Alternative Education Pathways Policy

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Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement

We are a partnership of Catholic schools. Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing.
- Working together so that we can all achieve our full potential, deepen our faith and realise our God-given talents.
- Make the world a better place, especially for the most vulnerable in our society by doing 'little things with great love'. (*St Therese of Lisieux*)

"You who have received the Spirit should restore others in a spirit of gentleness". Galations 6v1

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School Safeguarding Governor Lead:	
Nominated Lead Member of Staff:	
Trust Safeguarding Director	Mrs Sue Dryden
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Next Review Date:	November 2025
Author	Moira Dales

1. Context of the Policy

Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) comprises 36 schools: 30 Primary and 6 Secondary. We believe each pupil is a unique individual formed in the likeness of God, and we aim to nurture all children within our inclusive schools. Our commitment is to provide 'outstanding education for all' and to deliver the best Catholic Education and curriculum.

In some cases, external factors may impact a student's ability to access full-time education in a mainstream environment. For such cases, we work with parents and external agencies to create appropriate, temporary alternative provision, aiming for reintegration back into mainstream education within a feasible timeframe. This includes guidance on part-time timetables and flexi-schooling in line with Ofsted and Department for Education policies.

2. Objectives of this Policy

The objectives of this policy are:

- To outline circumstances under which part-time or alternative provisions might be considered.
- To ensure consistent and equitable procedures for offering Alternative Provision.
- To provide guidance on part-time and flexible schooling arrangements.
- To ensure safeguarding and attendance procedures are followed rigorously for pupils in alternative provisions or flexi-schooling arrangements.
- To guide staff in supporting and monitoring pupils' academic, behavioural, and pastoral welfare in these settings.

3. Alternative Provision (AP)

Alternative Provision (AP) is educational provision for pupils who are unable to access mainstream education for several different reasons.

These are some of the reasons why a school might offer Alternative Provision to a pupil:

- Alternative Provision recognises that pupils have different strengths and weaknesses, and that mainstream education is not suitable for some.
- The pupil is not able to access the curriculum provided at an OLOL CMAT school because of behavioural or emotional and social difficulties and that an alternative approach would re-motivate and engage the child.
- The pupil has had one or more fixed-term exclusions and is at risk of permanent exclusion from school. Alternative Provision is seen as a desirable alternative to permanent exclusion for a pupil and to encourage their continued inclusion in education.
- The pupil has not been attending school regularly and is therefore unlikely to achieve any qualifications.
- Alternative Provision could be full-time or part-time and there should always be a plan to reintegrate within their own mainstream school; however, it should note that for some pupils they will not return to their own setting but there would be close liaison between school, parents and the any external agencies associated to the pupil.

If a school wishes to investigate an Alternative Provision, they will **initially liaise with their link Director of Performance and Standards (DPS)** in OLoL CMAT to ensure processes and procedures are followed. All Alternative Provision providers should be registered with Ofsted, it is only in exceptional circumstances where the Trust consider an Alternative Provision that is not Ofsted registered to be used by a school.

OLoL CMAT advise against the use of non-registered Alternative Provision; however, this will be reviewed on a case-by-case basis with the school and by the link DPS. ***Where a non-registered provider is used the OLOL CMAT school must complete all of the initial visit forms and risk assessments (Appendix 1a/1b & 2) and send these to their link DPS for approval – Please ensure you follow the Referral process for alternative provision (Appendix 3).**

If a pupil has an education, health and care (EHC) plan they must go to an Ofsted registered Alternative Provision. However, in extreme circumstances where no other AP is available and the Local Authority direct schools to use a particular unregistered AP, this provision will be considered in liaison with parents and any external support from the Local Authority.

During an Ofsted inspection, inspectors will ask the school about the registration status of any Alternative Provider that they use. **Any provider of an Alternative Provision must be registered as an independent school if it caters for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an EHC plan.**

3.1 How might schools choose an Alternative Provision?

OLoL CMAT schools would look at providers recommended by external agencies linked to the pupil. They would be looking for an Alternative Provision which appropriately meets the needs of pupil and enables them to achieve good educational attainment on a par with their mainstream peers.

The Department for Education say provision should:

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress.
- Offer appropriate and challenging teaching in English, mathematics and science (including IT, where appropriate) on a par with mainstream education - unless this is being provided elsewhere within a package of provision.
- Be suited to the pupil's capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress.
- Have good arrangements for working with other relevant services such as social care, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

3.2 Overall school responsibility areas:

School Responsibilities:

- Pupil welfare: safeguarding, child protection; health and safety.
- Sharing all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.
- Ensuring that parents (and the LA where the pupil has an EHCP) have clear information about the placement - why, when, where, and how it will be reviewed.
- Setting out in writing the agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to the provider.
- Where reintegration to school is an objective, planning for and providing an appropriate package of support to assist the pupil's reintegration.
- Involving parents (and LA if child has EHCP) in regular reviews of the placement.
- Attendance monitoring and follow-up of absences.
- Meeting the needs identified within a child's EHC plan or statement of Special Educational Need.
- Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made.
- Sanctioning a fixed term or permanent exclusion; pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these, following their schools behaivour policy and liaising with the Alternative Provider.
- Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support.
- Ensuring the pupil remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards. Academic progress, ensuring targets are suitably challenging.
- If a pupil is attending the provision part-time or attending multiple settings the school needs to ensure that pupils are kept safe when they are not on site for the whole school day.
- Ensure when using 1:1 tutoring for Alternative Provision you follow the guidance outlined in Appendix 4.
- Accreditation including English and maths qualifications.
- Safeguarding and health and safety (including quality of accommodation, if appropriate).
- Careers guidance, schools to ensure pupils receive their full entitlement to careers information, advice and guidance.
- Pupil outcomes – obtaining a final report on the pupil's achievements during the placement including attainment and progress, attendance records and evidence of change in behaviour.
- Seeking pupil's views on success of the placement.

3.3 The Local Governing Body will:
- Monitor the implementation of the Alternative Pathways policy and review it on a regular basis.
- To uphold the Alternative Pathways policy.

