

Alternative Provision at King Edward VII College

'The range of subjects taught is broad and balanced, and prepares pupils and students well for employment, or further education and training.'

OFSTED 2013

Definition

'the definition of alternative provision is 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.'

Key points

- Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.
- Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.
- Schools may also direct pupils off-site for education, to help improve their behaviour.
- Statutory guidance sets out the Government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice.

DfE Alternative Provision Statutory Guidance January 2013.

Preamble

As a Leicestershire Upper school we provide education for students from Year 10 through to Year 13. This late transition in secondary phase can result in certain constraints and challenges being placed upon our decisions in brokering provision with students and parents. These are reflected in the last three bullet points. Therefore, all of this planning requires the following very thorough preparation in Year 9 including:

- Collecting and analysing performance and attainment data to ensure that alternative provision is pitched at the appropriate level
- Compiling databases for attendance, medical needs, specific behavioural, emotional and learning needs, disabilities, other agencies involved, child protection
- Understanding of different 'groups' needs and entitlements, which may be one or more of the following– LAC, adopted, pupil premium, forces, traveller, EAL and LGBT
- Gathering information about which students have been referred to the Behaviour Partnership and what provision has already been put in place and, or achieved.
- Similarly, knowing which students have received only part-time education; or been permanently excluded at KS3 or who have missed significant periods of time from school due to regular exclusions and medical needs

- Knowing which students have been disapplied from KS3 National Curriculum subjects or have been withdrawn from across subjects for internal pastoral programmes for significant periods of time.

All of the above requires the College staff working at all levels to have a very strong focus on identifying and removing any barriers to ensuring that these students needs are appropriately met, so that they are enabled to achieve good educational attainment on par with their peers.

How are students identified and assessed as requiring alternative provision.

The College is a key member of the North West Leicestershire Behaviour Partnership. Through this, and its leadership panel, high profile students are identified from as early as Year 7. However, due to funding reductions and their age range (safeguarding, employment law, health and safety, qualifications restrictions on entries, continuity of curriculum) the most appropriate alternative curriculum experiences are offered within and between schools, for example, the use of our College's Hair Salon by High School students and staff.

Liaison with the pastoral teams at the High Schools is regular and robust. Liaison meetings are scheduled throughout the year for the sharing of important academic and pastoral information. From as early as the start of Year 8, we are planning programmes of support for the most high profile students.

- In Year 9, the options process has been brought forward. One key purpose of this is to enable the High Schools to deliver some option choice experiences of subjects they wish to study in KS4 and to prepare them for the learning challenges.
- From October to January, a team of key staff attend Year 9 parents and options evenings. They also deliver options assemblies for both whole cohorts and small groups, including vulnerable students, those at risk of exclusion before transition and SEND students. This list is neither exhaustive nor exclusive.
- At this stage we also begin to identify those students who will need varying levels of external alternative provision not available through the main options process. JB and LM along with the progress and pastoral leaders and faculty leaders provide very thorough guidance to High School staff, parents and students about varying routes available through external alternative programmes.
- In the Spring term, the pastoral staff and SEND Co visit students in their respective High Schools. Key staff interview students to develop rapport and to gain an understanding first hand of the student's needs. This is then reviewed in light of their option choices and decisions are begun to be made about what individual students need – in house/ on site, off site, part-time or full time.
- In the summer term, parents and students are invited to our College to meet with LM and the respective PPL. This meeting is to follow up the initial meeting with the students in their High Schools to broker provision from a range of options that will best suit the students' needs. This is of course informed by the database and agreed with advice too. At this stage expectations are made clear about performance, attendance and behaviour. Only the most challenging or vulnerable students will be placed on full-time provision before the point of transfer.
- During this period, a PLP (Personalised Learning Plan) will be constructed and agreed with the High School pastoral staff that will set some pastoral targets for the first six weeks on the Year 10 academic year. Following this, more robust targets will be set. The coordinator of alternative provision and the student set agree and review the PLPs. This places the students' self-assessment about their performance in the

provision at the heart of the review and gives them greater responsibility for their own learning.

- In July, students will have their Induction at the College. Those on full time alternative provision will do their induction at their respective providers. This a real logistical challenge, but it is so important that students and their parents on full-time provision feel that their curriculum is as valued as those coming up to the main College.

