupil is raised

Key concerns	Notes and staff
Summary of behaviour	
Summary of academic progress	
SEND/Medical information	
Other relevant information	
Information from careers meeting	
Possible alternative provision placements	
Student's views on possible placements	
Cost of placement	



**The Telford Langley School checklist  
before provision commences**

<b>Name of Provision:</b>		<b>DFE number:</b>	
<b>Completed by:</b>		<b>Date:</b>	
<b>Centre information/Compliance</b>			
Are you secure that the alternative provision is not contravening the regulations about registration?			
Have all provision staff at the registered alternative provision provided at Disclosure and Barring Service (DBS) checks?			
Has the provision got all copies of specific student information, including risk assessments, SEND and safeguarding?			
Have provider staff accessed appropriate safeguarding training? If not, can school support on delivery?			
Where transport is provided by the provision, check qualifications of drivers, see regular minibus checks, risk assessments and insurance			
<b>Required Policies from Alternative Provision to The Telford Langley School</b>			
• Safer Recruitment		Yes/No/Concern	
• Safeguarding		Yes/No/Concern	
• Health and safety		Yes/No/Concern	
• Behaviour Management		Yes/No/Concern	
• Equality & diversity		Yes/No/Concern	
• Staff enhanced DBS Clearance		Yes/No/Concern	
• Complaints Policy		Yes/No/Concern	
• Employers Liability Insurance		Yes/No/Concern	
• Latest Ofsted Report (where applicable)		Yes/No/Concern	
• Latest Self Assessment Report		Yes/No/Concern	
• SEND Policy		Yes/No/Concern	
• Risk Assessments		Yes/No/Concern	
• Social networking, use of social media and e-safety policy		Yes/No/Concern	
<b>Required Policies from The Telford Langley School to Alternative Provision</b>			
• Safer Recruitment		Yes/No/Concern	
• Safeguarding (including contact information)		Yes/No/Concern	
• Health and safety		Yes/No/Concern	
• Behaviour Management		Yes/No/Concern	
• Equality & diversity		Yes/No/Concern	
• Staff enhanced DBS Clearance		Yes/No/Concern	
• Complaints Policy		Yes/No/Concern	
• Employers Liability Insurance		Yes/No/Concern	

• Latest Ofsted Report (where applicable)	Yes/No/Concern
• Latest Self Assessment Report	Yes/No/Concern
• SEND Policy	Yes/No/Concern
• Risk Assessments	Yes/No/Concern
• Social networking, use of social media and e-safety policy	Yes/No/Concern
<b>Safer Recruitment</b>	
Are written professional and character references always taken up before employment commences?	YES/NO
Are identification and qualification documents checked and verified before employment commences?	YES/NO
Are enhanced DBS checks undertaken on all new members of staff irrespective of current DBS clearances?	YES/NO
Are face to face interviews always carried out by those who will be managing the staff before employment commences?	YES/NO
Is previous employment history checked and any gaps or anomalies fully investigated and explained satisfactorily before employment commences.	YES/NO
<b>Safeguarding Questions</b>	
Where is your Safeguarding Policy kept and do all staff know where it is kept and have access to it. This will be updated yearly (Sept 2021)	
Who is the lead for safeguarding in your organisation? Do all staff know who he/she is?	
Do all staff know how to contact him/her? Would staff know what to do if he/she was not there?	
Is safeguarding included in your New Staff Induction and are all staff issued with a Staff Handbook with policies in?	
Do all staff undertake safeguarding training regularly? How regularly does it happen? <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• KCSIE</li> <li>• Prevent</li> </ul>	
Do staff involved in delivering 14-16yrs training undertake a general induction regarding 14-16yrs learner safeguarding? Do they know who to report a 14-16yrs safeguarding issue to?	
How are staff made aware of any known safeguarding issues?	
Do staff know what to do if a young person 14 – 16 yrs was unable to continue a session (illness, accident, behavioural incident etc.)? Do all appropriate staff have a copy of the 14-16yrs Policy Booklet in this respect?	
Would staff know what to do if they were concerned about a colleague's behaviour/relationship with a young person?	
<b>Health and Safety Questions</b>	
Do you complete a risk assessment for school students working in a post16 environment? Is this passed on to the school?	