3.4 The Headteacher will:
- Ensure the policy is applied fairly and consistently across all pupils.
- Understand and comply with the guidelines detailed within Alternative Provision policy and other related documents.
- Arrange for the appointment of an appropriate member of the senior leadership team to attend meetings relating to pupil referrals and ensure they conduct regular progress visits to the alternative provider.
- Work closely with the senior leader responsible for Alternative Provision to continually assess the quality and suitability of providers of alternative education for pupils.
- Ensure that the specific personal, social, and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment.

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3.5 The Attendance Officer/School Leader will:
- Monitor attendance of pupils referred to alternative providers and update records on a weekly basis.
- Provide attendance updates to the offsite co-ordinator or named Lead.

3.6 Attendance and Safeguarding:
- 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 a component in achieving this.
- Attendance at off-site Alternative Provision will be monitored closely and every step should be taken to ensure that accurate data is kept by the OLOL CMAT school. **Please ensure you following guidance outlined below, from the OLOL Attendance Policy:**

  o Where the school uses off-site providers the responsibility for **external partners (The Alternative Provision)** is to ensure the following:

    - Accurately register student(s) on placement.
    - Notify the school **before 10.00am** of any student absence.
    - E-mail/post **weekly** attendance registers to nominated member of staff at the academy.
    - Alert school, (Attendance Officer or nominated staff) immediately in the event of a student leaving the provider's premises without prior authorisation from academy.

- OLOL CMAT school will then contact parents/ carers and try and resolve the issue to ensure regular attendance at the Alternative Provision.
- OLOL CMAT school will formally monitor attendance and update records and maintain contact with alternative provider on a weekly basis.
- Pupils whose attendance falls below the OLOL CMAT school target will be subject to a number of interventions as set out in the school Attendance Policy.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at the OLOL CMAT school and that all Alternative Providers adhere to the Child Protection and Safeguarding Policies held by the Trust/ school.

Each pupil attending Alternative Provision **MUST** remain on a school roll and the school retains the ultimate duty of care for all pupils, wherever they are being educated.

To ensure robust safeguarding of pupils in placement, there is an expectation that schools and providers have a clear agreement about how the school is informed of attendance and the subsequent follow up of absence.

The provider is responsible for enrolling pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This **MUST** be completed twice a day, am and pm. This is a legal requirement for all pupil groups (The Education Pupil Registration (England) Regulations 2006).

3.7 Nominated Senior Leader responsible for Alternative Provision or Designated Safeguarding Lead (DSL) will:

- Take overall responsibility for the school's use of Alternative Provision for all pupils who attend this provision.
- Will always follow the referral process when using Alternative Provision (Appendix 3).
- Report to the Governing body on the effectiveness of the implementation of the Alternative Provision policy.
- Liaise with the Headteacher, Designated Safeguarding Lead, SENCO, Examinations and Data Manager, Attendance Administrator, and other relevant staff to ensure that the appropriate measures are in place to support pupils who are being educated in an Alternative Provision.

- Undertake half-termly visits to the Alternative Provision sites to review the progress of the relevant pupils, complete and keep a record of (Appendix 5**).**
- Monitor pupils' attendance who are at an Alternative Provision.
- Ensure that the alternative provider is a registered and approved centre and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety.
- Ensure that all alternative providers hold a copy of and adhere to the Our Lady of Lourdes CMAT Child Protection and Safeguarding Policies.
- Provide relevant pupil data to help facilitate the transition from school to the alternative provider.
- Coordinate arrangements with the alternative provider for public examination entries and the completion of public examinations.
- Liaise with the offsite coordinator and head of curriculum to ensure the system for tracking pupil progress is accurately recorded during the scheduled windows for data capture.
- If appropriate, provide details of provision mapping and other relevant information to the alternative provider to cater for the special education needs of student.

3.8 Monitoring Academic Progress, Behaviour and Pastoral Welfare:

- The pupil's attainment data will be communicated to the Alternative Provider on commencement of placement.
- The pupils will be visited once per half-term by an appropriate staff member from the OLOL CMAT school and an Alternative Provision Progress Report will be completed (Appendix 6).
- The pupil's own views on the placement will be considered as part of the monitoring process.
- The provider will be expected to contact the OLOL CMAT school to inform them of any serious behavioural incidents.
- Pupils who are making less than satisfactory progress will be subject to a formal review meeting involving the OLOL CMAT school, the pupil, parents/carer and the provider.
- In extreme circumstances, or following an agreed number of unsatisfactory review meetings, the placement may be ended, and the child immediately reintegrated into school.

3.9 Reintegration back into school:

It is expected that pupils will need to have a reintegration plan to return to school:
- A timeline is developed by the school to reintegrate the pupil back into school, based on the half-termly reviews.
- The timeline can be extended or shorted based on the progress reports from the AP.
- This will need to be a graduated approach to support the reintegration.
- The reintegration would need to be discussed with the pupil's parents/ carers.
- There would need to be a multi-agency meeting to discuss the effective strategies for the reintegration of the pupil.

4. Part-Time Timetables

Definition

A part-time timetable allows a pupil to attend school for part of the day or week, tailored to individual needs, such as medical issues or reintegration from prolonged absence. It should only be implemented temporarily and be regularly reviewed to support a return to full-time attendance. **A part-time timetable should not be used to manage a pupil's behaviour**

4.1 Implementation within Schools

Schools may implement part-time timetables only in exceptional circumstances, where it is clearly in the best interest of the pupil and following **Department for Education (DfE) guidance**. This approach should be considered a last resort after all other support options have been exhausted, please discuss with your link DPS.

Key considerations:

- Part-time timetables must include a clear, structured plan aimed at reintegrating the pupil into full-time education within a specified period.
- For pupils with mental health challenges affecting attendance, guidance from the **DfE's Summary of Responsibilities where a Mental Health Issue is Affecting Attendance** should be followed.
- Each part-time timetable must specify a proposed end date, tailored to the pupil's circumstances. This date should be reviewed and adjusted as necessary to ensure adequate support.

