East Midlands
Education Trust

Alternative Provision Policy

Mornington Primary School

Review Date:	Autumn 2025	Reviewed and adopted by:	Trustees & Local Governing Body
Next Review Due:	Autumn 2027	Updated by:	D. Painton (EMET) R. Joyce (Mornington Primary School)
Mid-reviews *(statutory):*	Autumn 2026		
Document Number:		*The information contained in this document is considered proprietary to East Midlands Education Trust in that these items and processes were developed at private expense. This information shall not be released, disclosed, or duplicated.*	

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Key Contacts for Alternative Provision

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1. Introduction

1.1 All East Midlands Education Trust (EMET) schools aim to create a safe, caring and friendly environment for all pupils so that they can learn effectively, improve their life chances and achieve their full potential.

1.2 The school aims to provide a curriculum and an environment that is inclusive and in which all pupils have the opportunity to succeed. However, we recognise that some of our pupils need a more flexible, individualised curriculum or more bespoke support that cannot be provided solely on-site at our school. To this end, the school employs specialist staff, works with external agencies and partners with a number of high-quality alternative providers to meet the needs of these pupils, either on the school site or at off-site settings.

1.3 Aims of policy:

- To outline the circumstances under which alternative provision, including the use of adjusted timetables, might be considered
- To provide guidance on the referral process and how we determine the suitability of alternative providers
- To ensure that there are suitable procedures in place relating to the attendance and safeguarding of pupils when they are under the care of alternative providers
- To outline the arrangements that are in place to monitor pupils' academic progress, behaviour and pastoral welfare at an alternative provider
- To provide guidance on adjusted timetable and/or flexi-schooling arrangements

1.4 This policy should be read in conjunction with the following policies:

Trust policies	School policies
• Attendance • Complaints • Equality • Safeguarding • SEND	• Behaviour

1.5 This policy should be read in conjunction with the following local authority policies and documents:

- Pathway to provision

2. Legislation and guidance

2.1 This non-statutory policy is based on the following Department for Education (DfE) statutory guidance:

- Arranging Alternative Provision (2025)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)
- Keeping Children Safe in Education (2026)

2.2 It also has due regard to legislation including:

- The Education and Inspections Act 2006
- The Education Act 2002
- The Education Act 1996
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018

2.3 This policy also complies with our funding agreement the Trust's articles of association.

3. Equality statement

3.1 The East Midlands Education Trust has due regard to the Public Sector Equality Duty (PESD), which places a general duty on schools and colleges to have, in the exercise of their functions, due regard for the need to: eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under The Equality Act); to advance equality of opportunity; and to foster good relations between those who share a relevant protected characteristic and those who do not.

3.2 Provisions in The Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with specific disadvantages affecting pupils with a particular protected characteristic, such that their needs can be met. There may, therefore, be times when the school may consider positive action to support a group of pupils if there was evidence that they were being disproportionately affected by a particular issue or concern.

4. Roles and responsibilities

4.1 The **Governing Body** is responsible for:

- Monitoring the use of alternative provision and ensuring that it is meeting the needs of all pupils
- Holding the headteacher to account for the implementation of this policy
- Ensuring that this policy is regularly reviewed

4.2 The **Headteacher** is responsible for:

- The implementation of this policy at the school
- Reporting on the use of alternative provision to the Governing Body and the East Midlands Education Trust
- Ensuring that the resources used to support the use of alternative provision represent value for money
- Ensuring that there is a leader with overall responsibility for alternative provision in the school and that this person is provided with the time and training required to undertake the role
- Working closely with the school's alternative provision leader to review the school's use of alternative provision, including the suitability and quality of providers
- Ensuring that the academic, personal, social and wider development needs of all pupils, including those accessing alternative provision, are being met

4.3 The **Alternative Provision Leader** is the member of the senior leadership team who has strategic oversight for the school's use of alternative provision. There may be others who support with the day-to-day aspects of this work. This leader is responsible for:

