



Aston Rowant C+E Primary School

Alternate Provision Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: September 2025

Date of Policy review: September 2026

Headteacher: Mrs H France

Date: 20th September 2025

SENDCo: Miss A Bedwin

Date: 20th September 2025

1. Purpose

This policy sets out how Aston Rowant School identifies, commissions, quality-assures, and monitors alternate provision (AP) to meet the needs of pupils for whom a short-term or part-time education off-site is judged to be in their best interests. It ensures safeguarding, curriculum entitlement, and reintegration remain paramount.

2. Scope

- Pupils on roll at Aston Rowant School in Reception to Year 6.
- Short-term interventions (typically up to 12 weeks) and part-time timetables that include off-site AP.
- On-site AP-style arrangements (e.g., nurture groups, therapeutic programmes) commissioned or coordinated by the school.

3. Definitions

- Alternate Provision (AP): Education arranged by the school for pupils who, for a period, cannot access their usual class provision, including commissioned off-site placements.
- On-site AP: Short-term, targeted provision delivered on the school site that differs from the usual class offer (e.g., SEMH interventions, tutoring).
- Commissioned Provider: An external organisation delivering education, therapeutic or specialist services under agreement with the school.

4. Legal and Statutory Framework

This policy should be read alongside statutory guidance and duties relevant to primary settings, including but not limited to:

- Education Act 1996 & 2002; School Attendance guidance; Behaviour in schools guidance.
- Supporting pupils with medical conditions at school; Equality Act 2010 (Public Sector Equality Duty).
- SEND Code of Practice (0–25); Graduated Approach; EHC plan processes.
- Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children.
- Data protection legislation (UK GDPR and Data Protection Act 2018).

Local authority policies, safeguarding partnership procedures, and any Trust-level policies (where applicable) must also be followed.

5. Principles

- AP is exceptional, time-limited and for clear, evidence-based purposes.
- Safeguarding and pupil welfare are non-negotiable; the school retains responsibility for pupils at all times.
- Parents/carers are partners; pupil voice is central.
- AP complements, not replaces, the pupil's entitlement to a broad, ambitious curriculum.
- Quality, suitability, and safety of provision are assured before and during placement.
- Reintegration to the mainstream class is planned from the outset with success criteria.

6. Identification and Referral

AP may be considered where assessment indicates one or more of the following:

- Short-term SEMH needs requiring specialist intervention.
- Medical/health needs (including recovery) where AP supports phased return.
- Risk of exclusion or persistent disruptive behaviour unresponsive to graduated support.
- Short-term gaps in learning requiring bespoke tuition.
- Complex circumstances (e.g., transition, bereavement) where targeted support is appropriate.

Referral steps:

- Class teacher and Inclusion/SEND/Co review needs and interventions already tried (Assess–Plan–Do–Review).
- Screening/assessments (e.g., Boxall, SDQ, academic diagnostics) inform decision-making.
- Multi-agency input sought where relevant (e.g., EP, health).
- Parent/carer meeting to discuss rationale, options, and consent.
- AP Panel/SLT decision recorded with clear objectives, outcomes, duration, and review schedule.

7. Eligibility and Decision Criteria

Decisions consider:

- Best interests of the child and safeguarding considerations.
- Evidence that AP will reasonably meet identified needs and improve outcomes.
- Proportionality, time-limited nature, and a plan for reintegration.
- Accessibility, inclusivity, and reasonable adjustments for SEND and disabilities.
- Impact on attendance, curriculum access, and statutory assessments.
- Availability, cost, and value-for-money without compromising quality and safety.

8. Types of Alternate Provision

- On-site: nurture/SEMH groups, therapeutic programmes, tutoring, sensory/quiet space timetables.
- Off-site (commissioned): short-stay centres, therapeutic programmes, specialist sport/arts-based engagement with curriculum-linked outcomes.
- Hybrid: combination of on-site and off-site with coordinated timetable.

9. Placement Planning and Agreements

- Individual AP Plan (IAPP) detailing aims, provision, timetable, risk assessment, and reintegration pathway.
- Written service-level agreement (SLA) or contract setting expectations, curriculum, safeguarding, reporting, and information sharing.
- Named school lead and provider lead; agreed communication protocol.
- Clear start/end dates; review checkpoints (typically every 2–4 weeks).
- SMART success criteria linked to attendance, engagement, wellbeing, and learning.

