



**OUTWOOD
ALTERNATIVE
PROVISION
ESTON**

**REFERRAL
GUIDANCE**

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I. Guidance statement

Context of Guidance

Outwood Alternative Provision Eston is an 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 on offer either full time or part time.

The Trust recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. To facilitate this individual learning pathway, Outwood Alternative Provision Eston is a provision that academies can refer into to support 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.

Objectives of this Guidance

The objectives of this guidance is:

- To outline the reasons why students might be offered alternative provision and the graduated response required prior to referral.
- To provide guidance on the referral process into Outwood Alternative Provision Eston.
- To provide guidance on how attendance is recorded
- To outline arrangements for keeping in touch with students
- To provide guidance on how to monitor progress and pastoral welfare
- To provide guidance on how safeguarding is monitored and recorded

Reasons why we might offer Outwood Alternative Provision Eston

Students will be referred to on the basis that the provision is more appropriate for them than what the academy can provide. Some reasons might be:

- The student has one or more temporary fixed-term suspensions and is considered to be at risk of a permanent exclusion from the academy. Alternative provision is seen as an alternative to permanent exclusion for students and to encourage 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 interventions from the Bridge and PLC.

2. RESPONSIBILITIES

The Principal will:

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

The Senior Leadership Team will:

- 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 alternative provider.

Learning Managers 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 an alternative provider.

- Arrange for the appropriate intervention when a student's attendance falls below the academy target.
- 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:

- 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.

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.

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.

The Special Educational Needs and Disability Coordinator (SENDCO) will:

- 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 Bridge and PLC 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:

- Students are 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.

- Students are expected to fully cooperate with the alternative provider, and behave in line with the Behaviour Management Policy.

3. PROCESS

Referral Process

- It would be expected that students being referred to alternative provision will be K code students or those with an EHCP as the academy has identified that their curriculum is not able to meet the needs of the child. It is essential that the academy's Inclusion Team are involved in all referrals.
 - Student's would be expected to have received interventions through the Bridge and/or PLC 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 academy. The academy remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the student's education.
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- The academy will set up a meeting involving all relevant parties, including parents/carers and others as appropriate.
 - A representative from the academy 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 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, students must attend and parents / carers must support this. Failure to do so will carry the same consequences as non-attendance at the academy.
 - Impact / success will be measured against targets agreed in the initial meeting and these will be regularly reviewed.
 - The academy 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.
- The Academy 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 Academy will need to arrange and attend all reviews.

- The alternative provision to attend all reviews and ensure that progress and monitoring data is available.

Looked After Child

If alternative provision is being considered for a Looked After Child then additional steps must be undertaken:

- The Virtual Head and PEP Lead must agree to the provision.
- The Academy will continue to lead and attend all LAC and PEP reviews.
- The alternative provider will attend LAC and PEP reviews.

Attendance

- All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at alternative provision 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 academy.

- Outwood Alternative Provision Eston will inform the academy whenever the student is absent.
- The academy will then make contact with parents and try and resolve the issue to ensure regular attendance is achieved.
- The academy will formally monitor attendance and update records and maintain contact on a weekly basis.
- Students whose attendance falls below the academy's target will be subject to a number of interventions as set out in the academy's Attendance Policy.

Monitoring Academic Progress, Behaviour and Pastoral Welfare

- The student's attainment data will be communicated at the point of referral.
- The student will be visited every half term by an appropriate staff member from the academy.
- The student's own views on the placement will be taken into account as part of the monitoring process.
- Outwood Alternative Provision Eston will be expected to contact the academy 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 academy, the student, parents/carers and the provider.
- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended.

Safeguarding

There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at the academy. The academy and Outwood Alternative Provision Eston 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.

- Provide students with clear advice and a point of contact at the academy 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 academy and Outwood Alternative Provision Eston to follow OGAT Safeguarding Policy.

Other information:

Appendix I

DGAT Internal Referral Form

Background / Personal Profile

Pupil Information

Pupil Legal Name	D.O.B	Year Group

Pupil Preferred Name	Outwood Academy

Gender	Ethnicity	UPN	ULN

FSM	PP	CIN	CP	LAC	EAL	EHCP	SEN

Country of Birth	First Language	Nationality	Religion

Primary Carer Details	Secondary carer if appropriate:
Name: Address: Phone Numbers: Email:	Name: Address: Phone Numbers: Email:

Are parents/carers aware of this referral?	
Do they support this referral?	

Brief Background Narrative / Reason for referral:

Behavioural Antecedents – Answer the questions	
When does problem behaviour usually occur?	
Where does problem behaviour usually occur?	
Who is present when problem behaviour occurs?	
What activities or events precede the occurrence of problem behaviour?	
What do other people say or do immediately before problem behaviour?	
What misbehaviour occurs prior to problem behaviour?	