Where are details of staff health & safety training kept?	
Do all staff complete a health and safety briefing for each student on their first session? Is a checklist completed with the learner so that you can be sure that they are aware of health and safety issues and of their responsibility?	
Do all staff understand their responsibilities under RIDDOR? Where is the accident book held?	
How do you ensure the safety of young people accessing IT equipment and the internet? Is there an acceptable use policy and is this explained and signed up to at the start of the course?	
Where do you keep the documentation to show that your premises meet the new Fire Regulations that came into force in 2006?	
Who is your first aider(s)? Do they hold a current certificate? What would you do if they were not in?	
What happens if a learner attends without the appropriate personal protective equipment required to work in an area?	
If there is a change of venue how is this communicated to the schools (where applicable) and young people?	

Additional information/notes:



**The Telford Langley School**  
**Alternative Provision Confirmation of Information Received**

Name, address and contact information of provision:

Activities/qualifications offered:

Key contact:

Days and times available:

Please tick and then sign and date to confirm that you have received, read and understood the following from us:

- The Telford Langley School Health and Safety Policy
- The Telford Langley School Safeguarding Policy
- The Telford Langley School Behaviour Policy
- The Telford Langley School Risk Assessment
- The Telford Langley School key staff contact details

**Please also confirm that you have read and understood:**

- Part 1 of KCSIE
- Annex A of KCSIE

Alternative Provision staff name and role:

Alternative Provision signature:

Date:

The Telford Langley School staff name and role:

The Telford Langley School signature:

Date:



### Alternative Provision Pupil Contract

The Telford Langley School has given consent for you to attend \*\*\*\*\* every \*\*\*\*\* day from \*\*\* to \*\*\*. We promise to support your learning at \*\*\* by maintaining regular contact with the staff there and ensuring that weekly reports on your achievement and conduct are completed and shared. Mr Thomas will visit the provision fortnightly and we will arrange for meetings to take place every 4 weeks, involving you, your parents, staff from the provision and Mr Thomas, so we are all aware of your achievements and anything further that needs to be done to support you.

By attending \*\*\*, you agree to meet the following conditions:

1. To attend the provision each week (health permitting) and to follow the code of conduct set by the provision and by school.
2. To be punctual.
3. To complete the work set at the provision to the best of your ability.
4. To ensure your attendance at school remains above \*\*\*\*\*%
5. To attend all of your English, Maths and Science lessons.
6. To reduce the number of negative behaviour logs you receive in school.
7. To complete any consequences set by the provision or by school.
8. To remain on site at the provision for the time stated.

If you have any questions or concerns about anything in this contract you should ask Mr Thomas as soon as possible.

I \_\_\_\_\_ (PRINT NAME) agree to the terms of this contract and understand the expectations placed on me.

Signed by pupil: \_\_\_\_\_

Signed by parent/carers: \_\_\_\_\_

Signed by Mr Thomas: \_\_\_\_\_

Date: \_\_\_\_\_

(Copy of the contract to be given to pupil, parent/carers, The Telford Langley School and the provision)



Dear Parent/Carer,

Your child has been offered a place at \*\*\*\*\*. When attending this provision, they will be working on \*\*\*\*\* and will gain a \*\*\*\*\* qualification.

The course will start on \*\*\*\*\* at \*\*\*\*\* and starts at \*\*\*\*\* and finishes at \*\*\*\*\*. Pupils will be allowed \*\*\*\*\*for lunch and need to take their lunch with them. Pupils will be supervised at all times and will remain on the premises for the whole day.

Part of the day will be spent completing practical activities and the other part will be spent studying theory and completing written work on this. During the practical activities, pupils will not have access to or be using any kind of chemicals or sharps. (add further detail)

Pupils will need to make their own way to the premises. I will meet them there on their first day to introduce them to staff and ensure they are clear where they need to go. The only cost for parents/carers is \*\*\*\*\* Pupils need to wear \*\*\*\*\*

Pupils are expected to be polite and follow instructions at all times, as they would in school. Mobile phones are not permitted during lesson time but can be used during lunch time.

Pupils and parents/carers will be given a contract to sign to say that they agree to the conditions stated. These conditions will cover areas such as attendance and behaviour and will be individualised for each student. These will be taken home to you by the pupils.

If you have any questions about any of this information, please contact me at school.

