



# Baines School

Nil Sine Labore

The Governors of Baines School

## **Alternative Provision Policy**

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### **The definition of Alternative Provision**

Baines School recognises that we need to personalise the curriculum for a minority of our pupils. Alternative Provision is where education is arranged by Baines School for pupils who

are on a fixed period of exclusion, pupils who are directed to off-site provision to improve their behaviour and pupils who are directed to off-site provision due to medical needs that cannot be met in a mainstream school setting.

The majority of these Alternative provision placements will now take place in “The Hive” which is Baines schools on site alternative provision centre. (Please see The Hive policy).

Schools are also responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion. In this instance Baines School will use a variety of Alternative Providers.

Furthermore, the government has given schools the power to direct pupils to off-site for education in order to improve their behaviour (Education Act 2002) and we can do this without parental consent.

### **Communication with parents/carers**

Parents or carers will be notified in writing of any requirement that their child will be attending “The Hive” or off-site provision. Notice will be sent as soon as practical. The notice letter will be sent out explaining:

- The reasons for the referral to alternative provision;
- The aims of the placement;
- The period for which the student will be required to attend the placement;
- The date and time the placement will start;
- The address the student will need to attend and the name of the person to whom they must report on the first day;
- Details of the session times i.e. the time the morning and afternoon sessions start and end
- For “The Hive” the appropriate paperwork and safeguarding consent will be completed.

### **The purpose of Alternative Provision**

Baines School aims to focus on the early assessment and identification of a pupil’s needs before:

- his or her medical or learning needs are impacting on their education; or
- his or her behaviour has deteriorated to the extent that permanent exclusion is becoming likely.

Alternative Provision may also offer a small minority of our pupils a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience for the world of work.

The focus will be on ensuring that the pupil continues to receive a good education on par with their mainstream peers whilst the needs which require intervention are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil’s needs and potential educational attainment.

## **The Alternative Provisions we offer**

- PRU (Pupil Referral Unit), such as McKee College House or the Larches;
- Pupil Support Centre (at the McKee)
- Education Diversity (for pupils who live in the Blackpool area);
- Isolation Units in other local schools;
- Blackpool and Fylde College (for vocational college placements, also called a Bridging programme in Year 11);
- Myerscough College
- Lancashire Alternative Provision (LAP)
- “The Hive” Baines schools onsite alternative provision centre.

All of the alternative providers are fully registered with Ofsted.

## **Good Alternative Provision**

All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Alternative Provision will differ from pupil to pupil, but there are some common elements that Alternative Provision will aim to achieve, including:

- be suited to the pupil's capabilities, giving the pupil the opportunity to take appropriate qualifications and involve suitably qualified staff who can help the pupil make excellent progress;
- good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education;
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment;
- pupils should receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate. A personalised plan for intervention will be prepared by the school which will detail clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans will also be linked to other relevant information or activities such as 'Education, Health and Care Plans' for children with SEND;
- there is an expectation that any safeguarding concerns are raised with the DSL at Baines School and that all alternative providers adhere to the safeguarding policy held by the school and
- have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.

## **Reintegration back into Baines School**

The nature of Alternative Provision in terms of the intervention, its objectives and the timeline to achieve these objectives will be agreed and clearly defined. Progress against these objectives will be frequently monitored, appropriate reviews will be built in and continuity into the next stage in the pupil's life will be considered.

Where reintegration to Baines School is an objective, there will be an agreement on how to assess when the pupil is ready to return and the school will provide an appropriate and bespoke package of support to assist the pupil's reintegration. These objectives and plans will be agreed with providers, set out in writing and regularly monitored, including frequent visits and communication with the alternative provision provider.

The school will obtain from the provider a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. The school will also seek the pupil's views on the success of the placement. This information may assist the school in deciding if and when to use that provider to support other pupils.

## **Permanent Alternative Provision**

If the placement does not end with reintegration back into Baines School – for example, when a pupil reaches the end of Year 11 while still in alternative provision – Baines School will work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training.

The school will collect and record information about the pupil's next destination as part of our planning for alternative provision intervention.

## **Responsibilities**

Governing Body will:

- Monitor the implementation of the Alternative Provision Policy and review it on a regular basis.

Headteacher will:

- Take overall responsibility for the school's use of alternative provision for certain students.
  - Report to the Governing Body on the effectiveness of the implementation of the Alternative Provision Policy.

Senior Leadership Team will:

- Understand and comply with the guidelines detailed within the Alternative Provision Policy and other related documents.
- Arrange for the appointment of an appropriate member of staff to attend meetings relating to student referrals and conduct regular progress visits to the alternative provider.
- Continually assess the quality and suitability of providers of alternative education for our students.

Pastoral Support Leader will:

- Liaise with the Designated Safeguarding Lead, SENCO, Examinations and Data Manager, Attendance Administrator, and other relevant staff to ensure that the appropriate measures are in place to support students who are being educated in an alternative setting.
- Undertake periodic visits to the alternative provision sites to review the progress of the relevant students, as requested by the Senior Leadership Team.
- Decide, in collaboration with the Senior Leadership Team, on the appropriate course of action if informed of any serious behavioural incidents by an alternative provider. • Arrange for the appropriate intervention when a student's attendance falls below the Baines School target.

Designated Safeguarding Lead will:

- Ensure that the alternative provider is registered and approved and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety. • Ensure that all alternative providers hold a copy of, and adhere to, Baines School's Child Protection and Safeguarding Policies.

Attendance Administrator will:

- Monitor attendance of students referred to alternative providers and update records on a weekly basis.

The Senior Leader for Academic Progress will

- Provide relevant student data to help facilitate the transition from school to the alternative provider.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.
- Liaise with the Pastoral Support Manager to ensure the system for tracking student progress is accurately recorded during the scheduled windows for data capture.

Special Educational Needs and Disability Coordinator (SENCO) will:

- If appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the special educational needs of students.

Finance Department will:

- Handle the payment process in relation to alternative provision as authorised by the Headteacher.

### **Suitability of Providers**

- Baines School is able to access a variety of alternative provision placements and there should always be a clear rationale in place to ensure that this provision will allow the student to make good academic progress.
- The school aims to continually assess the quality and suitability of the providers of alternative education for our students.
- It is the responsibility of Baines School to ensure that the alternative provider is registered and approved and that they have relevant policies in place to cover Child Protection and Health & Safety.

- All students who are referred to alternative provision will have access to a core curriculum, as well as an alternative curriculum covering a range of other subjects.
- All the qualifications they receive will be nationally recognised and enable progression to further education.
- Providers must also be able to offer students their statutory entitlement to education relating to faith and physical education and should also expect to offer personal, social, health and economic education (PSHEE). This will allow students to develop key skills and attributes such as resilience, sexual health, risk-management and self-esteem.

### **Referral Process**

- The school will use DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2013) as a basis for arrangements for alternative provision.
- Parents/Carers will be fully involved in the process and any decisions taken.
  - Students who are referred to alternative provision will remain on roll with Baines School and the school funds their place in alternative provision. The school remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the student's education.
- Baines School will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the school will clearly explain to student and his / her parents / carers the reasons why the alternative provision is being offered.
  - The student's parents / carers will sign the relevant alternative provision contract. Responsibilities for supporting the child and timescales for reviewing the contract must be agreed during the initial meeting.
- Any agreement around alternative provision for a student will be regularly reviewed. Timescales and responsibilities for reviewing the agreement will be agreed by the school, alternative provider and parents / carers.
- Once committed to alternative provision, students must attend and parents / carers must support this. Failure to do so will carry the same consequences as nonattendance at Baines School.
- Impact / success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.
- Where necessary, the school will formulate a Service Level Agreement between the school and the alternative provider.

### **Attendance and Safeguarding**

- All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at alternative provision is an essential component in achieving this.
- Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate attendance data is kept by Baines School.
- Alternative providers will contact Baines School whenever the student is absent.
- Baines School will then make contact with parents and try and resolve the issue to ensure regular attendance is achieved.
  - ▣ Baines School will formally monitor attendance and update records and maintain contact with the alternative provider on a weekly basis.

- Students whose attendance falls below the Baines School target will be subject to a number of interventions as set out in the school's Attendance Policy.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at Baines School and that all alternative providers adhere to the Child Protection and Safeguarding Policies held by the school.
- Monitoring Academic Progress, Behaviour and Pastoral Welfare
- The student's attainment data will be communicated to the alternative provider on commencement of placement.
- A termly report will be completed by the alternative provider as part of the monitoring process.
- A review will take place every 6 weeks where the student, a representative from the provider, the parents/carers and the Pastoral Manager from Baines, will attend. The 'Alternative Provision Record' will be completed at the meeting.
- The student's own views on the placement will be taken into account as part of the monitoring process.
- The provider will be expected to contact Baines School to inform them of any serious behavioural incidents.
- Students who are making less than satisfactory progress will be subject to a formal review meeting involving Baines School, the student, parents/carers and the provider.
- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended.

### **Additional Information**

This is not a stand-alone policy and it should be read in conjunction with the other following policies: Behaviour; Anti-Bullying; Children Looked After (CLA); SEND; Inclusion; Safeguarding and Equality.