In cases such as long-term health conditions, extended part-time arrangements may be required, but they must still be temporary and subject to regular reviews.

4.2 Key Requirements for Schools:

Schools must adhere to the following:

1. **Parental Consent and Local Authority Notification**:
   o Obtain written parental consent before implementing a part-time timetable.
   o Notify the Local Authority (LA) of all part-time arrangements, especially for pupils with **Education, Health, and Care Plans (EHCPs)**.
2. **Involvement of Social Workers (if applicable)**:
   o If the pupil has a social worker, ensure they are informed and actively involved in the process.
3. **Safeguarding and Attendance Monitoring**:
   o Follow the school's **Attendance Policy** and use appropriate attendance codes (e.g., **Code X** or **Code C2**) when the pupil is off-site.
   o Communicate daily with parents/carers to confirm attendance and monitor welfare.
   o Address any safeguarding concerns promptly through the **Designated Safeguarding Lead (DSL)**.
4. **Structured Review Meetings**:
   o Conduct regular reviews, at least half-termly, to assess the timetable's effectiveness and the pupil's readiness to return to full-time education.
   o Ensure parents, professionals, and the pupil participate in these reviews.
5. **Support for Parents/Carers**:
   o Provide resources or signpost parents/carers to support services that can assist with home education during the part-time timetable period, if appropriate.
6. **For Pupils with EHCPs**:
   o **Local Authority Notification**: Notify the LA of any part-time timetable arrangement, as this may impact the provision outlined in the EHCP.
   o **Parental Consent**: Ensure the arrangement is agreed upon by the parents or guardians.
   o **Regular Reviews**: Temporary arrangements must be reviewed regularly with input from the LA, parents, and school staff.
   o **Documented Plan**: The part-time timetable must be part of the pupil's wider support plan, ensuring the outcomes in the EHCP are met effectively.

4.4 Roles and Responsibilities

Local Governing Body

The Local Governing Body (LGB) has a strategic role in overseeing the implementation and effectiveness of part-time timetables within the school. Their responsibilities ensure compliance with statutory requirements, safeguarding, and the promotion of pupil outcomes.

- Monitor the implementation of the Alternative Pathways policy and review it on a regular basis.
- To uphold the Alternative Pathways policy.

Headteacher

The Headteacher has overall responsibility for the implementation of part-time timetables within the school. Their specific responsibilities include:

- **Approval and Oversight**:
  - Approve all part-time timetable arrangements, ensuring compliance with statutory guidance and alignment with the pupil's best interests.
  - Ensure the arrangements are documented and reviewed regularly.
- **Communication and Collaboration**:
  - Maintain regular communication with parents/carers, the Local Authority, and other professionals (e.g., social workers or CAMHS) regarding the pupil's progress.
  - Notify the Local Governing Body of all part-time timetable arrangements and their outcomes.
- **Staff Oversight**:
  - Appoint a senior leader to oversee the implementation, monitoring, and review of part-time timetables.
  - Ensure all relevant staff understand their roles in supporting the arrangement, including safeguarding and attendance monitoring.

Safeguarding

The DSL is responsible for safeguarding pupils on part-time timetables and ensuring compliance with all child protection policies. Their specific responsibilities include:

- **Risk Management**:
  - Conduct a **Risk Assessment** for all part-time timetable arrangements to identify and mitigate potential safeguarding concerns, especially during non-school hours.
  - Regularly review and update the risk assessment to reflect changes in the pupil's circumstances.
- **Monitoring and Welfare**:
  - Maintain regular contact with the pupil and their family to monitor well-being and identify any safeguarding risks promptly.
  - Collaborate with external agencies (e.g., social workers or Local Authorities) to address safeguarding concerns as they arise.
- **Record Keeping**:
  - Maintain accurate records of any safeguarding concerns and actions taken related to part-time timetable arrangements.
  - Ensure the school's **Child Protection and Safeguarding Policies** are adhered to by all parties involved in the arrangement.

Attendance Officer/Senior Leader

The Attendance Officer ensures accurate tracking of pupil attendance during part-time timetables and acts as a key point of contact for communication. Their responsibilities include:

- **Attendance Monitoring**:

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- Use appropriate **DfE Attendance Codes** (e.g., **X or C2**) to record attendance accurately for sessions where the pupil is off-site.
- Maintain up-to-date attendance records and share these with relevant staff, including the DSL and Headteacher.
- **Communication**:
  - Liaise daily with parents/carers to monitor the pupil's attendance and address any absences.
  - Follow up on any unexplained absences immediately, ensuring safeguarding measures are in place.
  - Work with alternative providers (if applicable) to receive timely attendance updates, typically by **10:00 AM** daily.
- **Reporting**:
  - Provide weekly attendance reports to the Headteacher/DSL and other relevant stakeholders, including the Local Authority if required.

4.3 Reintegration Back into School

The ultimate goal of part-time timetables is to reintegrate pupils into full-time education at the earliest opportunity. Schools must develop and follow a structured reintegration plan.

Key Steps in the Reintegration Process

1. **Timeline Development**:
   - Create a reintegration timeline based on the pupil's individual needs and progress during part-time education.
   - Set clear milestones for transitioning the pupil back to full-time attendance.
2. **Review and Adjustments**:
   - Regularly review the reintegration plan as part of half-termly progress meetings.
   - Adjust timelines as necessary based on reports from parents, staff, and external agencies (e.g., CAMHS or the Local Authority).
3. **Multi-Agency Collaboration**:
   - Convene a **multi-agency meeting** (if applicable) involving all key stakeholders (e.g., parents, Local Authority, health professionals) to agree on strategies for a smooth transition.
   - Ensure the pupil's views and feedback are central to the planning process.
4. **Support Strategies**:
   - Provide tailored support to address academic, social, or emotional barriers to reintegration.
   - Arrange for a phased return if necessary, starting with specific subjects or time slots and gradually increasing attendance.
   - Offer pastoral support and mentoring during the transition.
5. **Monitoring and Reporting**:
   - Assign a senior leader to oversee the reintegration process and conduct regular check-ins with the pupil.
   - Gather feedback from parents, staff, and the pupil to evaluate the success of the reintegration plan.
   - Document the pupil's progress and update the Local Governing Body on outcomes.

