Reading Girls' School

Succeeding Together

Name of Policy	Alternative Provision Access
Scope of Policy	This policy applies to all students
Approved by	Principal
Date of Approval	September 2026
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Review Date	September 2027

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1. Introduction

At Reding Girls' School, we are committed to ensuring that all students receive an education that is appropriate to their individual needs. In some cases, mainstream school provision may not fully meet a student's needs, and alternative provision may be required. This policy outlines the school's approach to accessing, arranging, and supporting alternative educational provision for students who require it.
This policy ensures that Reding Girls' School provides a clear and supportive process for accessing alternative provision, maintaining high standards of education and safeguarding for all students.

2. Purpose of the Policy

The purpose of this policy is to:

- Ensure students who require alternative provision (AP) continue to receive a highquality education tailored to their needs.

- Set out the procedures for identifying, arranging, and reviewing alternative provision.

- Clarify the roles and responsibilities of staff, parents/carers, and external providers in the process.

- Ensure compliance with statutory guidance and local authority procedures.

3. Legal Framework

This policy is guided by the following legal and statutory documents:

Education Act 1996: Schools and local authorities must ensure suitable education is provided for all children of compulsory school age.

The Alternative Provision Statutory Guidance: Provides guidance on the use of alternative provision for students who cannot access mainstream education.

SEND Code of Practice (2015): Ensures that students with special educational needs and disabilities (SEND) are provided with appropriate education.

Equality Act 2010: Requires that reasonable adjustments are made for students with disabilities or additional needs.

4. Definition of Alternative Provision (AP)

Alternative Provision refers to education arranged by schools, local authorities, or other

providers for students who are unable to access mainstream education. This may be due to a variety of reasons, including but not limited to:

- Behavioural challenges that lead to exclusion or risk of exclusion.

- Health issues, including mental health difficulties.

- Special educational needs or disabilities (SEND) that require a different setting.

- Personal circumstances that affect a student's ability to attend school (e.g., young carers, pregnancy).

Alternative provision can take place in various settings, such as:

- Pupil Referral Units (PRUs).

- Vocational training providers.

- Online education platforms.

- Specialist alternative schools.

- Work-based learning environments.

5. Objectives of Alternative Provision

The objectives of providing alternative provision are to:

- Ensure that students continue to receive suitable education tailored to their individual needs and circumstances.

- Promote re-engagement with learning and, where possible, support reintegration into mainstream school.

- Support students in achieving academic qualifications, life skills, and personal development.

- Provide a safe and nurturing environment where students can thrive.

6. Identification of Students Needing Alternative Provision

Students who may require alternative provision are identified through:

Pastoral and SENCO referrals: Staff members may refer students based on

behavioural concerns, attendance issues, or unmet educational needs.

Parent/carer concerns: Parents/carers may request consideration of alternative provision if they believe mainstream schooling is not meeting their child's needs.

Exclusion processes: Students at risk of exclusion or who have been excluded may be referred to alternative provision.

Medical recommendations: Students with health or mental health difficulties may be referred based on professional advice.

Multi-agency involvement: Involvement from external agencies (e.g., social services, CAMHS) may lead to the recommendation of alternative provision.

7. Process for Accessing Alternative Provision

7.1. Initial Assessment and Referral

- The student's needs will be assessed by the SENCO, Pastoral Lead, or Headteacher, in collaboration with teachers, parents/carers, and, if necessary, external professionals.

- A decision will be made about whether alternative provision is necessary, and the type of provision that will best suit the student's needs.

- The school will liaise with the local authority and relevant alternative provision providers to identify a suitable placement.

7.2. Parental/Carer Involvement

- Parents/carers will be involved at every stage of the decision-making process.

- Written consent from parents/carers is required before alternative provision is arranged.

- Where possible, students will also be consulted and involved in decisions about their educational path.

7.3. Arranging Provision

- Once an appropriate provider is identified, the school will work with the provider to develop an educational plan for the student. This plan will outline:

- The nature of the alternative provision (e.g., full-time, part-time).

- The curriculum that will be followed, including qualifications, life skills, and support services.

- Clear objectives for the student's progress and outcomes.

- A plan for monitoring the student's engagement and academic progress.

8. Monitoring and Reviewing Alternative Provision

8.1. Ongoing Monitoring

- The school will maintain regular communication with the alternative provision provider to monitor the student's progress, attendance, and engagement.

- Designated staff members, such as the SENCO or Pastoral Lead, will oversee the student's wellbeing and ensure that their needs are being met.

- The provider will submit regular progress reports to the school.

8.2. Review Meetings

- Review meetings will be held at regular intervals (at least once per term) involving the

student, parents/carers, school staff, and the alternative provider.

- The meetings will evaluate the student's progress, including academic achievements,

personal development, and behaviour.

- Adjustments to the provision may be made based on the student's progress, with the aim of reintegration into mainstream education, where appropriate.

8.3. Reintegration into Mainstream Education

- Where appropriate and possible, the ultimate aim is for the student to reintegrate into mainstream school.

- A phased reintegration plan may be put in place, with additional support provided during the transition.

- The school will ensure that a re-integration support package is in place to help the student adjust back to mainstream education successfully.

9. Roles and Responsibilities

9.1. School Leadership and Governing Body

- Ensure the school has an effective policy on alternative provision and that it is implemented appropriately.

- Allocate resources to support students requiring alternative provision.

9.2. SENCO and Pastoral Leads

- Identify students who may benefit from alternative provision.

- Liaise with parents/carers, external agencies, and alternative providers to arrange suitable provision.

- Monitor the progress of students in alternative provision and ensure that they receive

appropriate support.

9.3. Parents/Carers

- Work in partnership with the school to support the student's educational journey.

- Attend review meetings and provide input into decisions regarding alternative provision.

9.4. Students

- Engage positively with alternative provision and participate in review meetings where appropriate.

- Follow the educational plan and any behavioural or attendance expectations set by the provider.

10. Safeguarding and Attendance

The safeguarding of students in alternative provision is paramount:

- All alternative providers must meet safeguarding standards and comply with the school's Safeguarding and Child Protection Policy.

- Attendance at alternative provision will be closely monitored, and the school will take immediate action if attendance becomes a concern.

- The school will maintain regular communication with the provider to ensure that safeguarding protocols are followed.

11. Equality Impact Statement

Reding Girls' School is committed to ensuring equality of access for all students. Decisions regarding alternative provision will be made in line with the school's Public Sector Equality Duty to prevent discrimination and ensure equal opportunities, regardless of the student's race, gender, disability, religion, or other protected characteristics.

12. Complaints and Appeals

If parents/carers or students have concerns about alternative provision, these should be raised with the SENCO or Headteacher. If issues are not resolved satisfactorily, the school's complaints procedure can be followed.