10. Curriculum, Teaching and Assessment

- Provision is age-appropriate, ambitious, and supports progress in core subjects and personal development.
- Learning is planned with reference to the National Curriculum (or EYFS) and individual targets (including EHCP outcomes where relevant).
- Baseline assessment on entry; ongoing assessment; exit summary shared with the school.
- Reasonable adjustments and support for SEND; access arrangements considered.

11. Attendance, Registration and Transport

- The school retains responsibility for attendance codes and first-day calling.
- Dual registration and statutory coding are applied correctly; daily registers from providers are obtained and reconciled.

- Transport arrangements prioritise safety and welfare; responsibilities are risk-assessed and agreed with parents/carers.

12. Safeguarding and Child Protection

- KCSIE and local safeguarding partnership procedures apply; the DSL remains responsible.
- Providers must have robust safeguarding policies, safer recruitment, DBS checks, and staff training.
- Daily attendance confirmation and immediate escalation of non-attendance or concerns.
- Site-specific risk assessments; health and safety checks including first aid and supervision ratios.
- Information sharing follows UK GDPR with lawful bases clearly recorded.

13. SEND and Inclusion

- AP sits within the Graduated Approach; reasonable adjustments and differentiated teaching are expected.
- For pupils with EHCPs, the local authority is consulted and provision must align with Section F.
- Specialist advice (e.g., EP, SALT, OT) informs targets and strategies.

14. Pupil Voice and Parent/Carer Engagement

- Pupil views gathered in age-appropriate ways and reviewed regularly.
- Parents/carers participate in planning, reviews, and decisions; consent recorded.
- Accessible information provided (translations, interpreters, reasonable adjustments).

15. Health, Safety and Risk Management

- Dynamic and written risk assessments covering travel, activities, medical needs, and behaviour.
- Up-to-date medical plans and medication arrangements agreed.
- Incidents/accidents reported to the school the same day with follow-up actions.

16. Information Governance and Records

- Data sharing agreements detail lawful bases, purposes, retention, and security.
- Records retained on the pupil file; IAPPs, reviews, communications, and outcomes logged.
- Parents/carers informed of data processing; subject rights respected.

17. Monitoring, Quality Assurance, and Review

- Pre-commissioning due diligence (policies, insurance, safeguarding, H&S, curriculum, staff qualifications).
- Visit schedule and learning walks; review meetings; impact measured against success criteria.
- Escalation and exit procedures where provision is ineffective or concerns arise.
- Report to SLT and Governors/Trust on usage, outcomes, attendance, and exclusions.

18. Complaints

Complaints follow the school's Complaints Policy. Concerns about a commissioned provider should be raised with the school lead in the first instance; the school will coordinate responses with the provider and escalate as required.

19. Staff Training and Induction

- Annual training for relevant staff on AP processes, attendance coding, safeguarding and info sharing.
- Provider staff receive appropriate induction to the pupil's needs and school expectations.

20. Equality Impact and Reasonable Adjustments

The school will consider the impact of AP decisions on protected groups and ensure reasonable adjustments are made to avoid disadvantage. An Equality Impact Assessment (EIA) will be completed for longer or higher-risk placements.

21. Governance and Review

- Named governor/trustee oversight of AP and part-time timetables.
- Termly report on AP usage, outcomes, attendance, and safeguarding themes.
- Policy reviewed annually or sooner if statutory guidance changes.

Appendix A: AP Referral and Planning Form

- Pupil details; SEN status; safeguarding flags; medical needs.
- Rationale and needs analysis; interventions to date.
- Proposed provider and timetable; transport arrangements.
- Risk assessment summary; success criteria; review schedule.
- Parent/carer consent; signatures.

Appendix B: Provider Due Diligence Checklist

- Safeguarding policy and DSL details; staff DBS and training.
- Health & Safety policy, RA, insurance; first aid arrangements.
- Curriculum offer; staff qualifications; group sizes; supervision.
- Attendance and reporting systems; information governance.
- Complaints and incident management; exit and reintegration planning.

Appendix C: Review Meeting Template

- Attendance and engagement summary.
- Progress against success criteria and curriculum targets.
- Pupil/parent voice; multi-agency updates.
- Adjustments to plan; next steps; reintegration timeline.