- Ensuring that they have up to date knowledge and undertake regular training to support them to undertake their role
- Ensuring that pre-placement checks have been completed on all providers prior to the commissioning of a pupil placement, and that these have been carried out and are reviewed in line with the guidance set out in this policy
- Ensuring that an appropriate needs analysis has been undertaken by the school prior to the commissioning of a pupil alternative provision placement
- Ensuring that an individual risk assessment has been completed for each pupil prior to the commencement of a placement and that this risk assessment is regularly reviewed
- Ensuring that processes for sharing attendance, safeguarding and other information between provider and school are effective in keeping pupils safe and well-supported
- Undertaking regular monitoring visits to all providers to review policy, practice and pupil progress
- Building a partnership with the parents and carers of pupil who access alternative provision, ensuring that they are provided with regular information on their child's progress
- Taking the lead role on following up issues or concerns in relation to pupils who attend alternative provision (including significant behaviour incidents), liaising as required with other key staff
- Keeping records of checks, formal agreements and any other documents or communications related to the processes outlined in this policy
- Keeping records of the achievements and ongoing destinations of all pupils who access alternative provision
- Keeping records of the use of part-time timetables including any additional welfare checks
- Keeping the headteacher and, as appropriate, other senior leaders informed of any issues

4.4 The **Designated Safeguarding Lead (DSL)** is responsible for:

- Working in partnership with the Alternative Provision Leader to promote the safety and welfare of all pupils, including those who access alternative provision, and act in line with the school's safeguarding policy where there are reported concerns

4.5 The **Attendance Officer** (or members of the school's administrative team) is responsible for:

- Ensuring daily communication with alternative providers to confirm pupils' attendance, lateness or absence and, as appropriate, following on any issues in accordance with the school's attendance policy
- Monitoring the attendance of pupils who access alternative provision and ensuring that the school's attendance records are accurately updated on a daily basis

5. The rationale for using alternative provision

5.1 Alternative provision is an educational provision for pupils who are unable to access mainstream education. The school is committed to ensuring that this provision secures better outcomes, promotes pupils' wider development and supports appropriate future education or career pathways for all.

5.2 There are a number of reasons that the school may arrange alternative provision for a pupil. These include (but are not limited to):

- to encourage the inclusion in education of pupils who are at risk of permanent exclusion
- to supplement the school's mainstream curriculum so that pupils' wider development is supported and that they are equipped with skills and experiences that will benefit them later in life
- to further personalise the curriculum for some pupils, where there is a need, or provide a greater degree of flexibility in what and how pupils learn
- to meet the needs of pupils who struggle to access the academic and social expectations or demands of onsite, mainstream education, and for whom an alternative approach would support, re-motivate or engage the pupil
- to negate any damage caused by negative experiences a pupils may have had in subject areas or other aspects of school that they cannot access
- to support a pupil who has not been attending school regularly and is at risk of not achieving any qualifications
- to meet the requirements set out in a pupil's Education, Health and Care Plan (EHCP) or any other statutory document

5.3 Alternative provision may be accessed on the school site (for instance, in our Greenwood provision) or off-site at another setting. It may be full- or part-time. The school's primary aim will always be to re-integrate the pupil to the mainstream school. However, there may be times when it is deemed appropriate for the pupil to remain in alternative provision or to transition to specialist provision. On such occasions, the school will work closely with parents, carers and relevant external agencies to ensure that decisions are being made in the best interests of the pupil.

5.4 At all times, a pupil who accesses alternative provision remains a member of the school community. The school will take reasonable steps to support the pupil's sense of continued belonging. The school will assess the best way of doing so on a case-by-case basis. Examples may include (but are not limited to):

- Ensuring that school staff visit the pupil at their provision(s) and/or at home on a regular basis
- Providing opportunities for the pupil to be involved in whole school initiatives and events (e.g. competitions, trips, leavers' celebrations)
- Creating opportunities for the pupil to remain in contact with friends who continued to attend the school
- Including the pupil in school reward and recognition systems
- Ensuring that parents and carers continue to get school newsletters and other relevant information about school developments
- Giving the pupil access to specialist school support services, such as counselling or individual careers meetings
- Providing the pupil with revision and other study resources to supplement those accessed through the alternative provision

5.5 When considering continued involvement in school life as set out in section 5.4, the school will assess the risks associated with participation in a school event or of contact with other pupils on a case-by-case basis. Where the school has made an off-site direction to improve behaviour, the assessment of

risk will specifically consider the circumstances that have led to that direction and any subsequent incidents or developments.