4.4 Risk Checklist for Part-Time Timetables

- **Initial Suitability Assessment**:
  - Is the pupil's part-time attendance necessary and in their best interests?
  - Are all other support options explored before moving to a part-time arrangement?
- **Safeguarding**:

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- - - o Have the child's whereabouts during non-school hours been confirmed as safe?
      - o Are risk assessments updated regularly to address any vulnerabilities due to reduced school attendance?
  - **Educational Continuity**:
      - o Are there measures in place to minimise curriculum gaps for core subjects?
      - o Is the pupil provided with resources or activities to complete outside of school hours?
  - **Review and Accountability**:
      - o Is a clear reintegration timeline established with regular progress reviews?
      - o Are all stakeholders (parents, social worker, local authority) informed and involved in the review process?
  - **Impact on Staff Workload and Resources**
      - o Has specific time or responsibility been allocated to staff members overseeing part time timetables?
      - o Are regular reviews conducted to ensure that staff managing part time timetable arrangements are supported and have adequate resources?
      - o Are provisions in place to support staff in creating separate resources for part-time students? E.g. online platforms, shared space (Teams/Google Drive), students accessing laptops

Please see Appendix 7: Risk Assessment template for students on a part time timetable.

5. Flexi-Schooling

Definition

Flexi-schooling is a blended approach to education in which a pupil remains registered at school but attends part-time, with the rest of their education provided at home. This arrangement is not an automatic right and requires the agreement of the school to ensure it meets the pupil's educational and developmental needs. Flexi-schooling is **not** the same as a 'temporary part-time timetable' so does not have to be time-limited or aim to increase the time spent in school.

The Department for Education's Elective Home Education: Departmental Guidance for Local Authorities (April 2019) outlines that flexi-schooling allows electively home-educated children to receive part of their education at a school. If the school agrees to this arrangement, the pupil must be formally registered on the school's roll and attend school on the agreed days each week. Flexi-schooling offers families flexibility in how their child's education is delivered but must always prioritise the child's best interests and educational outcomes. It remains the parent's responsibility to ensure their child receives a full-time education, even if components of it are part-time.

5.1 Implementation within Schools

Flexi-schooling is initiated by parental request and requires the Headteacher's approval. It differs from a part-time timetable as it does not aim for full-time reintegration and can continue long-term if it aligns with the pupil's best interests. Schools must:

- Ensure that flexi-schooling arrangements comply with the Department for Education (DfE) guidance on elective home education.
- Formalise arrangements through a written agreement with parents/carers.
- Notify the Local Authority (LA) of **all** flexi-schooling arrangements, particularly for pupils with Education, Health, and Care Plans (EHCPs).
- Ensure they inform their link DPS.
- Provide a broad and balanced curriculum for the pupil's time in school, complemented by regular progress assessments.
- Monitor and report academic progress to ensure consistency with full-time educational standards.

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- The school may choose to share curriculum outlines or resources to help parents align home-based learning with school content.
- Schools are not statutorily obligated to set or mark work completed at home as part of the flexi-schooling arrangement.

Flexi-schooling, where a child attends school part-time and is educated at home for the remainder, involves specific legal considerations regarding safeguarding in the UK. While parents have the right to educate their children at home, they do not have a legal entitlement to insist on flexi-schooling arrangements; such agreements are at the discretion of the headteacher and the school's governing body.

5.2 Key Roles and Responsibilities

Headteacher

- Approval and Oversight:
    - Review and approve flexi-schooling arrangements on a case-by-case basis, ensuring alignment with the pupil's best interests and compliance with statutory guidance.
    - Ensure the arrangement is formalised through a written agreement that outlines the division of educational responsibilities between school and home, including:
        - Specific days of attendance at school.
        - Curriculum responsibilities of the school and home.
        - Safeguarding measures and educational expectations.
- Communication and Monitoring:
    - Notify the Local Governing Body and Local Authority of all flexi-schooling arrangements.
    - Facilitate regular communication between parents, the school, and external agencies (e.g., Local Authority, CAMHS, or other professionals).

Designated Safeguarding Lead (DSL)

- Safeguarding Oversight:
    - Conduct a risk assessment for each flexi-schooling arrangement to identify potential safeguarding risks during non-school hours.
    - The school has full safeguarding responsibility for the child while they are attending on-site sessions. This includes:
        - Ensuring compliance with the school's Child Protection and Safeguarding Policies.
        - Monitoring attendance and welfare during school hours.
        - Acting on any safeguarding concerns raised while the child is on school premises.
    - Ensure the school's Child Protection and Safeguarding Policies are followed and that parents understand their safeguarding responsibilities during home-based learning.
- Collaboration:
    - Liaise with external agencies, such as social workers or the Local Authority, to address safeguarding concerns.
    - Support parents/carers in creating a safe home learning environment.
- Monitoring and Response:
    - Monitor attendance and welfare for the time the child is in school.
    - Respond to safeguarding concerns promptly, escalating issues to the Local Authority or other relevant agencies as required.

Attendance Officer/Senior Leader

Attendance Recording:

- Accurately record attendance for the time the pupil is on-site, using the appropriate **DfE attendance codes** (e.g., authorised absence for home-based learning).
- Monitor and track attendance during scheduled on-site sessions, ensuring compliance with statutory requirements.
- Identify and report attendance patterns or concerns, such as persistent absence, to the **Designated Safeguarding Lead (DSL)** and Headteacher.

Communication:

- Maintain regular communication with parents to confirm attendance during on-site sessions and promptly address any concerns or issues.
- Provide weekly attendance reports to the Headteacher and DSL to facilitate monitoring and follow-up actions as needed.