De-escalation – Answer the questions:	
When is problem behaviour least likely to occur?	
Where is problem behaviour least likely to occur?	
With whom is problem behaviour least likely to occur?	
What circumstances is problem behaviour least likely to occur?	

Is Physical Intervention required? Please provide details
include dates and time of the use of physical intervention, brief description of what led up to each incident, technique used and how it was resolved.

- Please include most recent risk assessment with this form
- Please include most recent attendance certificate with this form
- Please include most recent inclusion tracker with this form

Learning Profile

SEN information

SEN Status	
Date of last Meeting	
Date of last review	

Primary SEN need	Cognition & Learning	SEMH	Communication & Interaction	Sensory and/or physical
Secondary SEN need	Cognition & Learning	SEMH	Communication & Interaction	Sensory and/or physical
SEN Applications	High Needs Funding Date: Outcome: Banding:		EHCP Assessment application Date: Outcome:	

Are you aware of any additional needs in the following areas:	
Hearing	
Vision	
Speech and Language	
Specific Learning Difficulty	
Dyslexia	
Dyscalculia	
Dyspraxia	
Dysgraphia	
Autistic Spectrum	
Attention Deficit Hyperactivity Disorder	

- Please include most recent one-page profile with this form
- Please include most detailed and recent Praising Stars report with this form
- Please include SEN support / EHCP reports and evidence with this form

The Academy Principal has agreed to this referral	
Completed by	
Name	
Signature	
Position	
Date	

Referral to Outwood Alternative Provision Eston from Non-OGAT Academy

Name of referring School / Academy or LA	
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Background / Personal Profile

Pupil Legal Name	Preferred Name	D.O.B	Year Group

Gender	Ethnicity	UPN	ULN

FSM	FP	CIN	CP	LAC	EAL	EHCP	SEN

Country of Birth	First Language	Nationality	Religion

Primary Carer Details	Secondary carer if appropriate:
Name:	Name:
Address:	Address:
Phone Numbers:	Phone Numbers:
Email:	Email:

Are parents/carers aware of this referral?	
Do they support this referral?	

Brief Background Narrative / Reason for referral:

Agency Involvement	
Agency	Contact Details
Educational Psychologist	
SEN Team	
CAMHS	
Health & Social Care	
Preventions	
YOT	
Virtual School	
Youth Direction	
Harbour	
CGL	
GP	
Police	
Bungalow	
Other	

- Please include copies of any referrals and professional reports with this form

Behaviour Profile

Behavioural Concerns and frequency (1- very often, 2 - regularly, 3 - sometimes & 4 - rarely)	1	2	3	4
Attendance				
Smoking				
Attitude				
Refusal / Failure to follow instructions				
Inappropriate language				
Verbal aggression / threats (staff / peers)				
Physical aggression (staff / peers)				
Alcohol Misuse				
Drug misuse				
Classroom disruption				
Withdrawal				
Damage to property / building				
Uncontrollable emotion				
Thoughtless or impulsive risky behaviours (general throwing)				
Intentional dangerous actions (throwing at someone)				
Absconding				
Poor adult relationships				
Poor peer relationships				
Bullying				
Discriminatory behaviour				
Inappropriate use of ICT / Social Media				
Sexually inappropriate				
Self-harm				
Theft				
Use / possession of weapons				

Fixed Term Exclusions			
Date	Duration	INTEX/FTE	Reason & Outcome

Behavioural Antecedents – Answer the questions	
<p>When does problem behaviour usually occur?</p> <p>Where does problem behaviour usually occur?</p> <p>Who is present when problem behaviour occurs?</p> <p>What activities or events precede the occurrence of problem behaviour?</p> <p>What do other people say or do immediately before problem behaviour?</p> <p>What misbehaviour occurs prior to problem behaviour?</p>	

De-escalation – Answer the questions:	
<p>When is problem behaviour least likely to occur?</p> <p>Where is problem behaviour least likely to occur?</p> <p>With whom is problem behaviour least likely to occur?</p> <p>What circumstances is problem behaviour least likely to occur?</p>	

Is Physical Intervention required? Please provide details

Include dates and time of the use of physical intervention, brief description of what led up to each incident, technique used and how it was resolved.

Attendance

Possible sessions	Actual sessions	Attendance %	Hours in education per week?	Attendance officer involved?