Kind regards

Mr Thomas



**The Telford Langley School**

All safeguarding concerns to be passed on immediately via phone call to:

Kevin Preece (DSL) – 07498 753354 (first contact)

Paul Thomas – 01952 386700

The Telford Langley School – 01952 386700

The Telford Langley School

Duce Drive

Dawley

Telford

Shropshire TF4 3JS



**Form 7 - Alternative Provision Report**



<b>Alternative Provision Placement:</b>	
<b>Pupil:</b>	
<b>Date:</b>	
<b>Staff member completing report:</b>	

<b>Day of the week</b>	
<b>Activities completed</b>	
<b>Comment on effort and behaviour</b>	
<b>Future targets or additional comments</b>	

**Alternative Provision Placement Review (To be completed each half term)**

<b>Alternative Provision Placement:</b>	
<b>Pupil:</b>	
<b>Date:</b>	

**Student Voice**

Please answer the following questions honestly and in as much detail as you can.

1. Are you happy at your placement?
2. Do you feel safe at your placement?
3. Do you feel that the staff look after you?
4. If you have witnessed or experienced any bullying, did the placement staff deal with it effectively?

5. If you raised any concerns with staff at The Telford Langley School about your placement, was this dealt with quickly and appropriately?

--

6. What have you learned at your placement?

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7. How might the placement impact on your future?

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8. Who would you speak to at the placement if you had any concerns?

--

9. Are you happy to continue attending the placement?

--

10. Any further comments you would like to make:

--



## Alternative Provision Placement Review (To be completed each half term)

### Parent/Carer Voice

1. Is your child happy at the placement?

--

2. Does your child feel safe at the placement?

--

3. Is your child well looked after at the placement?

--

4. If you have had to report any bullying issues, has the placement dealt with it appropriately?

--

5. If you have raised any issues with The Telford Langley School regarding the placement, have these been dealt with promptly and appropriately?

--

6. Are you happy for your child to continue attending the placement?

--

Any further comments you would like to make:

--

## Alternative Provision Lead Voice (half termly)



<b>Student(s) observed:</b>	
<b>Staff observed:</b>	
<b>Date:</b>	

<b>Quality of Education Evaluation (to be completed by AP Lead)</b>	
Details of course/qualification observed?	
How many adults to support students (Ratio)?	
Was the room/environment safe?	
Was the room/environment conducive to learning?	
Were the resources differentiated?	
Was the quality of work produced in line with school expectations?	
Do you feel that the school learners made sufficient progress?	
Does the provision report regularly back to home school on progress?	
Does the provision report academic progress to parents?	
<b>Ethos, Culture, Behaviours</b>	
Does the provision feel professional, organised and structured?	
Do staff have high expectations of behaviours?	
Do you feel that staff challenge behaviours appropriately?	
Do staff have strong relationships with students?	
Is poor behaviour reported to home school and/or parents?	

Key Questions	
Do you consider the provision safe?	
Do you feel that the environment supports the learner pastorally?	
Does the provision support the learner academically?	
Do you think the provision communicates well with all stakeholders?	
Do you feel that the provision is value for money?	

Feedback & Actions to Senior Leadership	
1	
2	
3	
4	
5	
<b>Share report with SLT, Link Governor and Associated Pastoral Staff</b>	



## Review Meeting Notes

<b>Pupil Name:</b>	
<b>Date of Meeting:</b>	
<b>Provision:</b>	

<b>Key achievements at provision</b>	
<b>Comments on behaviour for learning</b>	
<b>Future targets</b>	

<b>Attendees</b>	<b>Initials</b>	<b>Attended</b>
Alternative Provision Lead		
Alternative Provision staff		
Pupil		
Parent/carer		
Other		



### Report on Alternative Provision Placement

(End of year summary copy to be shared with provision, SLT and school governors)

<b>Date completed:</b>	
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Key areas	Notes
Impact on attendance	
Impact on behaviour in school	
Impact on academic achievement	
Summary of student and parent/carer voice	
Possible future pupils to attend placement	
Additional notes	



## SLT Alternative Provision Checklist

Provision Checked:

<u>Check</u>	<u>Staff and date</u>	<u>Notes</u>
Clear evidence provided to justify placement		
Clear attendance records kept		
Policies and DBS received for provision		
School risk assessment completed		
Pupil reports from provision received		
Pupil and parent/carer voice completed		
Half termly meetings evidenced		
Contact information for placement readily available		
Other		