**PRENTON HIGH SCHOOL FOR GIRLS**

# ALTERNATIVE PROVISION REFERRAL POLICY

| | |
|---|---|
| Reviewed: | Spring 2026 |
| Ratified: | Spring 2026 |
| Next Review: | Spring 2027 |

**RATIONALE**

Alternative provision is education that is arranged for students who cannot access mainstream school. Students may be directed to attend alternative provision to support their learning, behaviour or health.

The school recognises the need for an inclusive and accessible curriculum. Some students require an individual pathway that can be supported outside what is available at Prenton High School. To enable students to access alternative provision, the school works with different local providers to offer such support.

**OBJECTIVES**

The objectives of the policy are:

- To outline the reasons why students might be offered alternative provision.
- To give guidance on the referral process.
- To ensure that there are procedures in place relating to attendance and the safeguarding of students who are attending alternative provision.
- To outline the arrangements for keeping in touch with students, parents and providers to monitor progress and objectives.

**REASONS FOR OFFERING AN ALTERNATIVE PROVISION**

Students will be referred to an Alternative Provision if the provision available is considered more appropriate for them than Prenton High School can offer; for example:

- To support health needs that are otherwise impacting attendance.
- To promote positive re-engagement with learning.
- To provide social, emotional support, beyond what PHS can offer.
- To secure outcomes for students at GCSE level, who require a different setting with subjects that might encourage and approach attendance and achievement.

Alternative Provision could be considered to prevent permanent exclusion when PHS has exhausted other strategies.

**RESPONSIBILITIES**

**School will:**

- **Ensure there is a clear rationale for an Alternative Provision Placment and that it is always in the best interests of the child..**
- Liaise with the Designated Safeguarding Lead, SENDCO, Examinations and Data Manager, Attendance Manager, and other relevant staff to ensure that the appropriate measures are in place to support students who are being educated in an alternative setting.
- Undertake periodic visits to the alternative provision site(s) to review the progress of the relevant students.
- 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 appropriate action to be taken if a student is not meeting their targets (attendance/academic).
- Ensure that the alternative provider is registered and approved and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety.
- Ensure that all providers have a copy of Prenton High School's Child Protection and Safeguarding Policies.

- Ensure that an appropriate Service Level Agreement is checked and signed by SLT in school.
- If appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the special educational needs of students.
- Monitor daily attendance of students who are educated at an alternative provision provider.
- Track student engagement and progress, providing relevent updates to key school staff and parent/carers
- Provide data to the alternative provision to support transition and understanding of the student's provision at PHS.
- Liaise with the alternative provision provider to coordinate examination arrangements.

**SUITABILITY OF PROVIDERS**

Prenton High School has access to a range of alternative provisions and will have a clear rationale for the selection of the chosen provider.

Students who are referred to an alternative provision will have access to a core curriculum, as well as an alternative curriculum providing a range of subjects.

Providers must also be able to offer students their statutory entitlement to education; this includes access to physical education, careers and guidance and learning for life skills.

**REFERRAL**

The DfE publication: *Arranging Alternative Provision – A Guide for Local Authorities and School February 2025)* sets out the arrangements for alternative provision and is used by the school as a basis for referrals and procedures.

Where possible, parents will be engaged in the decision to direct a student to attend an alternative provision.

The reasons for a student to be offered a place at alternative provision will be clearly explained to students and parents.

Students and parents/ carers will visit the provider prior to commissioning to ensure they are happy with the provision identified.

Once a student has had a place commissioned at an alternative provision, parents must support attendance. Failure to attend will result in PHS intervention.

**MONITORING ACADEMIC PROGRESS, BEHAVIOUR AND WELL-BEING**

**T**he student will be visited on a regular basis by an appropriate member of the PHS team.

The student's views on the placement will also be considered during the monitoring visit.

The provider will be expected to inform PHS if there is a serious behaviour incident or if engagement declines.

In the case of unsatisfactory review(s), or circumstances that are deemed as being no longer conducive to the success of the provision, the placement may be ended.

**APPENDIX**

**Alternative Provision Quality Assurance**

| | **Prenton High School will….** | **In conjunction with the providers own Quality Assurance document, they will…** |
|---|---|---|
| **Student Induction** | Consult with parents/carers prior to a referral | Clearly outline their expectations and provision as part of the induction process. |
| | Share information about the Provider with student, parents/carers. | Invite student, parents/carers and school into the centre prior to the placement starting. |
| | Complete comprehensive referral forms on the Wirral Portal and as stipulated by the provider. | Create a personalised timetable prior to the start date which will be shared with all parties. |
| | Identify and agree start, end and review dates | Collect baseline data to identify appropriate support. |
| | Use providers from the Wirral Guild, as well as other providers offering provision which exactly matches the needs of a student and is deemed to be of high quality by PHS. | Clearly outline their curriculum and pastoral offer, ensuring high quality personalised provision. |
| | Arrange a meeting with the school, student, family and provider prior to the start date to set appropriate targets. | Review targets and communicate progress weekly with parents/carer and every 3 weeks with school through the agreed review process. |
| | Ensure the provider organises a clear Induction programme to ensure the student settles well and appropriate baseline data is available | Communicate how the student has settled with parents / carers and school, so we can work together to resolve any concerns and ensure an effective placement. |
| **Curriculum** | Match students to a provision suited to the students' needs | Will provide one to one or small group support for students. |
| | Ensure English and Maths provision is delivered as minimum. | Ensure that qualified teachers are providing education provision and progress is communicated through review meetings and end or term reports. |

| | | |
|---|---|---|
| | Will provide, where appropriate, additional tuition to meet the student's individual needs and ensure statutory hours of education are met. | The agreed hours of provision are met, and no reduction is made without the knowledge and agreement of Prenton High School. |
| | Ensure CEAIG is provided. | Liaise with appropriate agencies to ensure that precise advice and guidance is provided. |
| | Explore work placements as appropriate | Liaise with PHS and external agencies to identify suitable work experience placements where appropriate. |
| **Welfare** | Identify a designated member of staff for the educational welfare of AP students, so students and their families understand that they are still a valued part of the Prenton community. | Report all safeguarding concerns to PHS on the day of the concern |
| | Communicate regularly with the provider and organise a review meeting with the provider and family at least every term. | Access appropriate services to support the student. |
| | Identify a designated member of staff to record and track attendance daily. | Record register on the portal in a timely fashion. |
| | Communicate with the provider concerning all safeguarding concerns and take appropriate action. | Ensure staff have annual child protection and safeguarding training and have the skills to take appropriate safeguarding action as necessary, including EMARF and referrals to Early Help Services. |
| | Establish PHS's safeguarding procedures with the provider. | Ensure there is a clear disclosure policy and procedure. |
| | Ensure the provider has full information regarding a student's emotional wellbeing and SEND needs so effective and precise support can continue to be developed. | Provide experienced staff in working with students with additional needs. |
| | Communicate with parents/carers when a concern has been identified. | Make welfare visits to a students' home as appropriate. |