Please give details of current timetable (e.g. hours in education and offer)

- Please include most recent risk assessment with this form
- Please include most recent attendance certificate with this form
- Please include behaviour tracker / information with this form

Learning Profile

KS3 Referral only

KS2 – End of Key Stage levels

Subject	Level	KS2 SAT	Teacher Assessment
SPaG			
English - Reading			
English - Writing			
Maths			
Science			

KS3 – Current levels

Subject	Current Level	End of Key Stage prediction
Reading		
Writing		
Speaking & Listening		
Maths		
ICT		
Science		
PE		
Art/Photography		
Humanities		
Food Technology		
Any other info e.g. reading age/interventions		

SEN information

SEN Status	
Date of last Meeting	
Date of last review	

Primary SEN need	Cognition & Learning	SEMH	Communication & Interaction	Sensory and/or physical
Secondary SEN need	Cognition & Learning	SEMH	Communication & Interaction	Sensory and/or physical
SEN Applications	High Needs Funding Date: Outcome: Banding:		EHCP Assessment application Date: Outcome:	

Are you aware of any additional needs in the following areas:	
Hearing	
Vision	
Speech and Language	
Specific Learning Difficulty	
Dyslexia	
Dyscalculia	
Dyspraxia	
Dysgraphia	
Autistic Spectrum	
Attention Deficit Hyperactivity Disorder	

- Please include SEN / learning profile / information with this form
- Please include most detailed and recent academic report with this form
- Please include SEN support / EHCP reports and evidence with this form

The School / Academy Head teacher / Principal has agreed to this referral	
Completed by	
Name	
Signature	
Position	
Date	

Comprehensive Individual Support Plan

Insert Photograph

Name:

D.O.B:

NC Year:

Date:

Review Date:

Name and Role of those contributing to this plan:	
	Student
	Parent
	Outwood AP Eston
	Outwood Academy ..
	Other Agency

Background / Personal Profile

Primary Carer Details
Name: Address: Phone Numbers: Email: Secondary carer is appropriate:

Student's Likes and Interests:

Brief Background Narrative:
Briefly describe events leading up to admission to Outwood Alternative Provision Eston include anything relevant from both school and home life – remember this document will be shared with all staff at Eston so please be mindful of confidential content.

Agency Involvement All correspondence should be copied to all involved agencies	
Agency	Contact Details
Educational Psychologist	
SEN Team	
CAMHS	
Health & Social Care	
Preventions	
YOT	
Virtual School	
Youth Direction	
Harbour	
CGL	
GP	
Police	
Other	

Behaviour Profile

Students' Positive Behaviours	
Attendance is always excellent punctual Helpful at home Caring towards Nana Enjoys using humour Accepts Advice Good relationships Follows instructions Honest Kind Stays on task Manages emotions Polite Mature Supportive Personable Reliable Engages with learning	
Behavioural Concerns	Frequency (very often, regularly, sometimes)
Attendance Smoking Attitude Refusal / Failure to follow instructions Inappropriate language Verbal aggression / threats (staff / peers) Physical aggression (staff / peers) Alcohol Misuse Drug misuse Classroom disruption Withdrawal Damage to property / building Uncontrollable emotion Thoughtless or impulsive risky behaviours (general throwing) intentional dangerous actions (throwing at someone) Absconding Poor adult relationships Poor peer relationships Bullying Discriminatory behaviour Inappropriate use of ICT / Social Media Sexually inappropriate	

Self-harm Theft Use / possession of weapons	
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Behavioural Antecedents – Answer the questions	
<p>When does problem behaviour usually occur?</p> <p>Where does problem behaviour usually occur?</p> <p>Who is present when problem behaviour occurs?</p> <p>What activities or events precede the occurrence of problem behaviour?</p> <p>What do other people say or do immediately before problem behaviour?</p> <p>What misbehaviour occurs prior to problem behaviour?</p>	

De-escalation – Answer the questions:	
<p>When is problem behaviour least likely to occur?</p> <p>Where is problem behaviour least likely to occur?</p> <p>With whom is problem behaviour least likely to occur?</p> <p>What circumstances is problem behaviour least likely to occur?</p>	

Effective De-escalation Strategies:	
Strategy	Associated Shared language
Description of reality	Name you are pacing around the room remember we are in a classroom and we need to Name you're swearing, remember we are in school and bad language is not appropriate
Distraction – walk / time with	Name you look like you're becoming stressed
Calm reassurance (not shouting or trying to reason or explain or making demands)	I know you're feeling stressed, I'm here to help you. It makes sense that you feel angry.
Giving space (2 metres distance unless there is danger)	It's ok, I'm not going to come any closer
Proximity - Stand closer and put your hand on their arm	I know you're feeling stressed, I'm here to help you. It makes sense that you feel angry.
Encourage sitting and calming behaviours	Here is a chair it will help you feel calmer. (Once sat) concentrate on your breathing
Allow silence	...
Decrease stimulation	Allow to leave the room with... Turn off any noise Dim lights
Provide clear realistic time limits	The time is ... You have until ... to

Agreed Behaviour Targets	Success Criteria
<p>To enter classrooms quietly and be ready for the start of the lesson with all book and equipment on the desk.</p> <p>To sit in correct place in class and remain in seat during lessons.</p> <p>To not disrupt the class during lessons.</p> <p>To refrain from talking with peers during tasks.</p> <p>To not shout out in class.</p> <p>To wait turn when participating in group tasks and discussions / To not interrupt the teacher.</p> <p>To start tasks quickly and maintain focus during completion.</p> <p>To not leave the classroom unless given permission.</p> <p>To follow instructions in a prompt and sensible manner.</p>	<p>Avoid consequences during the first 10 minutes of a lesson</p> <p>Adult instructions are usually followed with little delay.</p>

To pack away and leave the classroom in a sensible manner.