Compliance:

- Ensure attendance records are complete, accurate, and compliant with statutory requirements, particularly for pupils with **Education, Health, and Care Plans (EHCPs)**.
- Share attendance data with the **Local Authority (LA)** when required, especially for pupils with additional safeguarding considerations.

Schools' Duties:

1. **Immediate Follow-Up**:
   - Address any unexplained absence from scheduled on-site sessions immediately, contacting parents and escalating concerns if necessary.
2. **Identify Patterns of Poor Attendance**:
   - Regularly review attendance records to identify trends or patterns that may indicate underlying safeguarding or educational concerns.
   - Investigate any potential barriers to attendance, such as family circumstances, mental health challenges, or social issues.
3. **Collaboration and Escalation**:
   - Work collaboratively with parents to resolve attendance issues and provide support where needed.
   - Escalate persistent or significant attendance concerns to the **Local Authority**, ensuring timely intervention when required.

Local Governing Body (LGB)

- **Policy Oversight:**
  - Monitor the implementation of flexi-schooling arrangements and ensure alignment with the school's ethos and statutory obligations.
  - Regularly review and approve policy updates to reflect changes in DfE guidance or safeguarding requirements.
- **Accountability:**
  - Hold the Headteacher accountable for ensuring that flexi-schooling arrangements are implemented in the best interests of pupils.
  - Request termly updates on flexi-schooling arrangements, including pupil progress, safeguarding measures, and outcomes.

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Parents/Carers

- **Educational Responsibility:**
  - Ensure the home-based component of flexi-schooling effectively contributes to the child's overall full-time education.
  - Accept responsibility for delivering and managing the child's education during the periods they are not attending school.
  - It is up to parents to plan, deliver, and manage the home-based learning, ensuring it forms part of a full-time education.
  - Provide a safe and conducive learning environment at home.
- **Collaboration:**
  - Work with the school to align home learning with the curriculum and attend regular reviews.
  - Inform the school of any changes to the home learning environment or the pupil's circumstances.
- **Safeguarding:**

  During periods when the child is learning at home, safeguarding is the sole responsibility of the parents or carers. This includes:

  - Ensuring the home environment is safe and conducive to learning.
  - Protecting the child from harm, abuse, neglect, or exploitation.
  - Responding to any risks or concerns during the child's time at home.

Local Authority

- **Monitoring and Support:**
  - Monitor the educational progress and welfare of flexi-schooled pupils, particularly those with EHCPs.
  - Approve flexi-schooling arrangements for pupils with EHCPs to ensure compliance with statutory requirements.
- **Collaboration:**
  - Work with the school and parents to ensure that the arrangement meets the pupil's needs and the outcomes outlined in the EHCP.

For students with an Education, Health, and Care Plan (EHCP), flexi-schooling arrangements involve additional considerations and legal requirements:

1. **Local Authority Approval**: Flexi-schooling for students with an EHCP requires the involvement and approval of the Local Authority. Since the Local Authority is responsible for ensuring that the support outlined in the EHCP is delivered effectively, any flexi-schooling arrangement must be assessed to confirm that it continues to meet the student's needs.
2. **Parent-initiated Arrangement**: Flexi-schooling is typically initiated by the parents, not the school. The school and the Local Authority must agree that this arrangement will still fulfil the EHCP's objectives, which include delivering a suitable, comprehensive education and any specified health and social care support.
3. **Written Agreement**: A formal, written agreement is required between the school, parents, and Local Authority. This agreement should outline:
   - The days or hours the student will be attending school.
   - The educational components covered at school versus those provided at home.
   - How the EHCP outcomes and support will be delivered across both settings.

4. **Regular Reviews**: As with part-time timetables, flexi-schooling arrangements for students with EHCPs require frequent reviews with the Local Authority to ensure that the student's progress is on track and the EHCP requirements are met. Adjustments may be necessary if the flexi-schooling arrangement impacts the effectiveness of the support.
5. **Safeguarding and Attendance**: Schools must ensure accurate attendance records and have protocols in place for safeguarding when the student is off-site. Attendance during home-based learning is typically marked as 'authorised absence' rather than 'approved off-site activity' as per Department for Education guidance.

5.3 Risk Checklist for Flexi-Schooling (Appendix 8: Risk Assessment Template for students accessing Flexi-Schooling)

Agreement and Compliance

- Has a formal agreement been signed with the parent outlining flexi-schooling arrangements?
- Are the parents informed of their responsibility to ensure full-time education?
- Does the agreement clarify roles, responsibilities, and compliance with legal and safeguarding requirements?

Attendance and Safeguarding

- Are safeguarding protocols in place for days the pupil is learning at home?
- Has the attendance policy been adjusted to reflect flexi-schooling and account for potential non-attendance?
- Are emergency contact details and procedures shared with both the school and parents for effective monitoring?

Educational Provision and Monitoring

- Are there checks to ensure the curriculum at school complements home learning, ensuring progression?
- Are regular meetings scheduled to assess academic progress and adjust the arrangement as necessary?
- Are there structured feedback channels for parents to report on student engagement and progress at home?

Compliance Monitoring

- Is attendance recorded as authorised absence (per DfE guidance), not as 'approved off-site activity'?
- Has the Local Authority (LA) been informed of the flexi-schooling arrangement, especially for pupils with EHCPs?
- Is there evidence of LA oversight to ensure the arrangement meets statutory requirements and supports the outcomes outlined in the EHCP?
- Have regular review meetings been scheduled with the LA to monitor progress and compliance?
- Are records in place for highlighting compliance with statutory guidance?
- Are records maintained on students' progress, attendance, and engagement across both school and home environments?

Digital Safety and Online Learning

- Have parents received guidance on digital safety, including internet filters and appropriate online learning tools?

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- Are there controls in place to prevent exposure to inappropriate content or cyberbullying during home-based learning?

