

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Alternative Provision used by Barley Lane School

Date for review: September 2023

This policy should also be read alongside other school policies on:

- ✓ Behaviour and Admissions Policies,
- ✓ DFE Advice On Use of Reasonable Force,
- ✓ Child Protection Policy and Safeguarding Guidance For Staff,
- ✓ SEN Policy and SEND Report,
- ✓ The Schools full Review OF Alternative Provision Effectiveness With Head teacher and Provider Feedback (2017)
- ✓ Work Experience Policy (2017)
- ✓ Guidance on the Employment of Children (2009) (Section 10 - Work Experience)
- ✓ Work Experience Guide for Schools

PLEASE BE AWARE THAT ALL THE SCHOOLS GUIDANCE AND POLICIES INCLUDING MANAGING CHILD PROTECTION AND SAFEGUARDING CAN BE ACCESSED VIA THE SCHOOL WEBSITE –

www.barleylaneschool.org.uk

This policy relates to ‘Mentoring’ and 14-16 education.

Overview:

Predominantly in KS 4 we plan for and implement a bespoke programme which is supplemented in vocational education with our partner colleges to provide career guided learning and to identify aptitudes and interests that can act as a bridge or pathway into the ‘labour market’ post the 14-16 curriculum. At times, out of necessity we provide a small elite of children with a whole range of complex needs and reasons for being unable to access conventional schooling with additional alternative provision (AP) and mentoring services. This mentoring provision is also available at KS 3. As commissioners of third party Alternative Provision (AP) or mentoring we assess the pupils’ needs and challenges and decide what best support is required. A range of complex issues are communicated in many forms of behaviour but the reality is that ‘face value’ disruption to learning needs greater understanding and personalisation for us to successfully overcome or navigate emerging difficulty. Almost all of the school community is able to successfully access the prescribed offer of a small group, a teacher and LSA. A small cohort, however well supported, find it impossible to find solutions with the help of the specialist staff to navigate issues from the trivial to the profoundly traumatic. It is only after multiple in house approaches from the school behaviour framework, culture and values through to ELSA, Thrive and counselling, or help from outside professionals that we will then approach either our bank

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

‘Never look down on anybody unless you are helping them up.’ Jesse Jackson

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



of in house part time teaching colleagues and/or one of the local providers of alternative provision who have been thoroughly quality assured, and contract out the intervention on a temporary and part time basis.

Pupils remain on our roll and we are in constant dialogue about their welfare, safety and happiness. This is done with the agreement of the parents and via multi agency consultation where applicable. The provider is given all necessary information about the pupil and clear, measurable targets are set. The provider, the parents, even their social workers and other professionals, if appropriate the pupil and the school meet or discuss regularly to assess progress against the targets. At the end of the placement there is a review of the process and plans are made for the next stage in the child's life. We consult with 0-25 regularly and the educational psychologist on cases where little or no progress is made and this is rooted wholly in the interest of the child and his family. Permanent exclusion (PEX) has been rarely used over the last 12 years and if a decision is made it is scrutinised internally and robustly before final decision is made.

Alternative Education Provision (AEP) is a 14-16 programme we employ across a range of needs including an aptitude or interest in career guided learning with access to further education colleges across Devon, Torbay and Somerset. The courses are practical, hands on and engaging and complete with accreditation to allow them to follow a pathway and to become competitive in the 'labour market' in conjunction with core academic learning.

It can also be employed in mentoring and tutoring (AP) form by the school to manage on going medical, emotional, behavioural or learning needs where access to full-time education is seen as consistently problematic or inappropriate having exhausted a range of strategies to try and prevent or reduce disaffection, fixed term exclusion (FTE) and permanent exclusion (PEX). AP is recognized where a student spends more than 20% of their time receiving their education outside of the mainstream educational environment. This was previously referred to as Education Other Than at School (EOTAS).

Schools can provide diverse and regulated forms of AP to students with Statements of Special Educational Needs and Disabilities (SEND). Any AP should be included in their annual review. If, however, a significant AP plan is required e.g. a different school, responsibility for this is returned to the LA. Any young person with SEND who requires AP has a healthcare plan. For students who are in care, Looked after Children (LAC), all planning, provision and review will be held in liaison with the school's partner professionals including social care, inclusions and the Educational Psychologist.

All AP students should receive, or are working towards, a minimum of 25 hours a week provision. Students who access AP at Barley Lane School access full provision of 25 hours a week. In some powerfully disaffected cases and in agreement with parents/carers and social care, we would agree a pastoral support plan (PSP) complete with work sent home to provide educational purpose. We also offer twilight teaching sessions. The approach is varied and also testament to the drive and determination of the staff team to create opportunities for every individual to succeed.

