



Alternative Provision Policy

2025-2026

Published: November 2025
To be reviewed September 2026

Approved by:

Date:

Last reviewed on:

Next review due by:

1) Policy Statement

At Crestwood Community School we recognise the importance of ensuring that our curriculum is inclusive for all pupils and provides opportunities for all pupils to succeed. Through our offer at Crestwood Community School most pupils are able to access lessons which meet their individual needs and are able to make progress. However, we acknowledge that some pupils may require additional provision outside of what is able to be offered at Crestwood Community School.

Alternative provision at Crestwood Community School is a provision for a range of pupils with a variety of needs, some who require additional interventions to supplement their learning and time in lessons and others who require a bespoke alternative package. Alternative providers offer a range of programmes and activities to our pupils, these support pupils academic, social, emotional and mental health and communication needs. This policy aims to outline the provisions available at Crestwood Community School and procedures to monitor the effectiveness of these provisions.

2) Scope

This policy is intended to:

- Provide guidance to school staff on Crestwood Community School's rationale behind providing alternative provisions and bespoke packages.
- Inform parents and pupils about the support they can expect from the school with regards to alternative provision.
- Provide clear policies and guidelines in evaluating the effectiveness of alternative provisions.

This policy should be read in conjunction with:

- SEN Information report
- Safeguarding policy
- Behaviour policy
- KCSIE

3) Definition and purpose

Crestwood Community School may arrange for a pupil to access an alternative provision for

a number of reasons which are not limited to:

- To encourage the inclusion in education of pupils who have had one or more fixed period exclusions, or who are at risk of permanent exclusion.
- To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life.
- To create bespoke provision and packages for some pupils who are unable to access full time mainstream education.
- To meet the needs of pupils who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education.
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access.
- To meet legal obligations with regards to attendance and provision on day six of exclusion.

The purpose of alternative provision at Crestwood Community School is to ensure that all pupils regardless of background or need receive a high quality education offer. Most pupils will access mainstream education in lessons; attending alternative provisions at specified periods each week. This allows Crestwood Community School to meet pupils' needs in lessons supporting their academic progress but also to put interventions in place which support a pupil's academic, social, emotional and mental health and communication development.

Alternative provision will differ from pupil to pupil dependant on their needs and the rationale behind them accessing an alternative provider, however the providers commissioned by Crestwood Community School aim to be:

- Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment.
- Achieve good academic attainment and deliver appropriate accreditation and qualifications if applicable.
- Improve pupil motivation, self-confidence, attendance and engagement with education.
- Work towards clearly defined objectives outlined by Crestwood Community School in agreement with the provider and pupil, including points to review progress and plans for reintegration if applicable.

4) Roles and responsibilities

The Local Authority is responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded.
- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of physical illness or mental health concerns.

The Governing body is responsible for:

- Monitoring and reviewing the impact of alternative provision.
- Monitoring and reviewing the implementation of this policy.
- Monitoring the use of funding to ensure that student funding used for alternative provision is appropriate.

Senior leaders responsible for alternative provision are responsible for:

- Taking overall responsibility for the school's use of alternative provision and the implementation of this policy.
- Reporting on the effectiveness of the implementation of this policy to the governing board.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from Crestwood Community School to the provider.
- Supporting members of staff with the monitoring and support of alternative provision.
- Continually assessing the quality and suitability of providers of alternative education.
- Oversee all referrals to the local authority when a pupil has been permanently excluded or determined to be medically unfit to be able to attend mainstream school.
- Oversight of pupils who access alternative provisions and staff who are responsible for the monitoring and evaluation of these provisions.
- Liaising with the relevant members of staff and stakeholders to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Undertake or oversee visits to alternative providers to complete audits and quality assurance checks.
- Determine an appropriate course of action, in conjunction with the SLT and

headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.

- Line management of key contacts who work with alternative providers.

The Designated Safeguarding Lead is responsible for:

- Monitoring processes that ensure that the alternative education providers used by Crestwood Community School are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Ensuring that all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks by completing the safer recruitment statement.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.

The attendance team is responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
- Providing attendance updates to all relevant stakeholders on a weekly basis.

5) Suitability of providers

All providers commissioned by Crestwood Community School are held accountable through the following procedures:

- Safer recruitment statement
- Alternative Provision audit
- Quality Assurance visits
- Parent agreement

All providers must sign the Alternative Provision Audit document annually, this is a written agreement between Crestwood Community School and an alternative provider, if practices outlined in this agreement are not adhered to, Crestwood Community School is able to terminate their contract with the alternative provider.

Providers must be visited by Crestwood Community School at least once per term to assess

the quality of education being provided to pupils who access the provision. All alternative providers are subject to an audit at least once each academic year, allowing Crestwood Community School to determine the effectiveness of providers and whether or not their services are meeting statutory requirements and providing quality education to pupils. If it is not determined that the provider is providing quality services, Crestwood Community School will no longer access this provision and look for an alternative provider.

6) Monitoring progress, engagement and attendance

Each provider is subject to quality assurance visits (appendix three) at least once per term, the purpose of this visit is to ensure that pupils are accessing quality education which meets their needs.

Pupil progress is tracked by the provider and Crestwood Community School through pupil progress reports which are completed once per term (appendix four). The purpose of this report is to track matters such as attendance, engagement and progress towards targets. This supports not only the effectiveness of the provision but also supports comments towards targets outlined in provision plans or Education Health Care Plans (EHCPs) if applicable.

Crestwood Community School recognises that, for an alternative provision to benefit pupils, they must attend the provision; therefore, Crestwood Community School will monitor the attendance of all pupils in alternative provision. Alternative Providers are responsible for emailing Crestwood Community School's attendance team after each session; informing them whether or not they have attended the provision or they were absent. When a pupil has been absent Crestwood Community School will contact parents/carers to resolve the issue.

Crestwood Community School will formally monitor the attendance of pupils placed in alternative provision and update attendance records on a weekly basis.

7) Communication with providers

The objectives of placing individual pupils in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by a member of the Inclusion Support Faculty. Crestwood Community School will maintain

ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and attendance. All relevant information shared between Crestwood Community School, provider and other parties will be communicated in easily-understood language and in accordance with data protection principles; including any information on SEND, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate.

Providers will be made aware that they should raise any safeguarding concerns regarding a pupil with the Designated Safeguarding Lead (Tim Nash-tim.nash@crestwood.hants.sch.uk).

8) Communication with parents and carers

When a pupil has been selected to engage in alternative provision parents will be contacted and asked to confirm if they agree to this provision. Parents/carers may also be asked to fill out medical forms or consent forms if appropriate based on the provider.

Parents/carers will be contacted should a student not follow the regulations set out by providers, attend regularly or engage in behaviour which impacts the safety of others. This may result in them being withdrawn from the provision.

Parents and carers are responsible for ensuring that their child does not bring a banned substance to a provision, this includes vapes.

9) Student behaviour and searching

Students who attend off site provisions are expected to follow and maintain the same behaviour standards as is expected of them in school. Students who engage in behaviour which does not conform to Crestwood Community School's behaviour principles off site may be subject to a sanction in school.

As outlined in our behaviour policy searching is a vital measure to promote staff and student welfare, this is crucial when students are off site. To ensure student safety Crestwood Community School has the authority to search students and their possessions before accessing any off site activities should there be reasonable suspicion of risk.

10) Monitoring and review

This policy will be reviewed by the headteacher and governing body on an annual basis. The next scheduled date for review is September 2025.