6. Statutory Guidance

Statutory Guidance for Alternative Provision (AP)

- Alternative Provision Statutory Guidance (DfE, 2016)
- Education Act 1996 (Section 19)
- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (KCSIE)
- Ofsted Inspection Framework

Statutory Guidance for Part-Time Timetables

- Children Act 1989
- Education Act 1996 (Sections 7 and 444)
- Working Together to Improve School Attendance (DfE, 2022)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE)

Statutory Guidance for Flexi-Schooling

- Elective Home Education: Departmental Guidance for Local Authorities (DfE, 2019)
- Education Act 1996 (Sections 7 and 444)
- Children and Families Act 2014 (for pupils with EHCPs)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE)
- The Education (Pupil Registration) (England) Regulations 2006

7. **Appendices**

Appendix 1a: Alternative Provision consideration form

Name of Student:	
School:	
Name of Senior Leader:	
Director of Performance and Standards:	
SEND/ FSM/ LAC/ PP:	
External Agencies involved:	

Any previous relevant information about the student:
•

State the reasons why AP or Home Tutoring is appropriate:
•

Outline the full costs of the AP or Home Tutoring and how these costs are going to be met by the school:

Comments from the initial parent meeting:
•

Student Voice about the AP or Home Tutoring:

Parental Agreement:	
Agree:	
Disagree:	

Headteacher agreement:	

Appendix 1b: Report from Professionals initial visit to provision

Name of school staff visiting the provision	
Contact staff member at the provision and contact details	
Date of visit	
Current Registration status of Provision	

Check the safeguarding arrangements and procedures in the Alternative Provision and discuss arrangements to continue checking that the Alternative Provision is a safe place for the student
•

Check the extent to which the pupil will benefit from the curriculum that is on offer at the Alternative Provision *Do you have a clear understanding of the curriculum they will receive?*

How are they been prepared for the next stage in their education and training?

What qualifications will they receive?

Any other information:

Feedback and Authorisation given by DPS	

Appendix 2: Risk Assessment Template (please ensure you adapt for each student)

Alternative Provision – Risk Assessment Template				
Review Schedule • Review this risk assessment termly or more frequently if needed. • Update control measures as required based on ongoing assessments and feedback from students, parents, and provision staff.				
Prepared by: **Position:** **Date:**			**Approved by:** **Position:** **Date:**	
Risk: Travel to and from provision				
Hazard	Likelihood	Impact	Control Measures	**Further actions needed**
Risk of accident, injury, or getting lost when travelling	Medium	High	• Arrange safe transport (e.g., school bus, approved taxi). • Provide students with emergency contact details. • Ensure students understand the travel route and safety rules.	Check travel arrangements regularly.
Risk: Safeguarding and Supervision				
Lack of supervision or potential exposure to harm or neglect	Medium	High	• Alternative provision must meet safeguarding policies and have trained staff. • Ensure DBS checks for all provision staff. • Provide a contact person at both the school and provision.	Conduct regular site visits; review safeguarding policies annually.
Gaps in safeguarding coverage during periods when students are not at the alternative provision (part-time provision only).	Medium	High	• For part-time provision, ensure a clear plan is in place for supervision and safeguarding during non-provision hours (e.g., designated safe spaces or supervised study areas at school). • Require regular updates on attendance and engagement to monitor time spent in each setting. • Maintain clear protocols for transitions between school and alternative	Conduct regular site visits to alternative provision locations. Review safeguarding policies and procedures annually to ensure they accommodate part-time provision requirements. Establish a system for quick reporting and follow-up if

			provision to ensure students are accounted for at all times.	students do not arrive as scheduled at either location.
Increased vulnerability due to SEND, including potential difficulties with communication, understanding, or navigating the environment independently.	Medium	High	• Individual Risk Assessment: Conduct a detailed risk assessment tailored to each SEND student, considering specific needs and potential risks, such as difficulties with travel, supervision, or transitions. • Staff Training: Ensure that all staff at the alternative provision are trained in supporting students with SEND, including familiarity with individual needs, communication styles, and behaviour management strategies. • Personalized Transition Plans: Develop a transition plan for each student with SEND, detailing steps to ensure safe and supported transitions between school and provision, with supervised handovers if required. • Specialised Support Staff: Assign a learning support assistant or SEND-trained supervisor to accompany students with higher needs during transitions or unstructured times, as necessary. • Clear Communication Channels: Provide all relevant SEND information to alternative provision staff, including medical needs, communication preferences, and any behaviour plans. • Additional Supervision during Non-Provision	Conduct regular site visits to assess if SEND support needs are being met at the alternative provision. Schedule termly reviews of each SEND student's experience at the provision with input from school staff, SEND coordinators, and parents/carers. Monitor the student's engagement and attendance closely and adjust support plans as necessary.

				Hours: For part-time provision, ensure students with SEND have a designated safe space or supervised area at school during non-provision hours.	

Risk: Attendance and Engagement					
Risk of low attendance or lack of engagement with the provision, which could affect academic progress and social development.	Medium	Medium	• Follow the school's attendance policy • Set up regular attendance monitoring as outlined within this and the Attendance Policy and communicate with parents/carers regarding any absences. • Implement incentives or support programs to encourage consistent attendance and engagement. • Establish a system of regular feedback from the alternative provision on each student's engagement and participation.	Schedule regular attendance reviews with parents/carers, school, and provision staff to address any attendance or engagement concerns early. Implement a formal attendance monitoring system with specific attendance targets and follow up on patterns of absence. Following the schools Attendance Policy. Develop engagement surveys or feedback forms for students to provide insights into their experiences and suggest areas for improvement.	