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

'Never look down on anybody unless you are helping them up.' Jesse Jackson

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Additional and educational Purpose:

Students who access AP will therefore/should:

- ✓ Have personalised learning opportunities/programmes
- ✓ Have provision that meets their needs and enables them to make progress, at least emotionally
- ✓ Have an Individual Alternative Education Plan (IAEP) that records: needs, provision, progress and includes feedback from parents/carers and the young person
- ✓ Take appropriate (and as many as possible) qualifications
- ✓ Have provision that includes as a minimum, Maths and English GCSE/Functional Skills
- ✓ Achieve qualifications that are near, equal to or in excess of their predicted grades
- ✓ Reduce poor behaviour and exclusions
- ✓ Increase attendance at school or on the AP programme
- ✓ Attempt, if appropriate, to reintegrate back into school
- ✓ Progress to post 16 destinations and avoid becoming Not in Education, Employment or Training (NEET)
- ✓ Receive appropriate support for young people's needs such as medical and mental health issues, risk taking, family and peer relationships
- ✓ Be kept informed about school events, clubs and other activities
- ✓ Be encouraged to liaise with peers and the social side of school through visits, social events etc.

The school will offer support to pupils on an Individual Alternative Education Plan (IAEP) by

- ✓ Having a named lead professional for AP

Deputy Head Teacher – Vicki Sessions – 07860 846270– vsessions@barleylane.devon.sch.uk

- ✓ Keep a register of AP students for legal, child protection and safeguarding obligation.
- ✓ Identify students who require AP and be in regular dialogue with all school and stakeholders.
- ✓ Ensure all AP students have either a statement of SEND or EHCP, a Pastoral Support Plan (PSP) summarising their needs and identifying the requirement for specialist support
- ✓ Plan, write and regularly review an Individual Alternative Education Plan (IAEP) in collaboration with parents/carers and the young person and any additional stakeholders including social care, EP etc
- ✓ Identify the most appropriate AP programme for each individual young person
- ✓ Inform any external educational provider of the needs and capabilities of the young person but in accordance with only disclosing information that is necessary and always with the consent of the young person and their parent/carers
- ✓ Check that the external AP is appropriate, is of good quality, registered where appropriate and delivered by high quality staff with suitable training and experience and where health and safety and safeguarding checks have been made. **Also see the Schools full review of Alternative Provision (June 2016, 2017 and 2018)**
- ✓ Regularly visit and call or maintain email communication with any external provider to check on progress
- ✓ Receive daily/weekly attendance and daily absence notifications from all external providers

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

‘Never look down on anybody unless you are helping them up.’ Jesse Jackson

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



- ✓ Identify to the external provider the paramount need to contact school immediately if there are any nagging doubts or safeguarding issues regarding the young person.
- ✓ Hold regular (termly) reviews and invite all parties including key school staff e.g. SENCO, any external AP provider, parents/carers, young person and other agencies who support the young person e.g. CAMHS, Education Welfare Officer, school doctor and nurse, social worker etc.
- ✓ Issue a termly/annual report on progress
- ✓ Ensure the provision of suitable transport for students attending AP follows the LA transport policy and safeguarding standards.
- ✓ Hold weekly reviews of AP students with school or Safeguarding Designated Officer and his Deputy, the SMT and if necessary the tutor.

Academic Curriculum needs:

- ✓ Maintain ongoing professional conversation with teacher colleagues and AP colleagues via email audit trail about the task setting, completion, gathering and marking/assessment of all work, focusing mainly on literacy and numeracy.
- ✓ Ensure that there exists a wider access to the curriculum if on mentoring AP which may include Science, ICT, Personal Development, PSHE, and PE. It is essential that they access Maths and English
- ✓ Review of targets and progress that can happen on a term-by-term basis including progress in reading and spelling ages and other academic work against the prescribed system for measuring progress.
- ✓ Be mindful that the AP are registered with the DFE if offering provision to 5 or more pupil's full time. Be alive to necessity for AALA licensing if it is agreed that adventurous activities are part of the provision.

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

‘Never look down on anybody unless you are helping them up.’ Jesse Jackson

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Provision Resource that is available

The provision depends upon whether the pupil has a learning need and is finding mainstream education too challenging; has a medical condition that prohibits them from attending the main school site; has been excluded from a short period of time (from the 6th day), or the young person has been permanently excluded from the school because of very poor behaviour. It should be noted that schools have the power to direct a student off-site from education to improve their behaviour.

The school's alternative provision is organised through various further education partners and mentoring services.

Whole School mentoring

We have worked largely with three providers of mentoring services that support the school in academic learning, and therapeutic support for a diverse group of pupils across the age range. Using these providers has helped sustain placements and supported planned reintegration into the school community for those who have displayed the most profound challenges to good order and discipline or the well-being, safety and happiness of the wider school community. Additionally, they have supported managed moves also.

Each of the providers have been subject to unannounced Ofsted scrutiny in 2018 and been informally judged 'Good' although judgements don't apply to alternative providers. In any case reinforced our belief that they are safe, ethical organisations that our pupils can continue to work with.

Inspire Interventions - <https://www.inspireinterventions.co.uk/>

'Providing a platform for children, young people and families to reach their full potential'.