6. Off-site direction

6.1 Off-site direction may be used by the school as part of a behaviour support package. Off-site direction is where the Governing Body requires a pupil to attend another education setting to improve their behaviour. It may be used when other interventions or targeted support have not been successfully in improving a pupil's behaviour.

6.2 Off-site direction could require a pupil to attend an alternative provider or another mainstream school. Off-site directions are time limited. The duration and any review process will be determined by the school on a case-by-case basis.

6.3 The decision to direct a pupil off-site for education is taken under the powers set out in section 5 of the East Midlands Education Trust's Articles of Association. Specifically, this identifies that, in furtherance of the trust's charitable objects, it may 'co-operate with other charities, other independent and maintained schools, academies and institutions within the further education sector, voluntary bodies and statutory authorities' (section 5f) and may 'provide educational facilities and services to students of all ages and the wider community for the public benefit' (section 5j).

6.4 Any decision to direct a pupil off-site for education to improve their behaviour will be approved by the school's Governing Body.

6.5 Whilst the school will always try to work closely and positively with parents and carers, their approval is not needed to put the arrangements in place for an off-site direction to improve behaviour. Where the school makes use of off-site direction in this way, the school will confirm this in writing to parents/carers and make it clear that they remain under the duty set out in section 444(1) of the Education Act 1996 to ensure that their child attends that provision as if it were their main school.

7. Commissioning of alternative provision packages and placements

7.1 Wherever possible, the school will use Ofsted-registered alternative providers for off-site placements because we recognise that this ensures a higher level of monitoring and accountability, including through routine inspection. However, the school recognises that there are a number of high-quality unregistered providers locally, one or more of which might better meet the needs of a particular pupil.

7.2 Education providers offering full-time education for five or more children of compulsory school age or at least one child with an EHCP or who is looked after by the local authority are required to be registered as independent schools and meet the Independent School Standards. The school recognises that it has a responsibility to report any providers who it believes should be registered but are not. Where this is the case, the school will not use the services of any such provider.

7.3 In each case, the school will consider carefully which on-site or off-site provision(s) can best meet the needs of the individual pupil. This includes considering carefully what the academic, personal and social needs of the pupil are. The school will also review the quality and safety of any off-site provision together with value for money and available funding. For some pupils, this may mean that their needs are best met by attending more than one provision or by an attending a provision for part of the time (and mainstream provision the remainder of the time). The school will only use online providers where there is no appropriate alternative.

7.4 Parents and carers will be consulted on the choice of alternative provision(s). The school will take account of their views but, in most circumstances, the final decision on provision(s) chosen will rest with the school.

7.5 The school will ensure that the Local Authority are closely involved in any decision to arrange alternative provision for a pupil with an EHCP. This includes identifying the most appropriate provision and whether it is necessary to convene a formal review such that the named setting can be changed.

7.6 The school will ensure that the Virtual School Headteacher and social worker are closely involved in any decision to arrange alternative provision for a pupil who is looked after by the Local Authority.

7.7 Whilst the school will take note of any local frameworks and Local Authority approved lists of providers, we recognise that it is our responsibility to carry out our own due diligence to assess whether an off-site provision is safe, offers high quality education and meets a pupil's needs.

7.8 Therefore, prior to commissioning an off-site pupil placement, the school will conduct a series of pre-placement provider checks and use these to complete a risk assessment. This process will include a visit by school staff to the provider or, where the provider is an online only provision, it will include contact with the provider via telephone or an online meeting. The checks we undertake will include:

