



**Hollinswood Primary School & Nursery**

# **Alternative Provision Policy**



| <b>Policy – document status:</b>              |                |                      |                                 |
|-----------------------------------------------|----------------|----------------------|---------------------------------|
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| Inception of new policy                       | September 2026 | Named responsibility | Kath Osborne<br>Samantha Jones  |
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## **Alternative Provision Policy Vision**

Hollinswood Primary School & Nursery recognises that there is a need to ensure that our curriculum is inclusive and accessible to all pupils including those with SEND and provides all children with the opportunity to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their potential.

"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).

However, we recognise that at times some children may benefit from alternative provision placements. At Hollinswood Primary School & Nursery we view the use of alternative provision as only necessary when children's needs are complex and it has been agreed by professionals working with the child and the child's parents. We will use this provision on very rare occasions to ensure that we are fully meeting children's needs.

In line with **Keeping Children Safe in Education 2026**, Hollinswood Primary School & Nursery remains responsible for the safeguarding and welfare of any pupil placed in alternative provision. The school will maintain effective oversight of the placement and ensure safeguarding arrangements are appropriate, robust and regularly reviewed.

Samantha Jones, the school SENDCo and Deputy DSL is also the Alternative Provision lead.

## **Objectives**

The objectives of the policy are:

- To outline the reasons why students might be offered an alternative provision
- To ensure that alternative provision is offered to suitable students in a consistent way and is compliant with the SEND Code of Practice
- To ensure that alternative provision provides an appropriate curriculum for the child; taking into account their age, stage of development, as well as the EYFS guidance and National Curriculum for KS1 and KS2
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students that are compliant with Keeping Children Safe in Education documentation and safeguarding nationally and locally
- To outline the monitoring of students' academic progress, behaviour and welfare
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision
- To highlight the end goals/purpose of alternative provision at another site

## **Reasons**

At Hollinswood Primary School & Nursery, we acknowledge that alternative provision may be used for children who are unable to access full-time mainstream education for the following reasons;

- It may be the child has significant language difficulties which require specialist intervention, to enable them to make accelerated progress in language development
- It may be that the child has significant SEMH needs, which need specialist intervention from professionals
- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion
- Students' strengths are not being met through the mainstream curriculum on offer, despite adaptations in learning. The emphasis on smaller classes and engagement may be more suitable to some students
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment. This may result in a student accessing a specialist setting
- Continued poor behaviour that fails to meet school standards and that has not improved despite supportive pastoral processes
- A pupil is not attending regularly and is at risk of becoming a child not in education
- Pupils have a diagnosed health issue (mental health and/or physical) may need to be supported via alternative provision at times
- Pupils identified as vulnerable learners, including young carers, pupils with mental health needs, pupils at risk of exploitation, persistent absence or emotionally based school avoidance, where specialist short-term intervention would support improved outcomes.

### **Alternative providers deemed appropriate by our school**

At Hollinswood Primary School & Nursery we deem the following alternative provisions as suitable for our children to attend;

#### **John Fletcher Language Class/ Wrekin View Language class:**

Language classes at these schools are specialist classes found within a mainstream school. This type of class is for children whose speech and language skills are less developed than their general learning ability. The children who are in these classes are identified as having a developmental language need. It can be difficult for these children to make good progress in school without specialist intervention. Language classes provide intensive support for children by highly trained language specialists, with the aim of enabling them to return to a full-time place in our school as soon as possible. Children access places within these provisions via a recommendation from a Speech and Language therapist.

#### **Linden Centre:**

This specialist centre can support children with extremely complex SEMH needs via a referral to Telford and Wrekin Council's Fair Access Panel. It provides a short-term placement; focussing on intensive support. It works with children, their parents and the child's

mainstream school to provide support, advice and guidance to enable a successful integration back into the child's mainstream classroom.

The school may liaise with the Local Authority to explore further Alternative Provisions if deemed necessary. The school will only commission provision from the Local Authority Directory of Alternative Provision.