<https://www.inspireinterventions.co.uk/information>

Mindset Southwest - mindsetsouthwest.com

Year 9 and KS 4

Combe Pafford School is a specialist academy in Torbay with 6th form provision with state of the art facilities to promote and offer vocational learning across a range of courses (Years 10, 11 and 12) including, construction, hospitality and catering, mechanics. They offer out their courses to other schools and colleges in order to provide vocational learning with their experienced, highly talented and skilled tutors. For further details on courses please visit,

<http://www.combepaffordschool.co.uk/page/?title=Upper+School&pid=45>

Full time provision:

All pupils are full-time at Barley Lane School. Sometimes the challenge is to provide a broad range of AP that is able to address the individual difficulties of a particular child. Third Party Alternative provision seeks

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

'Never look down on anybody unless you are helping them up.' Jesse Jackson

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



to promote personal development and PSHE and pupils are often referred after a consultation with parents and carers and the LA and in response to complexities central to the Statement of Educational Need (SEN) or Education Health and Care Plan (EHCP). Full time provision has opportunities to also include.

- ✓ In house 1:1 tutoring with an experienced teacher colleague who is part of the school staff team and is best placed to maintain the high standards and expectations in learning and progress for the child.
- ✓ Attendance at a regular work experience placement for 1-4 days a week at a placement checked for Health and Safety by The Southwest Education Business Partnership (Ebp-sw) to ensure absolute scrutiny of the placement and job description, and that the relevant insurances and safeguarding procedures are in place.
- ✓ Other third-party Alternative Provision such as 1-2-1 mentors, 1-2-1 Teachers, On Track Education Services and Inspire Interventions. All third-party provision work extremely closely with the school to promote personal development and PSHE in the main; and increasingly are offering tutoring services to maintain and promote core academic learning. For further information on all of these services please email or visit the following contacts and links.
- ✓ In addition, literacy and numeracy remain a key focus so that standards and expectations for pupils with SEN or EHCP plans often with complex and challenging personal circumstances can work towards maintaining academic progress.
- ✓ Planning and assessment around the individual is revisited weekly/termly

Mindsetsouthwest.com – Sam Tonking – 07776 233479

<https://www.inspireinterventions.co.uk/> – Becki Moss – 07912 667045

Quality Assurance:

The school in conjunction with the LA maintains an overall brief for the quality assurance of alternative provision in schools. They will take responsibility for researching appropriate providers and for checking suitability and Health & Safety matters.

The ultimate responsibility for quality assurance must rest with the commissioner.

The Inclusion Officer and Education Welfare Service (EWS) and 0-25 team regularly works alongside school staff to review and evaluate the AP as a ‘critical friend’ to ensure best practice is followed and that an objective view is taken when assessing students’ needs and potential provision. At least once a year the school AP lead will meet with the Inclusion officer.

The school also undertakes its own self-evaluation of alternative provision using key indicators such as attendance rates, exclusion figures, progress and attainment data and destinations for students leaving the school. Parent and pupil feedback and review remain an important and reliable indicator for us as a

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

‘Never look down on anybody unless you are helping them up.’ Jesse Jackson

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



community who values the opinions and feedback of the families of those who are of central importance in each individual programme.

AP lead and school staff consult parents and students for their feedback and input and this information is shared with the senior team and governors.

We look to consolidate and improve upon a close working relationship with partner schools both as part of the Sentient trust and as part of our collaborative working with other schools and colleges to share information to ensure the spread of good practice.

How will we strive to continually improve things to do them consistently well differently or better?

To create a climate away from the challenges of the school community that fosters a determination in the pupils to be complete finishers. We can achieve that by striving for reduced disaffection, improved attendance, reduced FTE and PEX and building this around our core values of the children's happiness safety and overall, well-being. Ultimately, the most successful and key measure is reintegration back into the school community.

Complaints:

We will always seek to resolve any concerns or complaints through discussion and negotiation and parents should seek to meet with school staff to that end. If however this does not resolve the matter there is a complaints procedure. Please see the parent's guide to how the school deals with concerns and complaints which can be found on the website. For more formal complaints a copy of the full complaints policy is available on request or on the school's website. www.barleylaneschool.org.uk

Review of this policy for Alternative Provision

As with other school policies this policy is kept under review by the AP lead and governors of the school. Amendments will be made according to changes in legislation and due regard will be given to advice and guidance on these matters from the DfE, Ofsted and the LA. The Next Review will be conducted **June 2024**.

Other related documents:

- ✓ Quality Assurance for Alternative Education Provision Policy (December 2014)
- ✓ Alternative Provision (Ofsted July 2014)
- ✓ Alternative Provision Statutory guidance for local authorities (DfE January 2013)
- ✓ <https://www.gov.uk/government/publications/alternative-provision> (Updated June 2016 and June 2017)
- ✓ Improving Alternative Provision - The Charlie Taylor Report (DfE 2012).
- ✓ Alternative provision effective practice (2017)

Chair of Governors:

Date:

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

‘Never look down on anybody unless you are helping them up.’ Jesse Jackson

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Head teacher:

Date:

Exeter EX4 1TA 01392 430774. admin@barleylane.devon.sch.uk www.barleylaneschool.org.uk

‘Never look down on anybody unless you are helping them up.’ Jesse Jackson