- Confirming the registration status of the provider
- Reviewing the provider's latest published Ofsted report (and any local authority or other external, published reports)
- Reviewing the provider's website and any social media channels
- Reviewing key provider policies and procedures, including those for:
    - Safeguarding (including online safety)
    - Safer recruitment (including written confirmation of appropriate staff safeguarding checks)
    - Data management and protection
    - Health and safety (including fire, first aid and lockdown)
    - Complaints
    - Attendance
    - Behaviour
    - Anti-bullying
- Reviewing the provider's curriculum offer, including for personal development, and track record in securing positive qualification outcomes for pupils
- Checking the provider's insurance and other relevant health and safety or compliance certification (e.g. maintenance of machinery/tools, safety measures around contact with animals)
- Confirming the provider's arrangements for enrolling pupils onto their courses (including the arrangements for any examination or assessment entries)
- Confirming the provider's arrangements for recording a pupil's attendance for both morning and afternoon sessions, and ascertaining how the school will be informed daily about a whether a pupil has attended on time or not
- Reviewing communication processes including how the provider will keep school, parents and carers informed of a pupil's academic, personal and social progress as well as any emerging

concerns (including those linked to behaviour or safeguarding) and other matters (such as staffing changes)

- Conducting a check on the safety and suitability of the physical environment at the provider including (but not limited to):
    - Site security
    - Fire safety
    - Toilet provision and washing facilities
    - Provision of protective equipment
    - Catering provision
    - General condition and cleanliness
- Confirming how the school will be able to conduct appropriate quality assurance visits on a regular basis

7.9 The risk assessment outlined in 7.8 will be reviewed and updated annually or in the event of any material changes in provision or circumstances.

7.10 The school will ensure that key details about the pupil, including information about any special educational needs, is shared with the provision so that the pupil receives the right support.

7.11 The school will also ensure that there is a commissioning agreement or service level agreement (SLA) in place between the school and each external provider. This agreement will include:

- The start date for the placement
- The days and times that the pupil will attend the provision
- The aims and planned outcomes for the placement
- The curriculum that the pupil will study, including any qualifications they will work towards, provision for personal development and how the provider will support pupils with careers information, advice and guidance
- Information on the induction process
- Arrangements for pastoral care, attendance and safeguarding (including safer recruitment)
- Arrangements for providing free school meals if the pupil is eligible
- If appropriate, the arrangements for external examinations and assessments
- Details of how the provider will communicate with the school and with parents and carers
- The cost of the provision
- Details of how, how frequently and with whom the placement will be reviewed

7.12 The school will inform the Local Authority when a new off-site placement is commissioned.

8. Monitoring and quality assuring placements

8.1 The school will conduct regular quality assurance visits to providers.

8.2 The school will also hold regular review meetings with the pupil and their parents and carers. At these meetings, any changes to provision (including steps to reintegration) will be discussed and agreed.

8.3 We will determine the frequency of the visits and review meetings when commissioning the provision for a pupil and in the light of what our ongoing monitoring tell us. This will take account of the needs of the pupil, the type and duration of the provision and the planned programme of re-integration. However, formal reviews will take place at last half-termly.

8.4 During the on-site visits to a provider, school staff will:

- Speak with members of the provider's staff including those who work most closely with the pupil or pupils
- Speak with the pupil or pupils
- Speak to parents or carers if possible
- Review pupil work
- Observe activities including lessons and unstructured times

8.5 The school may also conduct additional quality assurance activities such as home visits, telephone calls or online meetings with pupils.

8.6 The school will keep a record of each quality assurance activity, including any follow up actions that are required.

8.7 The school will also keep records of pupils' progress, achievements, their destination following placement and the pupil's own assessment of the provision.

8.8 For pupils with an EHCP, the school will ensure that key information is shared with the appropriate point of contact at the Local Authority. This will also be the case where a pupil has an allocated social worker or is looked after by the Local Authority. The school will follow Local Authority procedures with regard to reporting on the commissioning of off-site alternative provision for other pupils.

9. The use of adjusted timetables (including part-time timetables)

9.1 All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014.

9.2 There are occasions where the school will adjust a pupil's timetable. For example, it may be adjusted to provide some targeted intervention or support. There may also be occasions where the school will make adaptations to the school day to support a pupil. For example, a pupil may be allowed to arrive a few minutes later or leave a few minutes earlier to avoid crowds because of a particular need. Generally, these adjustments will be minor and will not materially change the pupil's access to full-time education.

9.3 In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for the school to provide a pupil with less than full-time education through a temporary part-time timetable to meet their individual needs. This may be appropriate, for example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

9.4 The school does not use a part-time timetable in order to manage a pupil's behaviour. However, we recognise that there are times when dysregulated behaviour can be an indicator that a pupil may be struggling to manage a full time, mainstream timetable.

