

SUMMARY

Alternative Provision – Statutory Guidance for Local Authorities (Dfe)

Who is the guidance for?

All schools – local authorities, maintained schools, pupil referral units, academies (including free schools) and all providers of AP (including AP academies and free schools).

Key points

Local authorities are responsible for permanently excluded pupils and pupils not in school because of illness or other reasons – who would not receive suitable education without such arrangements being made.

Schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.

Guidance provides clarity that schools can insist on a pupil attending off site provision to address behaviour.

When planning alternative provision the schools' governing body must ensure parents (and the local authority where the student has a Statement of Special Educational Needs) are informed about the placement, why, when, where and how it will be reviewed.

The reviews should involve the parents and be frequent enough to provide assurance that objectives are being met and that the placement is benefiting the pupil.

Good alternative provision should meet the needs of pupils and ensure that pupils are:

- enabled to achieve good educational attainment on par with their mainstream peers – particularly in English, maths and science (including IT) – with appropriate accreditations and qualifications;
- helped to overcome barriers to attainment through the identification and meeting of their specific personal, social and academic needs;
- helped to improve motivation and self confidence, attendance and engagement with education;
- set clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training and employment.

All pupils must receive full time provision in total whether it be with one or more alternative providers.

A '**Personalised Plan**' for intervention needs to be prepared by the commissioner setting clear objectives for improvement and attainment, time frames, arrangements for assessment and monitoring progress and a baseline of the current position against which to measure progress. Plans should be linked with other relevant information or activities such as 'Education, Health and Care Plans for Children with SEN'.

Full records of placements should be maintained including the pupil's own assessment of their placement.

Commissioning good quality alternative provision

- Where pupils are on the roll of a school they should remain so and encouraged to feel part of the school, including appropriate staff liaison arrangements.
- Pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.
- A directory of approved provision which meets clearly defined standards, can provide a helpful starting point.
- AP should be registered where appropriate – provides full time education to five or more full-time pupils of compulsory school age, or one such pupil who is looked-after or has a statement of SEN. All AP academies and AP Free Schools must be registered as independent schools whether or not they are full-time or part-time.
- If the placement does not end with reintegration into the school (e.g. year 11 pupil), the school should work with the provider to ensure that the young person can move onto suitable education, or employment alongside part-time study or training.

Ofsted – The Framework for School Inspection January 2013

Key points regarding Alternative Provision

Inspectors will consider how pupils who are eligible for pupil premium have achieved since joining the school.

Quality of teaching in the school

Also evaluate teachers' support and intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development.

Behaviour and safety of the pupils at the school

- Evidence of behaviour and safety over an extended period.
- Will also consider the behaviour and safety of pupils attending on-site and off-site alternative provision.
- The extent school ensures the systematic and consistent management of behaviour.