Risk: Behaivour & Conduct					
Students may display challenging behaviour in a new environment.	Medium	Medium	• Conduct a behaviour plan tailored for each student. • Brief provision staff on individual needs and strategies. • Establish communication channels to report and manage incidents.	Review behaviour incident regularly (at least monthly)	

Risk: Health, Safety, and Environmental Conditions at Alternative Provision					
Risk of injury or health issues if the alternative provision lacks adequate health and safety measures.	Low to Medium	High	• Conduct an initial site visit to ensure health and safety standards are met, including fire safety, first aid	Require the alternative provision to provide updated health and safety certification, such as fire drills and	

			availability, and safe facilities. • Require regular updates on health and safety audits from the AP. • Ensure students know health and safety procedures and emergency contacts at the alternative provision.	first aid training, annually.
Risk: Health and Medical Needs				
Students with medical needs may not receive proper care.	Low to Medium (dependent on the student)	High	• Provide the provision with a detailed medical needs list. • Ensure staff are trained in emergency response. • Supply any necessary medication and instructions.	Confirm training and resources at the provision; check medical records regularly.
Risk: Academic and Personal Development				
Students may not engage or fall behind academically	Medium	Medium	• Review curriculum and support provided by the alternative provision. • **Review how the provision promotes personal development?** • Set achievable academic and personal targets. • Ensure regular updates and reports to monitor progress. • Schedule periodic meetings with provision staff, students, and parents/carers to assess academic progress and adjust goals if needed.	Schedule termly review meetings with provision staff, student, and parents/carers – or half termly depending on the individuals needs
Risk: Emotional and Mental Wellbeing				
Students may feel isolated, anxious, or unsupported.	Medium	High	• Identify a mentor or key contact for emotional support. • Offer/provide regular check-ins with a familiar staff member. • Review how the provision supports students in-terms of mental health and wellbeing • Provide access to mental health resources, including counselling, if needed.	Track attendance and engagement levels, provide extra support if needed.
Risk: Communication and Information sharing				

Lack of information flow between school, provision, and family.	Medium	Medium	• Set up regular communication schedules for updates. • Ensure data protection and information sharing compliance. • Keep parents/carers informed of progress and any concerns.	Review communication procedures each term.

Appendix 3: The Referral Process (Alternative Provision)

Complete a report stating the reasons why leaders consider off-site provision to be the best option for the pupil

Initial meeting with parents/ carers to discuss the need for Alternative Provision and plans in place for finding the appropriate Alternative Provision for the student

Visit the Alternative Provision to check on the suitability of the provision for each individual student. Ensure that all relevant recruitment checks have been made**.**
A service level agreement must be in place between the school and Alternative Provision.

Make the appropriate checks on the registration status of the provision:
Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC plan).
Check the safeguarding arrangements and procedures in the Alternative Provision and discuss arrangements to continue checking that the Alternative Provision is a safe place for the student.
School to contact their link DPS to discuss the provision.

Check the extent to which the pupil will benefit from the curriculum that is on offer at the Alternative Provision
Is it well-planned and sequenced, well-taught, broad and a balanced curriculum?
Do you have a clear understanding of the curriculum they will receive?
How is progress being tracked?
How does the provision promote personal development?
How are they being prepared for the next stage in their education and training?
What qualifications will they receive?
How is behaviour and attendance monitored?
Are they receiving specialist or pastoral support and is safeguarding effective?

Contact the parents/ carers and organise a follow up meeting to arrange the AP
Check on the transport arrangements for the pupil to attend the AP
Parents/ careers to sign relevant Alternative Provision contract.
Pupils who are referred to Alternative Provision will remain on roll.

School will need to ensure that all information regarding the pupil including emergency contact numbers/attainment and safeguarding concerns are formally shared with the Alternative Provision
School will follow processes outlined within the OLoL Attendance Policy to track and monitor attendance.
Arrangements need to be in place so that the AP can report any absence to a designated person in school within half an hour of the AP start time (before 10am).

A member of the senior leadership team must make regular visits (at least one per half term) to the AP to check on the student's education/ welfare and safeguarding arrangements
Any agreement around Alternative Provision must be reviewed each half-term.

Once committed to alternative provision, pupils must attend, and parents / carers must support this. Failure to do so will carry the same consequences ad non-attendance at OLoL CMAT school.

School to meet with parents/ carers to provide a report about the provision at least once a half-term, review the suitability of AP and potential reintegration into the school

Appendix 4: Alternative Provision Personal Tutoring guidance

Complete a report stating the reasons why leaders consider personal tutor to be the best option for the student and send this to your DPS
(Include any information from external agencies for example LA, BST, Ed Psyche etc)

Contact the parents/legal guardians and organise a meeting to arrange the personal tuition

Meet with the personal tutor and company to check on the suitability of the provision for each individual student

Make the appropriate checks on the registration status of the personal tutor
Check the safeguarding arrangements and procedures with the personal tutor

Check the extent to which the student will benefit from the curriculum that is on offer at the Personal Tutor

Is it well-planned and sequenced, well-taught, broad and a balanced curriculum?
Do you have a clear understanding of the curriculum they will receive?
Are they receiving specialist or pastoral support and is safeguarding effective?

School will contact the Personal Tutor daily to check student attendance.

Arrangements need to be in place so that the Personal Tutor can report any inability to carry out the tuition to a designated person in school within half an hour of the Personal Tutor start time
Personal Tutoring should not take place in a closed off room

The Personal Tutor is to send regular reports to the school and to meet with a member of the senior leadership team on a half termly basis

School to meet with parents/ careers to provide a report about the provision at least once a half-term, review the suitability of Personal Tuition and potential reintegration into the school

Appendix 5: Visits to the Alternative Provision.

Name of Student:	
School:	
Name of Senior Leader:	
Director of Performance and Standards:	
SEND/ FSM/ LAC/ PP:	
External Agencies involved:	

*Please note it is important to record any updates on CPOMS for these pupils

Safeguarding concerns:
•

Attendance:
•

Behaviour and Pastoral update:
•

Curriculum and Academic Progress:
•

Qualifications and Preparation for the next stages of Education:
•

Additional Comments:
•

Senior Leader:	
Headteacher:	

Appendix 6: Progress Report – for Parents/ Carers

Name of Student:	
School:	
Name of Senior Leader:	
Director of Performance and Standards:	
SEND/ FSM/ LAC/ PP:	
AP/ Personal Tutor contact:	

Attendance

Pastoral

Curriculum

Next steps in their education:

Targets:

Senior Leader:	
Headteacher:	

Appendix 7: Risk Assessment template for students on Part Time Timetables (Please adapt for students individual need)