9.5 Whilst the proposal to consider the use of a part-time timetable may come from any member of staff on the basis of their work with a pupil, all part-time timetables must be approved by the Headteacher.

9.6 When considering the use of a part-time timetable, the school will ensure that:

- It has been agreed by both school and the parent or carer with whom the pupil normally lives
- It is regularly reviewed and that this review includes the views of both the pupil and their parents or carers
- It forms part of a wider support plan for the pupil
- There is a clear ambition to return the pupil to full-time education as soon as is practicably possible, taking into account factors such as the pupil's health and the advice given to the school by medical and other professionals
- Wherever possible, the part-time timetable involves the pupil accessing some on-site provision every day and, where this is not the case, that additional safety and welfare checks are made (via telephone calls, online meetings and/or home visits)
- For a pupil with an EHCP, it will be discussed with the Local Authority
- For a pupil with a social worker, the school will keep the social worker informed and involved in the process
- For a pupil who is looked after by the Local Authority, it will be discussed with the Virtual School Headteacher or their delegated representative
- Any absences are recorded on the school register using the correct codes (information on attendance codes is contained in our attendance policy)

9.7 The school will keep records of the use of part-time timetables, including review outcomes and any additional safety and welfare checks carried out. The school will follow Local Authority procedures with regard to reporting the use of adjusted timetables.

10. Flexi-schooling

10.1 The Education Act 1996 stipulates that the parent or carer of a child of compulsory school age must ensure that the child receives a suitable full-time education. To this end, parents and carers have the right to elect to home educate their child on a full-time basis.

10.2 Whilst the school is respectful of the right of parents and carers to electively home educate, we believe that education in school provides the best experiences and outcomes for the overwhelming majority of children. This includes access to specialist teachers and other professionals together with the wealth of social and wider development opportunities that being part of a school community brings.

10.3 Flexi-schooling is an arrangement between a parent or carer and school whereby a child of compulsory school age is registered at the school in the usual way but attends part-time and, for the rest of the time, is educated at home. However, unlike full time elective home education, parents and carers do not automatically have the right to a flexi-schooling arrangement. Whilst they can make a request for this, the decision remains at the discretion of the school.

10.4 The school expects parents and carers to make requests for flexi-schooling arrangements in writing. We will carefully consider such requests and, in doing so, will offer to meet with parents or carers to discuss the matter. The decision to approve a request will be made on a case-by-case basis by the Headteacher, who will consult with other staff and professionals as deemed appropriate. The

headteacher will consider the age, progress and needs of the child as well as the proposed pattern of attendance and home education provision before reaching a decision. This will be carefully balanced against the benefits of accessing a full school-based education. The school's decision will be communicated in writing. There is no right of appeal to the decision and the school will not usually consider another request for the same pupil in the same academic year.

10.5 If the school agrees to the flexi-schooling arrangement, a flex-schooling agreement will be drawn up by the school using the information provided by the parent or carer. This agreement will include:

- Key information about the pupil and their needs
- The rationale for adopting a flexi-schooling approach
- The date that the arrangement will begin
- Details of the times that the pupil will attend school and the times that they will be educated at home (this will normally be whole morning, afternoon or day blocks)
- Details of the provision of education at home, how the parent or carer will ensure that this education meets the requirements of section 7 of the Education Act 1996 and who will be primarily responsible for the pupil's welfare at this time
- Details of the provision of education at school (including curriculum, assessments and any SEND provision)

10.6 A flexi-schooling agreement will be reviewed on a termly basis. Either party can withdraw from a flexi-schooling agreement with reasonable notice. This would usually be a minimum of four weeks' notice, but the school may consider a shorter notice period on a case-by-case basis.

10.7 The school will follow Local Authority procedures with regard to reporting flexi-schooling agreements.

11. Complaints

11.1 If any party has a concern or complaint over the implementation of this policy, they should raise their concerns with a staff member or the Headteacher, in accordance with our complaints policy.

12. Monitoring and review

12.1 The implementation of this policy will be monitored in each school by the Headteacher. Support and further monitoring will be provided by the trust central team as required.

12.2 This policy will be reviewed every two years or in the event of changes to national legislation or statutory guidance.