



CLIFFORD HOLROYDE SEN COLLEGE

ALTERNATIVE EDUCATION POLICY

1. Introduction

Statutory guidance from the DFE 2013 defines alternative provision as follows:

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

Background:

The Engagement Programme at Clifford Holroyde was introduced to respond to those pupils who could not access education within the formal setting of a school. The criteria for pupils being referred to the Engagement Programme is as follows:

- In order to improve a child's behaviour, they would be best placed on the Engagement Programme whilst remaining on school roll, this decision is made by the Headteacher after consultation with school staff, parents or carers and the Local Authority.
- A pupil's learning style was such that he would likely achieve greater qualifications using a vocational style of education.
- A pupil's health need's means a highly bespoke and more flexible educational programme is necessary.
- A pupil transfers to Clifford Holroyde in Key Stage 4 and has already been registered on alternative provision whilst on roll at a previous school and recommendations are that they remain on this type of education.
- A pupil who has a history of non-attendance will find it very difficult to readjust to a structured school setting. Therefore, alternative provision is the best option.

These pupils will attend a bespoke educational programme which can be accessed both in and out of school.

2. Aims:

The Aim of the Engagement Programme is to promote and support inclusion and engagement of pupils on alternative provision and to provide an individual package that is tailored to meet their difficult and complex needs. This package should have an emphasis on affording pupils access to formal qualifications.

- We aim to support pupils to re-engage back into education on a more regular and long term basis.

- We aim to meet the social, moral, spiritual and cultural needs of our pupils in a supportive and caring atmosphere.
- We aim to provide an opportunity for all pupils who are part of the programme to reach their full potential and be prepared for adulthood.
- We aim to prepare students for further education, employment and training.
- We aim to focus on particular areas of personal, emotional and academic development – this underpins the Engagement Programme’s flexible and unique delivery model which serves to break down difficult and complex barriers in relation to disaffected pupils.

3. Referrals to the Engagement Programme

The process of placing a pupil on the Engagement Programme involves close communication between home and school. This process is clearly laid down in the *‘Clifford Holroyde Engagement Programme Process Map’*.*

3a. Pupils already attending Clifford Holroyde.

A pupil’s Annual Review of their Education, Health and Care Plan will be called and a meeting held with school, parents and the local authority to discuss the reasons as to why this pupil would be better placed on alternative provision. This and other review meetings will decide collectively on what the student’s bespoke programme should be. These decisions will be recorded. The ‘Engagement Programme Model’ diagram, gives examples of bespoke programmes. If agreed the Headteacher will make a referral to the Engagement Programme Manager in line with the *‘Clifford Holroyde Engagement Programme Process Map’*.*

The Engagement Programme staff will contact parents/carers and plans will commence to develop a bespoke programme for this pupil.

Close consultation with the pupil and their parent’s is vital to ensure that the right package is sought. This is done both at the school and through home visits. Information will be provided and the pupil and family will visit a short list of appropriate training providers or colleges.

We aim to ensure that once a pupil has been identified as requiring Alternative Provision that they have a package in place within two weeks of the EHCP Review or as soon as it is appropriate. Students will attend the specialised tuition programme in the interim.

3b. Pupils transferred during Key Stage 4 from feeder school.

Prior to any pupil transferring to this school, Annual Reviews would be held at the previous school. The Headteacher will attend reviews at the feeder school and will ascertain which pupils joining Clifford Holroyde in year 10 are already attending Alternative Provision and the reason they have been placed on this programme. Decisions and assessments will then be made in close consultation with families and the Engagement Programme Manager as to whether it is correct for these pupils to remain on alternative provision.

3c. Pupils starting Alternative Provision and monitoring.

Upon the successful placement of a pupil, procedures are followed as laid down in the *‘Clifford Holroyde AEP Placement Routine’*.

4. Partnerships

Clifford Holroyde's Engagement Programme works closely with a number of college's and training providers to ensure that pupil's gain as much as possible from their individual programmes, both in terms of academic and vocational qualifications. A 'Directory of Alternative Education Provision'* is held and maintained. This directory is reviewed annually.

All training providers have been risk assessed by the school prior to any pupil being placed there. Training providers must submit a 'Quality Assurance Return'* annually.

Training providers are given comprehensive reports regarding the pupils, including risk assessments and Education, Health and Care Plans.

It is a high priority of the Engagement Programme that it is bespoke to the individual's health, social and educational needs, and that all pupils develop their skills and achieve qualifications in English, Maths and a vocational subject. Participation in a wider range of subjects is encouraged where appropriate. Tuition in these subject areas is delivered as part of a specialised programme based at the school with some students taught by external training providers.

In addition, we enhance our programme through work with outside agencies including Young Addaction, the Youth Offending Service and Counselling Services.

5. Safeguarding

The safety of pupils who attend alternative provision is paramount. Robust safeguarding systems and attendance reporting procedures are in place for those pupils who are on the Engagement Programme. Safeguarding expectations are shared with training providers and are outlined in '*Clifford Holroyde SEN College Child Protection Policy and Guidance*'. All safeguarding concerns are dealt with by the School's designated safeguarding officer who is also a member of the Engagement Programme team. Close collaboration with a variety of agencies coupled with strong school and parent partnerships ensures the safety and wellbeing of our pupils.

| Date Reviewed | By Who | Next Review Date |
|---------------|------------------------|------------------------|
| | | July 2014 |
| 18/07/14 | C Pover | January 2015 |
| 12/01/15 | C Pover | July 2015 |
| 04/09/15 | C Pover | January 2016 |
| 18/01/16 | C Pover | July 2016 |
| 27/01/16 | Governing Body | Spring 2018 |
| 07/04/17 | C Pover & Headteacher | Spring 2019 |
| 06/09/19 | L Pover (Draft review) | Governors meeting 2020 |
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