Risk Assessment Template: Part time timetables	
Pupil Name: Date of Assessment: Review Date: Assessed by: Position:	Approved by: Date:
Reason for Part-Time Timetable: (e.g., medical condition, mental health needs, reintegration from absence) **Expected Duration of Part-Time Timetable and timeline for reviews**: (e.g., 6 weeks, subject to review) **Reintegration Plan**: Describe the timeline and strategies for reintegration to full-time attendance	

Risk Area	Potential Risk	Mitigating Actions	Responsibility	Review/Frequency
Safeguarding during absence	Pupil may be at risk during non-school hours when off site.	-Review/ Confirm safe and supervised environment during non-school hours -Communicate regularly with parents to monitor pupil welfare	DSL	Weekly
Attendance Tracking	Missed or inaccurate attendance records could lead to safeguarding gaps.	- Follow schools Attendance Policy - Ensure correct attendance coding is used. -Ensure daily communication if the pupils is absent unexpectedly	Attendance Officer/Pastoral Leader/SLT	Daily
Educational Continuity	Part-time schedule may disrupt the pupil's routine and support systems.	Ensure consistency in schedule and routine. -Schedule regular meetings to assess wellbeing and adjust support as needed.	Class Teacher/Pastoral Leader/SLT	Weekly

Health & Wellbeing	Part-time schedule may disrupt the pupil's routine and support systems.	Ensure consistency in schedule and routine. - Schedule regular meetings to assess wellbeing and adjust support as needed.	SENCO / DSL /Pastoral Leader	Bi-weekly
Social Isolation	Reduced time on school premises could impact social interactions.	Encourage participation in school social activities where possible. - Consider gradual increase in on-site time for social integration.	Class Teacher/Pastoral Lead	Monthly
Parental Understanding and Cooperation	Parents may not fully understand their role in the arrangement.	- Hold an initial meeting with parents to outline responsibilities. - Provide written guidance on monitoring and supporting their child's learning at home.	Headteacher/SLT	Start of plan; half termly
Curriculum Gaps	Gaps in curriculum coverage, especially in core subjects.	- Develop a curriculum plan - Regularly monitor pupil's understanding and retention of material.	Class Teacher	Weekly
Phonics Progress	Reduced time in school may hinder phonics development, impacting literacy.	Provide phonics materials for home learning. - Arrange regular in-school phonics sessions where possible – e.g. remotely. - Monitor progress in phonics skills.	Class Teacher/Literacy Lead	Weekly
Personal Development	Limited school attendance may affect	Incorporate activities promoting	Pastoral Leads/Class Teacher/SLT	Monthly

	development in social, emotional, and behavioural skills.	personal development during on-site hours.		
Pupils with Additional Needs	Insufficient support may not address all learning needs.	-Ensure resources are suitable for students needs - Consult SENCO for tailored support. -Regularly assess effectiveness with parents and review needs.	Class Teacher, SENCO, SLT	Bi-weekly

Appendix 8: Risk Assessment Template for pupils accessing Flexi-schooling (Please adapt for student's individual need)

Alternative Provision – Risk Assessment Template				
Review Schedule • Review this risk assessment termly or more frequently if needed. • Update control measures as required based on ongoing assessments and feedback from students, parents, and provision staff.				
Prepared by: **Position:** **Date:**			**Approved by:** **Position:** **Date:**	
Risk: Travel to and from School/Home				
Hazard	Likelihood	Impact	Control Measures	**Further actions needed**
Risk of accident, injury, or getting lost when traveling	Medium	High	• - Parents to arrange safe transport (e.g., car, public transport) and discuss safe travel routes with students. • - Provide emergency contact details. • - Ensure students understand safety rules.	Regularly review travel arrangements with parents.
Risk: Safeguarding and Supervision				
Lack of supervision or safeguarding coverage	Medium	High	• Parents responsible for supervision during home-based learning. • - Clear safeguarding agreement with parents outlining expectations and KCSIE compliance. • - Regular check-ins by school staff to ensure safety and well-being.	Conduct regular safeguarding reviews to confirm safety protocols are effective.
Gaps in safeguarding coverage during transition periods	Medium	High	• Establish clear communication protocols for handovers between school and home. • - Require attendance confirmation for school/home transitions.	Review safeguarding protocols to ensure they address flexi-schooling-specific needs.
			•	
Risk: Curriculum Access and Continuity				

Gaps in curriculum delivery	Medium	High	• Share the schools curriculum plan with parents. • Schedule regular progress checks.	
Inconsistent phonics or literacy instruction	High	High	• Share with parents the school's phonics program. • Monitor phonics progress regularly.	Conduct phonics assessments periodically,
Lack of social and personal development opportunities	Medium	Medium	• Encourage participation in school-based clubs and activities. • Set personal development goals to track progress in social skills, teamwork, and resilience.	Monitoring termly.
Risk: Assessment and Academic Progress				
Academic progress falling behind	Medium	Medium	• Establish regular progress updates and reviews. • Set achievable academic targets.	Conduct termly or half-termly reviews based on individual needs.
Risk: Health, Safety, and Medical Needs				
Medical Needs not met	Low to Medium	High	• Provide parents with a detailed medical care plan, including emergency procedures. • Ensure medication and instructions are up to date.	
Risk: Behaivour and Conduct				
Inconsistent behaviour expectations	Medium	High	• Share the school's behaviour policy with parents. • Establish feedback channels for behaviour issues.	Schedule termly or half termly behaviour reviews
Risk: Emotional and Mental Wellbeing				
Risk of isolation or lack of emotional support	Medium	High	• Identify a mentor or contact at school for regular emotional check-ins. • Offer access to mental health resources and support services if needed.	Track engagement and emotional well-being regularly; provide additional support as needed.
Risk: Communication and Information sharing				

Lack of effective information flow	Medium	Medium	• Set up regular communication schedules to update parents on progress. • Ensure data sharing complies with data protection policies. • Keep parents informed of curriculum, attendance, and any concerns.	Review communication procedures termly and update as needed.