To participate more routinely in class discussions.

To wait turn during question and answer sessions.

To show sensitivity when dealing with peers.

To act in an age appropriate manner.

To improve listening skills.

To manage his temper.

To sustain attention in class / reduce time off task.

To exercise greater ~~self control~~.

To reduce verbal outbursts.

To reduce incidences of defiant / oppositional behaviour.

To improve organisational skills.

To be able to accept praise.

To show pride in own achievements.

To refer to self in positive terms.

To respect the property of others.

To accept criticism.

To manage emotional outbursts.

To persevere with task set.

To work towards set goals.

To resolve differences with others.

Arrive in school on time.

Speak respectfully to members of staff.

Follow classroom rules.

Discuss issues with

Use a behaviour monitoring sheet when advised.

Use a positive behaviour monitoring sheet when advised.

Use an attendance/punctuality monitoring sheet.

Set a personal target at the start of every lesson.

Remind yourself of any targets set at the start of the lesson.

Identify triggers for negative behaviour.

Take responsibility for your own behaviour.

Be proud of when you display positive behaviour.

To accept that everyone is different.

To accept that we need to be polite to everyone even if we disagree with them.

To try to understand what makes people behave in certain ways.

To try to determine the likely consequences of one's actions.

To use acceptable tone of voice when speaking to others.

To use appropriate facial expressions when talking to others.

To listen to others speaking and interact with them appropriately.

To avoid using inappropriate language in school.

To avoid name calling.

To report any incidents of unpleasant behaviour or name calling.

To distance oneself from any unpleasant or inappropriate behaviour by others.

To avoid touching others inappropriately or if they dislike being touched.

To avoid taking other pupils' belongings without their permission.

To remember that your behaviour outside school reflects on you, your family and your school.

Agreed Physical Intervention strategies

physical intervention should only be applied when all other non-physical interventions have been exhausted.

1 Person - Standing/walking: Friendly hold, Single Elbow, Figure of four, Double Elbow, Wrap / Shield.

2 Person - Standing/walking: Friendly hold, Single Elbow, Figure of four, Double Elbow, Wrap / Shield.

2 person - Pupil Movement: Hip Chair

- Risk Assessment – Add most recent risk assessment here
- Attendance – Add most recent attendance certificate here
- Inclusion – Add most recent inclusion tracker here

Learning Profile

SEN information

SEN Status	
Date of last Meeting	
Date of last review	

Primary SEN need	Cognition & Learning	SEMH	Communication & Interaction	Sensory and/or physical
Secondary SEN need	Cognition & Learning	SEMH	Communication & Interaction	Sensory and/or physical
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Are you aware of any additional needs in the following areas:	
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Vision	
Speech and Language	
Specific Learning Difficulty	
Dyslexia	
Dyscalculia	
Dyspraxia	
Dysgraphia	
Autistic Spectrum	
Attention Deficit Hyperactivity Disorder	

- Include most recent one-page profile here
- Include most detailed and recent Praising Stars report here
- SEN support / EHCP include reports and evidence here

Future Planning – Success Profile

Post-16 Planning List Careers student is interested in:	Teaching / building / Beautician / welder etc.
Colleges / Apprenticeships to be experienced:	
Middlesbrough B&C Askham Bryan	
Possibilities to be experienced:	Date & detail of experience
TA Build a wall Beautician assistant	

KS4 Option Choices	
PE & Sport or Health and Beauty	i-Media or Art
Any subject interests?	

Life-long learning passion	Identify a learning passion which students believe will be life-long. To be nurtured throughout their time attending Alternative Provision
Possibilities to be experienced:	Date & detail of experience
Golf Climbing Canoeing Baking Singing Dancing Art	

Personal Challenge honours programme	Using the life-long learning passion or an outward bounds activity, student's self-esteem is improved through being set a challenge which is achieved, and success is both experienced and widely celebrated.
The Challenge:	Date & detail of challenge attempts

Individual ACE programme (Academy Conduct Expectations)	<p>As a result of extensive analysis of past behaviours in an educational setting and carefully listening to the experiences of the student, an individual ACE programme is delivered to the student specifically teaching and rehearsing behavioural expectations which have previously proven problematic.</p>
Programme to be written and delivered by	
Date & detail of programme deliver and completion	