### **How do we identify students?**

At Hollinswood Primary School, we work closely with our families and external agencies to ensure the best outcomes for our pupils. We use the Family Support process and our internal Early Help offer to support families where further support is needed. We use the expertise of the Behaviour Support Advisory Team (BSAT), Speech and language therapists, Educational Psychologist, LSATs, Early Year's Advisory teacher, The Bridge/Haughton Special school outreach team and Local Authority SEND officers in this. Where we believe that the support in place is not having the desired impact, we may refer the child to the Fair Access Panel (FAP) or to the Inclusive School forum (ISF) to access further guidance. From this, any recommendations regarding the use of Alternative provision for behaviour are followed. Likewise, if the SEND officers or Speech and Language team make a recommendation as to alternative provision for SEND, we will refer the child.

### **Referral Process**

- The school will liaise with the Local Authority when a pupil is to be referred to an alternative provision and the setting itself.
- The school will only commission provision from the Local Authority Directory of Alternative Provision.
- Pupils will remain on roll at Hollinswood Primary School & Nursery.
- Parents/Carers will be fully informed of and very much part of the discussions and decision making around the transition to an alternative provision.
- A formal meeting will be called. The Head, Inclusion Lead and SENDCo will be present. The meeting will record the concerns observed and interventions implemented. Clear reasons for the provision offered will be given. Parents will be invited to this meeting.
- School will document the provision offered and the date this was offered. Details of any concerns and the given timetable will be recorded.
- A commissioning agreement will be signed by the schools, parents and child.
- A review of this provision will be agreed in the commissioning agreement.
- Targets will be set and regularly reviewed.
- The school will use the DfE published statutory guidance Alternative Provision: Statutory guidance for local authorities (January 2013) as a basis for commissioning provisions.
- If the setting being requested is the Linden Centre, the local authority FAP process will be followed.
- If it is a language class placement that is being requested, this placement will be offered by the Local Authority SEND team in conjunction with the Speech and Language therapists.

### **How we ensure that pupils are safe in Alternative Provision?**

In accordance with Keeping Children Safe in Education 2026, the school will retain strategic oversight of pupils attending alternative provision. Safeguarding arrangements will be reviewed regularly, and information relating to attendance, welfare, safeguarding concerns, behaviour incidents, exclusions, use of restrictive practices and pupil progress will be shared between the school and provider. The school will satisfy itself that safeguarding arrangements remain effective throughout the placement and that concerns are escalated promptly in line with local safeguarding procedures.

As such we undertake the following:

### **Transportation to and from Alternative provision**

Once a placement has been agreed, transportation will be discussed with the family. Where the family is unable to transport the pupil, alternatives may be discussed. If the use of a private hire taxi is used, Hollinswood Primary School & Nursery will ask for evidence that the drivers have the relevant DBS checks and hold appropriate insurance.

### **Alternative Provision plan (commissioning agreement)**

We have a set protocol to ensure that our pupils are safe whilst off site at an alternative provision. Prior to any place being taken up, we will request the following documents;

- Address of the alternative provision placement, including any subcontracted or satellite sites the pupil may attend.
- A copy of the Risk Assessments for that setting.
- A statement confirming that all safer recruitment checks required by Keeping Children Safe in Education 2026 have been completed, including enhanced DBS requirements, barred list checks where appropriate, identity verification, right to work checks and any other statutory pre-employment checks.
- A list of the Designated Safeguarding Leads and deputies (DSLs) including their contact details.
- A copy of their Safeguarding policies.
- Evidence of the provider's online safety arrangements, including filtering and monitoring systems, procedures for managing online harms, misuse of technology, AI-generated content and image-based abuse.
- Timings of when the child will be attending the alternative provision.

Following the receipt of these, a member of the DSL team and SMT will visit the setting to check that risk assessment received is compliant and that they are assured that the provision is compliant.

### **Reviewing the Alternative Placement Provision**

At regular intervals whilst our pupil is accessing the setting, members of school staff will check in with the provider through visits to site. These visits will be spaced out according to the length of the placement.

As a school, we will provide the following information to the Alternative Provision Lead:

- The names and contact details of our Designated Safeguarding Lead and deputies.
- Procedures for accessing DSLs out of hours. In the case of an emergency, this would be to follow their provision protocol, inform family connect in the case of an emergency and email the DSL as above.
- The number for Family Connect 01952 385385.
- A copy of our school safeguarding policy.
- A copy of this policy.

Additionally, we will be checking attendance on a daily basis to ensure that no pupil is missing their education. (as detailed in the commissioning agreement – appendix 1 and 2)

### **Senior Leaders**

Senior Leaders will undertake an annual review of all commissioned alternative provision providers to ensure continued compliance with safeguarding, health and safety, attendance, curriculum and quality assurance expectations.

Senior Leaders have the responsibility for the implementation, monitoring and evaluation of the alternative provision. Senior Leaders will review all alternative provision placements at least half-termly to ensure:

- the pupil is attending regularly,
- the placement remains safe and appropriate,
- and the provision continues to meet the pupil's needs.

This information will be reported to Governors.

Where safeguarding concerns arise, we will immediately review the placement and, if necessary, terminate it unless or until those concerns are satisfactorily addressed.

### **Alternative Provision Lead(s)**

- Where appropriate the SENDCo and Alternative Provision Lead will liaise to ensure that students are accessing an appropriate curriculum.
- Alternative Provision Leads and SENDCo will plan and support the resourcing of appropriate curricula.
- Where appropriate the SENDCo and Alternative Provision Lead to liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each student on a daily basis. The school attendance team will call the alternative provision on a daily basis to ensure that the student is in attendance at the alternative provision. Any unexplained absence, patterns of persistent absence or unexplained changes in

attendance will be treated as potential safeguarding concerns and acted upon in accordance with the school's Child Protection and Attendance Policies.

- Attendance recording will comply with current DfE attendance regulations and coding requirements.
- Alternative Provision Leads will ensure safeguarding oversight is maintained throughout placements and that records of visits, safeguarding reviews, attendance checks and welfare monitoring are retained and available for audit and inspection purposes.
- If a safeguarding concern is raised at either provision, DSLs from both provisions will be informed.
- Alternative provision leads will undertake monitoring and quality assurance processes for all aspects of alternative provision. They will visit the alternative provision on a fortnightly basis to assure themselves of the quality of education.
- Alternative Provision Leads will be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- Alternative Provision Leads will maintain accurate records evaluations of students' progress with regards to attendance, behaviour, academic progress and students' emotional well-being.
- They will implement appropriate alterations to the provision of a student where progress is not seen.
- They will accurately inform professionals where multiple agencies are involved with a student and their family.
- They will support the application of EHCP when appropriate.

### **Safeguarding Lead**

The Designated Safeguarding Lead and Alternative Provision Designated Safeguarding Lead will establish clear arrangements for information sharing, decision-making and escalation of concerns before a placement begins. All safeguarding information will be transferred securely and in line with data protection legislation and Working Together to Safeguard Children.

- Will maintain a register of those students accessing a day or more (or the equivalence of) of Alternative provision
- They will record the dates of reviews undertaken in the school CPOMS system.
- Will plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school and student.
- Maintain accurate child protection records of students in an Alternative provision.
- To offer, facilitate and quality assure Early Help Assessments for all students in an alternative provision.

### **Governing Body**

The Governing Body will be informed of any pupils attending alternative provision via the Termly Headteacher report to governors and will review the impact of the alternative provision on a termly basis.

**Process at the end of the placement**

Prior to the end of the placement at the Alternative Provider, a multi-agency meeting will be conducted consisting of:

- Parents/Carers
- Alternative provider staff
- School staff
- Representative from the Local Authority if applicable

The purpose of this meeting is to determine the impact that the placement has had on the pupil and to agree the ways forward. It may be that the pupil is able to return back into mainstream school or require further time at the alternative provision setting. All decisions will be made in the best interests of the child.

## **Appendix 1**

### **Alternative Placement Agreement between Hollinswood Primary School and the Linden Centre.**

**Child's Name:**

**Child's DOB:**

**Child's Address:**

**Year group/ Child's class at Hollinswood Primary School & Nursery:**

Hollinswood Primary School & Nursery commissions the Linden Centre School to educate **insert child name** within their provision.

**insert child name** will attend the provision daily, **morning or afternoon** (delete as appropriate) from **add times am/ pm to add times am/pm.**

**The term dates for the provision are as follows:**

**(insert term dates details)** *If these differ from Hollinswood when the child will be at Linden Centre and what days they will be at Hollinswood.*

**The named Hollinswood Alternative Provision contact is:**

**The named Hollinswood SENDCO is:**

**The named Linden Centre Alternative Provision contact is:**

**The named Linden Centre SENDCO is:**

**The reasons why it is felt that **insert child name** needs to attend this provision are:**

➤ **(Insert details of why the provision is being used)**

**This was agreed by**

➤ **insert professionals' names and roles, school staff and parents who felt that this was appropriate for the child**

**The objectives of **insert child name** attending the provision are:**

➤ **Insert objectives**

**Outline of the provision:**

**insert child name** will be taught in a class of less than 6 pupils. The named teacher of the class which **insert child name** is attending, is **insert teacher name**.

During this time, the Linden Centre staff will be responsible for planning work and teaching **insert child name**. The SENDCO from Hollinswood will discuss the planning and look at **insert child name** work as part of their regular visits.

#### **Timeframes:**

It is expected that **insert child name** will attend Linden Centre class for a period of X weeks/ months in the first instance. This will be reviewed and **insert child name** return to Hollinswood as soon as progress towards the planned objectives allows.

#### **Plan for re-integration back into Hollinswood:**

On return to Hollinswood **insert child name** will be supported by the SENDCO and class teacher and the Teaching Assistants. They will follow recommendations from the Linden Centre staff. To support re-integration, **insert child name** class teacher from the Linden Centre will

#### **Monitoring arrangements:**

Hollinswood will arrange fortnightly visits with either the school SENDCO, Alternative Provision leader or the child's class teacher. This is to ensure that they are satisfied with the quality of education which **insert child name** is receiving, that it aligns with the National Curriculum and/ or EYFS framework and meets their needs. These visits will also ensure that **insert child name** are making progress and meeting the objectives of this plan.

The SENDCO of Hollinswood or **insert child name** class teacher will meet with the Linden Centre class teacher half-termly to assess the impact of the provision for the child. Discussion will focus on the progress which has been made by **insert child name**. Future targets will also be discussed.

#### **Transport:**

**insert child name** will be transported by Linden Centre **complete details for transport**

#### **Attendance:**

Hollinswood Primary School & Nursery will telephone the Linden Centre daily to ensure that **insert child name** is present in the setting. This is then recorded using the correct dual registration code on Hollinswood Primary Schools & Nursery register. If **insert child name** is absent, it is expected that parents/ carers will call Hollinswood Primary School & Nursery and notify them of the reason for the absence. Hollinswood Primary School & Nursery will follow their own attendance policy/ procedures should **insert child name** not attend the Linden Centre for any reason.

#### **Safeguarding:**

In line with Keeping Children Safe in Education 2026, Hollinswood Primary School & Nursery remains responsible for the safeguarding and welfare of any pupil placed in alternative

provision. The school will maintain effective oversight of the placement and ensure safeguarding arrangements are appropriate, robust and regularly reviewed.

The Linden Centre will ensure that all adults who work or volunteer on their site, have been recruited according to safer recruitment protocols and have the appropriate checks in place (Enhanced DBS check, satisfactory references etc) and that the school is compliant with all aspects of the Keeping Children Safe in Education guidance. The representative of the school who signs this agreement, is stating that all of the guidance is followed.

If a concern is raised whilst **insert child name** is at Linden Centre, one of their DSL team will immediately raise any safeguarding concerns with a DSL at Hollinswood. The Hollinswood DSL will lead on the handling of the concern, in conjunction with the Linden Centre DSL

If there is an incident which results in the use of reasonable force or Safety Intervention techniques, a DSL at Hollinswood and the child's parents will be informed. The Linden Centre will ensure a copy of the Safety Intervention Record is placed on **insert child name** file. Any behaviour incident will also be reported to Hollinswood Primary School & Nursery.

Hollinswood Primary School & Nursery and The Linden Centre will at all times work together to ensure the best possible outcomes for **insert child name**.

Signed on behalf of Hollinswood:

Name:

Date:

Signed on behalf of Linden Centre:

Name:

Date:

Parents/ Carer signature:

Name:

Date:

Child signature:

Name:

Date:



## **Appendix 2**

### **Alternative Placement Agreement between Hollinswood Primary School & Nursery and the Language class at John Fletcher.**

**Child's Name:**

**Child's DOB:**

**Child's Address:**

**Year group/ Child's class at Hollinswood:**

Hollinswood Primary school commissions the Language class at John Fletcher Primary School, Madeley, to educate **insert child name** within their provision.

**insert child name** will attend the provision daily, **morning or afternoon** (delete as appropriate) from **add times am/ pm to add times am/pm**.

**The term dates for the provision are as follows:**

**(insert term dates details)** *If these differ from Ladygrove put when the child will be at John Fletcher and what days they will be at Ladygrove.*

**The named Hollinswood Alternative Provision contact is:**

**The named Hollinswood SENDCO is:**

**The named John Fletcher Alternative Provision contact is:**

**The named John Fletcher SENDCO is:**

**The reasons why it is felt that **insert child name** needs to attend this provision are:**

- **(Insert details of why the provision is being used)**

**This was agreed by**

- ***insert professionals' names and roles, school staff and parents who felt that this was appropriate for the child***

**The objectives of **insert child name** attending the provision are:**

- **Insert objectives**

**Outline of the provision:**

**insert child name** will be taught in a class of less than 10 pupils. The named teacher of the class which **insert child name** is attending, is **insert teacher name**. During the week they will receive interventions from a trained language therapist.

During this time, the John Fletcher staff will be responsible for planning work and teaching **insert child name**. The SENDCO from Hollinswood will discuss the planning and look at **insert child name** work as part of their regular visits.

#### **Timeframes:**

It is expected that **insert child name** will attend John Fletcher language class for a period of X weeks/ months in the first instance. This will be reviewed termly and **insert child name** return to Hollinswood as soon as progress towards the planned objectives allows.

#### **Plan for re-integration back into Hollinswood:**

On return to Hollinswood **insert child name** will be supported by the SENDCO and class teacher. They will follow recommendations in the child's Speech and Language report.

#### **Monitoring arrangements:**

Hollinswood will arrange fortnightly visits with either the school SENDCO, Alternative Provision leader or the child's class teacher. This is to ensure that they are satisfied with the quality of education which **insert child name** is receiving, that it aligns with the National Curriculum and/ or EYFS framework and meets their needs. These visits will also ensure that **insert child name** are making progress and meeting the objectives of this plan.

The SENDCO of Hollinswood or **insert child name** class teacher will meet with the Language class teacher half-termly to assess the impact of the provision for the child. Discussion will focus on the language assessments which have been completed on **insert child name**. Future targets will also be discussed.

#### **Transport:**

**insert child name** will be transported to John Fletcher **by interest travel details here**, and then to Hollinswood for afternoon lessons via transport, which has been arranged by John Fletcher. Hollinswood Primary school have checked the documentation for this.

#### **Attendance:**

Hollinswood Primary school will telephone John Fletcher Language class daily to ensure that **insert child name** is present in the setting. This is then recorded using the correct dual registration code on Hollinswood Primary School's register. If **insert child name** is absent, it is expected that parents/ carers will call Hollinswood Primary School and notify them of the reason for the absence. Hollinswood Primary School will follow their own attendance policy/ procedures should **insert child name** not attend the Language class for any reason.

#### **Safeguarding:**

In line with Keeping Children Safe in Education 2026, Hollinswood Primary School & Nursery remains responsible for the safeguarding and welfare of any pupil placed in alternative

provision. The school will maintain effective oversight of the placement and ensure safeguarding arrangements are appropriate, robust and regularly reviewed.

As such, John Fletcher Primary School will ensure that all adults who work or volunteer on their site, have been recruited according to safer recruitment protocols and have the appropriate checks in place (Enhanced DBS check, satisfactory references etc) and that the school is compliant with all aspects of the Keeping Children Safe in Education guidance. The representative of the school who signs this agreement, is stating that all of the guidance is followed.

If a concern is raised whilst **insert child name** is at John Fletcher, one of their DSL team will immediately raise any safeguarding concerns with a DSL at Hollinswood. The Hollinswood DSL will lead on the handling of the concern, in conjunction with the John Fletcher DSL

If there is an incident which results in the use of reasonable force or Safety Intervention techniques, a DSL at Hollinswood and the child's parents will be informed. John Fletcher language class will ensure a copy of the Safety Intervention Record is placed on **insert child name** file. Any behaviour incident will also be reported to Hollinswood Primary School.

Hollinswood Primary school and John Fletcher Primary School will at all times work together to ensure the best possible outcomes for **insert child name**.

Signed on behalf of Hollinswood:

Name:

Date:

Signed on behalf of John Fletcher:

Name:

Date:

Parents/ Carer signature:

Name:

Date:

Child signature:

Name:

Date:

