

SERVICES FOR SCHOOLS

# Hampshire County Council guidance for schools and other education providers

**Promoting pupil attendance and recording absence**

**Section 9: guidelines for Hampshire schools, education centres and alternative providers in relation to Hampshire children**

# Contents

<b>Section 9: guidelines for Hampshire schools, education centres and alternative providers in relation to Hampshire children</b>	<b>1</b>
Planning for alternative provision	1
Commissioning good quality alternative provision	2
Referral and admissions protocol for alternative provision	3
<b>Appendix 1</b>	<b>4</b>
School/alternative provider working protocol	4
<b>Appendix 2</b>	<b>6</b>
Flow chart for commissioning alternative provision	6
<b>Appendix 3</b>	<b>7</b>
Off-site direction by maintained schools, as set out in the DfE report <i>Alternative provision: statutory guidance for local authorities</i> , January 2013	7

## Section 9: guidelines for Hampshire schools, education centres and alternative providers in relation to Hampshire children

This document sets out best practice for schools and education centres in commissioning alternative provision. It outlines best guidance from the Department for Education (DfE) report, *Alternative provision: statutory guidance for local authorities*, January 2013.

**Good alternative provision** meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers, whilst the needs which require intervention are addressed. Pupils accessing alternative provision must receive a good education as set out in current Ofsted guidance and national education policy, regardless of their circumstances or the settings. Provision will differ from pupil to pupil, but there are common elements that should be achieved, namely:

- good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications
- that the specific personal, social and academic needs of pupils are properly identified and met to help them overcome the barriers identified by both the commissioner and alternative provider
- improved pupil motivation and self-confidence, attendance and engagement with education
- clearly defined targets, including the next steps and pathways following the placement, such as reintegration into school, further education, training or employment.

The length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

### Planning for alternative provision

A commissioner considering an alternative pathway should:

- 1 Ensure the placement will enable pupils to achieve or exceed the standards of a good education. Any issues or barriers in setting up the transition to a placement (such as transport or alternative provision offer) should be identified as early as possible, and a thorough assessment of the pupil's needs must be completed and shared at the point of referral.
- 2 Ensure the pupil will receive their full-time provision entitlement, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate – see the DfE guidance document *Ensuring a good education for children who cannot attend school because of health needs*, January 2013.

Where an intervention is part time or temporary, it should complement the pupil's current curriculum, timetable and qualification route.

- 3 Seek information on alternative providers to be able to decide which provision is most appropriate for a pupil. Ensure a personalised plan for intervention is prepared, setting precise objectives for improvement and attainment. It should include timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress – which might not always be against National Curriculum levels. Plans must also be linked to other relevant information or activities, such as *Education, Health and Care Plans, Personal or Individual Education Plans*, and current child protection plans.
- 4 Keep a record of placements made, including pupil progress, achievement, attendance and destination following the placement. Appropriate staff liaison arrangements should be in place and mechanisms of challenge agreed.  
**NB:** The local authority expects all commissioners to initiate challenge where they feel practice is not good. However, where a commissioner or alternative provider feels that the quality of information, provision and education are below the agreed standard it would be expected that the local authority is notified. For example, it may be that a host school (subsidiary school) disagrees with the home school that a child should be on a part-time timetable.

## Commissioning good quality alternative provision

Responsibility for the alternative provision used rests with the commissioner. The nature of the intervention, its objectives and the timeline should be agreed. An example of what this protocol may look like is set out in Appendix 2 as a county template for those who wish to adopt it. This would support alternative providers in reducing the range of protocols they need to work with for a Hampshire commissioner. A commissioner may consider employing a county officer from Hampshire County Council to support them in quality assuring the provision and ensuring the quality of education.

Where reintegration to the school is an objective, there should be agreement on how to assess a pupil's readiness to return. The school and alternative provider should jointly provide an appropriate package of support to assist reintegration.

The following data should always be shared when commissioning alternative provision:

- child protection issues and relevant documentation
- assessment data from all key stages
- any documentation related to a child's statement of Special Educational Needs
- attendance records
- any individual plans, Individual Education Plans, Personal Education Plans, Behaviour Support Plans, etc
- contact details of parents and carers
- any other agency working with the child, ie Youth Support Services (YSS)
- key named staff.

Information must be provided in accordance with data protection principles, but this should not discourage schools from providing information where they can do so. Parental consent must always be sought.

Once a child is attending the provision commissioners should:

- 1 maintain ongoing contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support
- 2 continue arrangements for working with other relevant services, such as social care, special education needs assessment or placement team, educational psychology, child and adolescent mental health services, youth offending teams and drug support services.

Hampshire County Council operates an approved *Alternative education provision framework*. Details can be found at: [www.hants.gov.uk/education/parents-info/inclusion-service](http://www.hants.gov.uk/education/parents-info/inclusion-service).

The *Alternative education provision framework* details the providers that meet Hampshire County Council defined standards (including registration where necessary, safeguarding, health and safety, quality of accommodation, suitable training, experience and safeguarding checks).

Schools can also download the alternative provision and emotional health and wellbeing *Directory of services* accessible from: [www.hants.gov.uk/education/parents-info/alternativeprovision](http://www.hants.gov.uk/education/parents-info/alternativeprovision). The directory is a resource of alternative provision (providers) and emotional health and wellbeing services that schools and other organisations can use in order to assist in finding and commissioning the most appropriate provision for each pupil.

## Referral and admissions protocol for alternative provision

Where commissioners have adopted the Hampshire County Council working protocol – see Appendix 1 – the Education Inclusion Service (EIS) referral form is part of the document. Pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the purpose of the school census a pupil should be dual *main* registered at their home school and dual *subsidiary* registered at the alternative provision.

## Appendix 1

### School/alternative provider working protocol

- EIS will only commission alternative provision places to education centres.
- Education centres can commission alternative providers on the same basis as schools.

The main (home) school, as the commissioner, needs to communicate and agree in partnership with the alternative provider how the following areas of responsibility will be met and maintained during the period of time the pupil attends a commissioned place.

### Areas of responsibility

#### The school maintains responsibility for:

- 1 Pupil welfare: safeguarding, child protection and ensuring parents and pupil are aware
- 2 Attendance record of child and follow-up of absence – this legal duty may be delegated to the alternative provider as agreed
- 3 Meeting the needs identified within a child's plan or statement of Special Educational Need
- 4 Exclusion procedures: the main school needs to agree what happens if a child is excluded from a main school – should they also be excluded from the alternative provision and vice versa. Schools need to consider the motivation behind a pupil's behaviour leading to the exclusion
- 5 The curriculum offer and continuity, including the alternative provision
- 6 Pupil outcomes – school's commissioning alternative provision must ensure it meets the child's educational and personal needs
- 7 If a school would like to commission a place from a provider not on the registered list, please contact the Area Strategic Managers (ASMs) for Alternative Provision: David Harvey (West), Tel: 01962 876263; David Retter (East), Tel: 023 9244 1507
- 8 Checking the alternative provider's policies, such as attendance, special educational needs, behaviour, equal opportunities
- 9 Maintaining primary contact with parents, unless it has been agreed with the provider that this is delegated
- 10 Ensuring the child remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards.

#### Alternative providers' responsibilities to the child and the commissioner are to:

- 1 Maintain contact with the commissioning school and the pupil's parent/carer, with regular updates on the child's progress
- 2 Notify the school on attendance; good practice would determine this is weekly
- 3 Provide relevant policies and procedures that relate to the child's welfare, education and safety

- 4 Attend relevant multi-agency meetings around the child, including Personal Education Plan (PEP) or Individual Education Plan (IEP) reviews
- 5 Have clear monitoring criteria to judge the quality of the teaching and learning, and report this to the commissioner at agreed intervals
- 6 Provide a named contact for all matters pertaining to the pupil
- 7 Be aware of procedures both in the centre or out of the centre that are in line with Hampshire County Council policies, such as off-site activities.

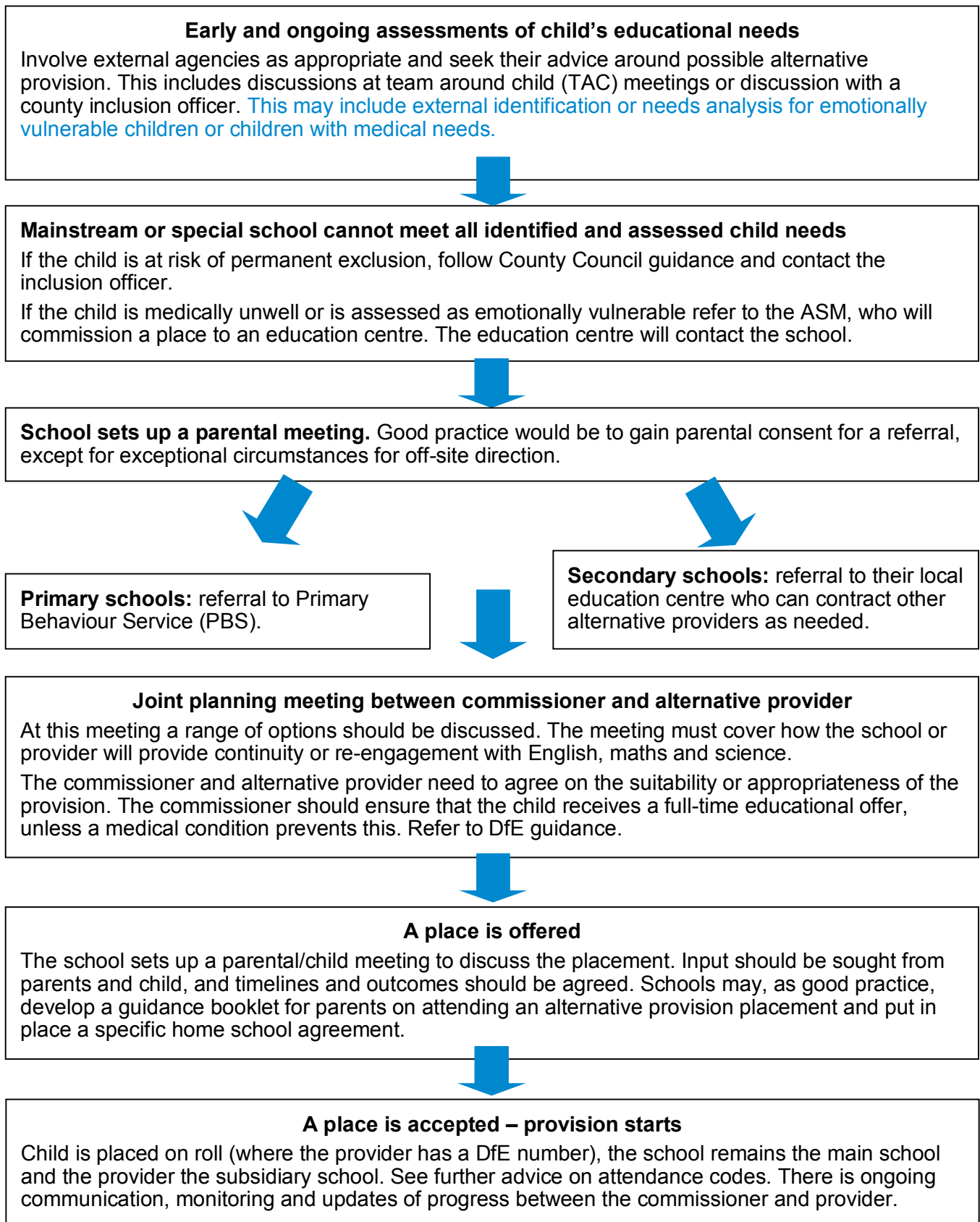
### **Parental responsibilities**

The commissioner needs to establish with parents (and, where necessary, the child) responsibilities to both school and the alternative providers.

**NB:** Clarity must be established with parents when they take over responsibility for the safety of their child during normal school hours. For example, when a child is temporarily offered a part-timetable and the child is at home for parts of a normal school day.

## Appendix 2

### Flow chart for commissioning alternative provision





## Appendix 3

Off-site direction by maintained schools, as set out in the DfE report *Alternative provision: statutory guidance for local authorities*, January 2013

The governing body of a maintained school directing a pupil off-site for education to improve behaviour should have regard to the statutory guidance set out by the DfE. This covers objectives and timeframes, with appropriate monitoring of progress and reviews set out at the time a direction is made, and includes arrangements for reviews – including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews. Parents and, where the pupil has a statement of Special Educational Needs, the local authority, can request, in writing, that the governing body review the placement. Governing bodies must comply with the request as soon as reasonably practicable, unless there has already been a review in the previous 10 weeks.

Where possible, parents should be engaged in the decision taken by the school to direct a pupil off-site. Once a pupil is directed off-site, information about reviews should be provided to the pupil's parents and to the local authority where it maintains a pupil's statement of SEN. This should include outcomes of the reviews and of the placement.

### The end of a placement and reintegration

When the governing body of a school has secured alternative provision for a pupil on a fixed period exclusion, or has directed a pupil off-site to improve behaviour, it should have a plan and processes in place to reintegrate the pupil at the end of the placement.

The governing body should 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 governing body should also seek the pupil's views on the success of the placement.

If the placement does not end with reintegration into the school, for example, when a pupil reaches the end of Year 11 while still in alternative provision, the school should 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 should collect and record information about the pupil's next destination as part of its planning for alternative provision intervention and reporting on new statutory school age of 17 in summer 2014. Commissioners should use information about pupils' destinations as one of the indicators of alternative provision quality.