



HEADLANDS SCHOOL  
SINCE 1965

# Alternative Provision Policy

Written by	Associate Assistant Headteacher - ARC		
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Reviewed by		Date	
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## Headlands School

Alternative provision is for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer.

Headlands School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of the universal offer.

“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)

### Objectives of this Policy

The objectives of this policy are:

- To outline the reasons why students might be offered alternative provision.
- To ensure that alternative provision is offered to suitable students.
- To provide guidance on the referral process.

### Reasons

There are a variety of reasons why a student may be referred to Headlands ARC alternative provision. Some of these are:

- A serious behavioural event that would normally result in an extended suspension 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. (Student Conduct Support ladder - Appendix 1)
- Students' needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- A student may not be attending regularly and is at risk of becoming NEET. An alternative provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment.
- Students who have a diagnosed health issue (mental health and physical) may need to be supported to access a curriculum.

### Responsibilities

#### Headlands 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.  
Report to stakeholders on the effectiveness of the provision.

#### Alternative Provision Lead

Where appropriate the SENDCo and Alternative Provision Lead will liaise with Heads of Department and examinations to ensure that students are accessing an appropriate curriculum. All students should have the opportunity to sit formal external examinations. The Alternative Provision Lead will plan and support the resourcing of appropriate curricula.

Alternative Provision Lead to 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. With appropriate Year Leaders, be responsible for the regular review of students' progress, in conjunction with parents / guardians and other supporting agencies or professionals. Maintain accurate records and evaluations of students' progress with regards to:

- Attendance
- Behaviour
- Academic progress
- Students' emotional well-being.

To implement appropriate alterations to the provision of a student where progress is not seen. To support the application of EHCP when appropriate.

## **Placements**

Throughout Key Stage 3 and Key Stage 4 students may be considered for a placement in the ARC. At Key Stage 3 these are "back on track" placements of 12 weeks. These programmes are designed to enable young people at risk of long-term failure and suspension the opportunity to reflect on their choices, learn how to handle challenging situations more positively, and thereby significantly improve their chances of success in a mainstream setting.

During Key Stage 4 the placements are on a managed move basis and may become permanent places during years 10 and 11. Whilst our aim is to enable students to return to mainstream, we accept that this may only be a realistic option for KS4 learners in certain cases. Our primary concern is not to put the student's progress at risk; it is often the case that where our style of education is supporting that progress, a return to the mainstream might be detrimental. It is our aim to ensure that the provision made for the young person is absolutely in his or her best interests, and offers the best opportunity for achieving solid outcomes.

We will work closely with pastoral teams and SEND staff in order to tailor our provision taking the needs of individuals into account.

## **Referral Process**

ARC referrals will be received through the Senior Leadership Team and will be considered taking into account the needs of individual students. Where a referral is believed to be in the best interest of a student, a referral form will be submitted (Appendix 2). This will provide detailed background information on an individual and provide context for ARC staff to successfully integrate students.

Once a referral is received the parent will be invited into school to visit the ARC and meet key staff. During this meeting parents and students will be given the opportunity to discuss the referral and provide further contextual information to support the student's integration and progress. Parent and student comments will be sought and a document signed to say that the placement is agreed by all parties. (Appendix 3) ARC staff will also write to parents to confirm the placement.

For those students who are returning to mainstream, parents will be invited into school in order to agree an appropriate reintegration plan. (Appendix 4) This plan will be supported by a member of staff from the ARC and will typically last at least 4 weeks. Before a return plan starts a full mainstream timetable will be generated in collaboration with the appropriate Year Leader in order to identify and remove barriers to a successful reintegration. All teaching staff will be informed before a return plan starts and given specific information to allow them to support the individual needs of a student.

Once the return plan starts the students will be supported throughout by a member of the ARC staff. This would typically mean supporting mainstream lessons for at least the duration of the return plan.



## Student Conduct Support Ladder 2022-



### Student Conduct - Increasing Concerns

	Intervention	Trigger	Description	Timeframe	Lead Staff
	Tutor Report	<ul style="list-style-type: none"> <li>Behaviour count reaches 6</li> <li>Served 1 day RTL</li> <li>Concerns voiced by Tutor</li> <li>Concerns from staff</li> </ul>	<ul style="list-style-type: none"> <li>Year Leader and Pastoral Manager to meet concerns weekly.</li> <li>Monitoring group on SIMS.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and fed back to parents weekly by Tutor.</li> <li>2 weeks.</li> </ul>	Year Leader - issue Tutor - monitor
	Year Leader Report	<ul style="list-style-type: none"> <li>2 days in Return to Learn</li> <li>3 or more detentions in a half term</li> <li>Failed Tutor Report</li> <li>A Fixed Term Suspension</li> </ul>	<ul style="list-style-type: none"> <li>Year Leader and Pastoral Manager to meet weekly.</li> <li>Monitoring group on SIMS.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and fed back to parents weekly by Year Leader</li> <li>3 weeks.</li> </ul>	Year Leader
	Individual Behaviour Plan (IBP)	<ul style="list-style-type: none"> <li>No impact from Tutor or Year Leader Report</li> <li>Significant escalation of student behaviours.</li> <li>Second FT suspension</li> </ul>	<ul style="list-style-type: none"> <li>Detailed Student Support document that is produced by Pastoral Manager.</li> <li>Support strategies discussed with parent / carers &amp; student.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed every 4 weeks by Pastoral Manager x 3, 4 week reviews.</li> <li>Expected to have a maximum of 3 reviews (total 12 weeks)</li> </ul>	Pastoral Manager
	Pastoral Support Plan (PSP)	<ul style="list-style-type: none"> <li>No impact on IBP</li> <li>significant escalation of behaviours</li> <li>Third FT suspension</li> </ul>	<ul style="list-style-type: none"> <li>Detailed Student Support document that is produced by Pastoral Manager.</li> <li>Support strategies discussed with parent / carers &amp; student.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed every 4 weeks by Assistant Head for Behaviour.</li> <li>Expected to have a maximum of 3 reviews (total 12 weeks)</li> </ul>	Assistant Head Behaviour
	Senior Leadership Report - (SLT)	Following first or second PSP Review if no improvement in student behaviour and conduct.	Student targets linked to Pastoral Support Plan. Student shows Report to SLT once per day.	<ul style="list-style-type: none"> <li>Reviewed daily by SLT Year Group Link.</li> <li>Cycle of 2 weeks before discussion with Headteacher.</li> </ul>	SLT Year Group Link
	Alternative Provision	Consistently failed to meet SLT Report targets over two-week period OR identified social, emotional & learning needs.	<ul style="list-style-type: none"> <li>KS3 12-week placement referral</li> <li>KS4 permanent placement referral</li> </ul>	<ul style="list-style-type: none"> <li>KS3 12 weeks</li> <li>KS4 permanent placement</li> </ul>	Associate Assistant Head The ARC



## Student Conduct Support Ladder 2022-



### Student Conduct - Decreasing Concerns

	Intervention	Target	Description	Timeframe	Lead Staff
	Reintegration Plan	Successful reintegration into mainstream from Alternative Provision.	Reintegration plan written and agreed with AHT Behaviour.  Parents and student involved in the decision to Reintegrate.	Reintegration Plan no longer than 6 Weeks.	Associate Assistant Head - The ARC
	Pastoral Support Plan (PSP)	Reintegration is a success and student is ready to access mainstream full time	Written when reintegration is complete. PSP is written by Assistant Head Behaviour and agreed by Associate Assistant Head -The ARC.	6 <sup>th</sup> week of Reintegration Plan	Assistant Head Behaviour
<p>In the attempt to STOP a 'Yo Yo' effect students on a reduced plan that are required to increase their plan Increase to PSP and can only do this once. Failing a second time would result in a recommendation to PX the student. Students who have been on PSP will return directly to PSP irrelevant on their starting position e.g. a YL-PSP if required</p>					
	Individual Behaviour Plan (IBP)	As a result of continued positive behaviour PSP drops to IBP	<ul style="list-style-type: none"> <li>IBP initiated at any stage of PSP reviews</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed every 4 weeks by Pastoral Manager. X 3, 4 week reviews.</li> <li>Expected to have a maximum of 3 reviews (total 12 weeks)</li> </ul>	Pastoral Managers
	Year Leader Report	As a result of continued positive behaviour IBP drops to Year Leader Report	<ul style="list-style-type: none"> <li>YL initiated at any stage of IBP reviews</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and fed back to parents weekly by Year Leader</li> <li>3 weeks.</li> </ul>	Year Leader

Appendix 2



# Headlands Arc Referral



Young Person's Details			
Name		Parent/carer	
Address		DOB	
		Age	
		NC Year	
Male/Female		Ethnic Origin	
UPN Number		First Language	
Agency involvement? Please give details			

This referral has been discussed and agreed with parents.	YES / NO
There is a PSP in place.	YES / NO
The PSP has been reviewed at least once.	YES / NO
Boxall Profile completed	YES / NO

*All information recorded in this form will be treated in the strictest confidence*

<b>Young Person's Background: Please tell us as much useful information as possible that will help us when working with this young person.</b>

<b>School history - please provide details of the schools the young person has attended.</b>			
Primary school(s) attended:			
SAT Results -	Maths:	Reading:	Average:
Secondary school(s) attended:			
Current levels	Maths:	English:	Science:

Attendance (this academic year)	Attendance (previous academic year)
<b>Background Details</b>	
Has the young person ever received a fixed term or permanent exclusion? If so, please provide details below.	
Does the young person have any special learning needs? E.g. Dyslexia, large print, basic skills needs.	
Does the young person have a criminal record or are they subject to any orders? If yes, please provide details below.	
Does the young person have any involvement with any agencies? E.g. social services, Youth Offending Team, CAMHS etc. If so please provide details.	
Does the young person have any medical conditions?	

<b>Areas of concern</b>	
Drug/Alcohol Abuse -	
Suicide/Self-Harming -	
Violence -	
Relationships -	
Arson -	
If you have ticked one of the above, please use this space to provide further information. (Please attach a separate piece of paper if you need to).	
Any other information you feel is important for us to consider. (Please attach any reports relevant to this application).	
Signed	Date





**HEADLANDS ARC REFERRAL FORM  
PARENTAL CONSENT**



**Name:**

**Parent View:**

**Student View:**

**Parental Consent**

I give permission for ..... to be educated in the Headlands ARC, which may include taking part in activities off-site.

The Arc provision has been discussed with me and I understand that this arrangement is temporary in the first instance and that a return to mainstream is the aim of the placement.

I also understand that this placement may become a permanent arrangement if a return to mainstream is not considered appropriate.

<b>Signed</b>		<b>Date</b>	
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**HEADLANDS ARC REFERRAL FORM**  
**PARENTAL CONSENT**



**Academic Review 1 - Date** \_\_\_\_\_

**Signed**

**Academic Review 2 - Date** \_\_\_\_\_

**Signed**

**Academic Review 3 - Date** \_\_\_\_\_

**Signed**



# Headlands Arc Reintegration Plan



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

Week 1:

Successful – Yes / No

Week 2:

Successful – Yes / No

Week 3:

Successful – Yes / No

Week 4:

Successful – Yes / No

Comments: