



**OUTWOOD
ALTERNATIVE
PROVISION
ESTON
ADMISSION
GUIDANCE**

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| V1 | 20/4/23 | SME/JHO | Amended from original to recognise place allocations for non OGAT students |
| V2 | 19.06.2024 | RCO | Replaced references to Bridge, PLC etc with the school inclusion department. Other information: Added link to Positive Discipline for Learning and Life Policy Updated referral form in appendix |
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I. Guidance statement

Context of Guidance

Outwood Alternative Provision Eston is an independent educational provision for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision. We offer either full time or part time provision. Our provision is judged to be good by Ofsted.

Outwood Grange Academies Trust recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Outwood Alternative Provision Eston is a provision that academies and Local Authorities can access through our referral process to secure this individual learning pathway to support a student or students. This guidance is in addition to the OGAT Alternative Provision Policy that is used to support students who are accessing external alternative provision providers as part of their bespoke learning pathway.

Objectives of this Guidance

The objectives of this guidance are to:

- Outline the reasons why students might be offered alternative provision and the graduated response required prior to referral
- Provide guidance on the referral process for Outwood Alternative Provision Eston for both Outwood Academy students and also for other stakeholders who wish to commission a student place
- Provide guidance on how attendance is recorded
- Outline arrangements for keeping in touch with students
- Provide guidance on how to monitor progress and pastoral welfare
- Secure guidance on how safeguarding is monitored and recorded

Reasons why we might offer a student Outwood Alternative Provision Eston

Students will be referred on the basis that the provision is more appropriate for them than the mainstream provision their current school provides. For example:

- The student has multiple temporary fixed-term suspension and so as to be considered at risk of a permanent exclusion from their school. Alternative provision is seen as an alternative to permanent exclusion for students encouraging their continued inclusion in education.

- The student's primary need of social, emotional and mental health has a significant impact on their educational and/or social, emotional progress despite a range of interventions being put in place by the school e.g. internal small group provision, work on SEMH support, respite placements and managed moves.

2. Responsibilities

NB This only applies to students who are dual registered. Some commissioned placed students will be on single registration and therefore the following responsibilities, for those students, fall to staff within OAPE.

The Principal will (for 'D' students):

- Take overall responsibility for the academy's use of Outwood Alternative Provision Eston for certain students.

The Senior Leadership Team will (for 'D' students):

- Understand and comply with the guidelines detailed within the Eston Alternative Provision Guidance and other related documents.
- Arrange for an appropriate member of staff to attend meetings relating to student referrals and conduct at least half termly contact visits to the Centre and assess student progress and personal development..

Appropriate Academy staff members will:

- Liaise with the Designated Safeguarding Lead, SENDCO, Examinations and Data Manager, Education and Welfare Officer, and other relevant staff to ensure that the appropriate measures are in place to support students who are being educated at Outwood Alternative Provision Eston.
- Undertake at least half termly visits to Outwood Alternative Provision Eston to review the progress of the relevant students, as requested by the Senior Leadership Team.
- Decide, in collaboration with the Senior Leadership Team, on the appropriate course of action if informed of any serious behavioural incidents by OAPE.
- Arrange for the appropriate intervention when a student's attendance becomes a concern. The Pastoral Support Officer at OAPE will be responsible for attendance tracking, first day calls and liaison with host schools around those requiring a home visit.
- Encourage students to take reasonable care of their own health and safety,

and that of other people who may be affected by their actions throughout the duration of their placement.

The Designated Safeguarding Lead will (for 'D' students):

- Ensure that Outwood Alternative Provision Eston have a copy of the relevant safeguarding documents and adhere to the Trust's Child Protection and Safeguarding Policies.
- Regularly review CPOMs records of those students attending OAPE.

Attendance Manager/EWO will:

- Monitor attendance of students attending Outwood Alternative Provision Eston and update records on a weekly basis.
- Provide attendance updates to the Deep Support lead.
- Liaise with the Pastoral Support Officer at OAPE when appropriate

Examinations and Data Manager will:

- Provide relevant student data to help facilitate the transition from the academy.
- Coordinate arrangements with Outwood Alternative Provision Eston's SENDCO for public examination entries and the completion of public examinations.
- Liaise with the Deep Support lead to ensure the system for tracking student progress is accurately recorded during the scheduled windows for data capture.

In the case of students who attend both OAPE and their home Academy, ensure that mock/trial examinations are still completed.

The Special Educational Needs and Disability Coordinator (SENDCO) will (for 'D' students):

- Ensure that referrals are part of a graduated response detailed in the SEND Code of Practice (2015). The graduated response must include interventions delivered via the school's inclusion department and are provided at the point of referral.
- Provide details of provision mapping and associated funding and documents to cater for the special educational needs of the student.

- That Students are on the special educational needs register and have a one page profile that provides outcomes. Suggested strategies and interventions are detailed and that have been evaluated over a period of time on Edukey.
- Have made a referral to the Local Authority for element 3 funding in line with their Local Offer.

The student will:

- Be expected to take reasonable care of their own health and safety, and that of other people who may be affected by their actions, throughout the duration of their placement.
- Be expected to fully cooperate with the alternative provider, and behave in line with the Positive Discipline for Learning and Life policy.

3. Process

Referral Process

- It is expected that students being referred to alternative provision will be 'K' code students or those with an EHCP as the academy / Local Authority has identified that their curriculum is not able to meet the needs of the child. It is essential that the school's Inclusion Team are involved in **all** referrals.
- Student's would be expected to have received interventions through the school's inclusion department prior to referral. The referral will require detailed information on the interventions used in these areas.
- Parents / carers will be **fully** involved in the process and any decisions taken.
- Students who are referred to alternative provision will remain on roll with their relevant school*. The academy remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the student's education.

**commissioned places may result in some students being single registered at OAPE*

- The school will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
- A representative from the school/ LA will clearly explain to the student and his / her parents / carers the reasons why the alternative provision is being offered.
- The student's parents / carers will sign the relevant alternative provision contract. Responsibilities for supporting the child and timescales for reviewing

the contract must be agreed during the initial meeting.

- Any agreement around alternative provision at OAPE for a student will be regularly reviewed Timescales and responsibilities for reviewing the agreement will be agreed by the academy, alternative provider and parents / carers.
- Once committed to alternative provision at OAPE, students must attend and parents / carers must support this. Failure to do so will trigger appropriate attendance procedures
- Impact / success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.
- The school/ LA is responsible for any travel costs incurred to enable a student to attend Outwood Alternative Provision Eston.

Students with an EHCP

If alternative provision is being considered for a child with an EHCP then additional steps must be taken:

- The Local Authority must agree to the provision and this be written into the student's EHCP. OAP Eston should not be named in Section I of an EHCP but acknowledged within.
- The school remains responsible for annual and interim reviews for student's with an EHCP. Statutory guidance must be followed in line with the SEND Code of Practice (2015). The school will need to arrange and attend all reviews.
- A representative from OAPE is to attend all reviews and ensure that progress and monitoring data is available.

Looked After Child

If OAPE is being considered for a Looked After Child then additional steps must be taken:

- The Virtual Head and PEP Lead must agree to the provision.
- The school will continue to lead and attend all LAC and PEP reviews.
- A representative from OAPE will attend LAC and PEP reviews, where appropriate.

Attendance

- All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people, tracking and reporting attendance is an essential component in achieving this.

- Attendance will be monitored closely and every step should be taken to ensure that accurate attendance data is kept by the school.
- OAPE will inform the school whenever the student (D) is absent, via the attendance tracker
- The PSO will then make contact with parents and try to resolve the issue to ensure regular attendance is achieved.
- OAPE will formally monitor attendance and update records and maintain contact on a weekly basis.
- Students whose attendance becomes a concern will be subject to a number of interventions as set out in the school's Attendance Policy.

Monitoring Academic Progress, Behaviour and Pastoral Welfare

- The student's attainment and progress data will be communicated at the point of referral.
- The student (D) will be visited every half term by an appropriate staff member from the school.
- The student's (D) own views on the placement will be taken into account as part of the monitoring process.
- OAPE will be expected to contact the school to inform them of any serious behavioural incidents.
- Students who are making less than satisfactory progress will be subject to a formal review meeting involving the school/ LA, the student, parents/carers and the provider.
- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, OAPE has the right to terminate the placement, for both Dual and Single registered students.

Safeguarding

There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at the school. The school and OAPE will:

- Identify actions to be taken, when and by whom, if any child protection or safeguarding issues are raised prior to or during the placement.
- Log the relevant information on CPOMs (or appropriate secure system)
- Provide students with clear advice and a point of contact at the school/ LA

in case of problems.

- Ensure that any safeguarding concerns are shared prior to the start of the placement to ensure that they can continue to support the student during their placement.
- The school and OAPE to follow OGAT Safeguarding Policy.

Other information:

Positive Discipline for Learning and Life Be safe, Be Respectful and Be Responsible OGAT Independent Alternative Provision (11-16)
<https://www.eston.outwood.com/policies>

Appendix I Outwood Alternative Provision Referral Form 24/25 - [Outwood Alternative Provision Eston Referral Form 24/25.docx](#)