Our ultimate aim is to keep students in mainstream school as far as is effective for their progression and engagement. Our 'mix and match' highly personalised approach is focused on students accessing as much of their core curriculum and any other qualifications possible. Our belief **that there is no such thing as a disengaged, difficult student, there is not yet the most fit for purpose curriculum for this student** underpins our relentless efforts to continue to seek different provision, where one fails to inspire the student, is reflected in the changing timetables students have across the two years. The College is very proud of our **0 % permanent exclusions since 2005 and the number of qualifications achieved by students.**

Contracting with the students and parents

Prior to the placement, various meetings will be held with the student and parent(s) and key staff about the individual needs of a student. This can involve Pastoral and Progress Leaders, the College Principal/ SLT, Social Services, YISP (Young Inclusion Support Panel), LSF, SENCOs, ED Psych, SENA, YOT, (Leicestershire Supporting Families) and High School Headteachers. This is usually to determine the extent of the need and how best to meet it.

On a more personal level, College staff will hold meetings with parents to explain the nature of the provision, the qualifications and the benefits to his/her child. The coordinator of alternative provision will take the student for an initial visit and provide parents with any other relevant information, which has not already been provided.

Parents are made aware of the expectations for off-site behaviour and of the commitment required by the student. They are also made aware that any deviation from agreed targets may result in the provider withdrawing the placement.

How do we procure and commission provision.

Prior to induction, any in-house alternative provision is organised. Pastoral staff will work with JB/LN to explore available qualifications and programmes. We will look at the students first choice options and arrange other provision around this. Enjoyment is very important too.

Setting up external providers at this stage is also underway. The school works in partnership with LEBC and the Local Authority to commission AP that meets all the statutory requirements. These are all safeguard checked. Leicestershire is working in 5 area partnerships: NWL, Hinckley Bosworth, Melton, Loughborough and South Charnwood. Leicestershire behaviour partnerships and LEBC audit all provisions on an annual or biannual basis, depending on the level of risk.

In addition to this, the school uses a Quality Assurance framework and a member of SLT and the coordinator of alternative provision visit the provider annually. Our 'Eyes on the Ground' approach as part of the regular monitoring of students on alternative provision ensures a cohesive system. Issues identified are shared within the North West Partnership partnership and across the Leicestershire Behaviour Partnerships. The Leicestershire Behaviour Partnership has created directories of alternative provision for both Key Stage 3 and Key Stage 4. They have also employed a former LA champion for AP to manage provision for the most vulnerable, at risk students who have been referred to panel and are either fully funded by the partnership or are partnership managed.

Monitoring and Attainment of students on Alternative provision.

The college maintains daily contact with the provider through telephone and email. Regular visits are made by the coordinator of alternative provision to check on behaviour, welfare and attendance. In addition, the Teacher in charge of Co-ordinating AP also visits the students to monitor the quality of provision and outcomes for students. Providers are required to assess students' academic progress in line with the College's policy and therefore provide both an annual report and current working grade sweeps throughout the year. They also inform College about any concerns arising. Providers are invited to attend parents' evenings and options evenings; however, this is dependent on the numbers of students they teach. The Teacher in charge of Co-ordinating AP informs SLT of any concerns with regard to all of the above. This will result in a visit to the provider by a member of SLT to address the issues.

The examinations officers, SLT and pastoral staff at different points liaise at appropriate points and will contact providers about courses, qualifications and accreditations.

These students are tracked as part of the College's overall progress monitoring, but their performance is also isolated within the targeted groups – pupil premium, SEND, vulnerable, LAC/ adopted etc.

If we deem, through analysis, that the provision is having insufficient impact on the students' social development, employability skills or academic prospects for the future, then we may seek a different provision.

We continue to review the best practice guidance, following on from the DfE 3 Year study of Alternative Provision in 2014.

Future Pathways Post 16

We regard our stage in all our students' secondary education as pivotal in terms of enabling students to path find their way to their future careers and prospects. To this end, we consider our responsibilities to our students as part of a much wider continuum of their lifelong learning. We have long standing partnerships with Prospects (formerly Connexions), local Colleges, Special Schools, Employers and Business Alliances. Working together, we secure and broker course placements and further training and employment. (See destinations spread sheet).

IAG begins early in Year 11, alongside our general curriculum guidance for Post 16. However, Prospects will already be aware of the most high profile cases, particularly those with medical needs who may require more specialist provision such as Autism outreach and visual impairment. These students may wish to stay on into Post 16, but they may also seek other courses. Our job is to ensure that all agencies work as seamlessly as possible, on behalf of the students, to secure relevant, accredited courses that will offer clear progression to further education or employment.

IAG assemblies will be held for all students in November. Then Prospects and College staff will set up individual interviews for students at which they will start to develop a plan their next steps. This work continues throughout the remainder of the academic year and beyond. On results day, there are many staff, including Prospects staff, to support students if they have not gained the grades required for their courses. The College continues to liaise with Prospectus throughout the start of the term. Our success on this work is reflected in our outstanding NEET figures over the past 8 years.