



Newdale Primary School **& Nursery**

Alternative Provision Policy

To include both external and internal alternative provision
accessed by children in this School & Nursery.

To be reviewed: September 2027

1. Statement of intent

Newdale Primary School recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for **all** pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the school.

The definition of alternative provision is as follows: education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to off site provision to receive education intended to improve their behaviour (DfE Alternative Provision 2025).

Alternative provision is educational provision for pupils who are unable to access, or unsuited to, mainstream education for a variety of reasons. It aims to ensure the continued education of pupils in the school in a supportive and nurturing environment. The school strives to reintegrate all pupils back into mainstream education whenever and wherever possible.

This policy outlines the key aspects of alternative provision at the school, including the reasons for which a pupil may be directed to alternative provision, the referral process and the methods for reintegrating pupils back into the school.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.” (Creating opportunity for all, DfE, 2018)

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- Education Act 2002
- DfE (2025) ‘Arranging Alternative Provision’
- DfE (2026) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2026) ‘Keeping children safe in education’
- DfE (2018) ‘Mental health and behaviour in schools’

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy

- Online Safety Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-bullying Policy
- Suspensions and Exclusions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Attendance and Absence Policy

3. Roles and responsibilities

The headteacher will be responsible for:

- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Reporting on the effectiveness of the implementation of this policy to the governing board.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Notifying parents when their child has been directed to alternative provision.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider.

The SLT will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Arranging the appointment of the alternative provision lead. In this school it is also the SENDco, Mr McFarland.
- Continually assessing the quality and suitability of providers of alternative education.

The alternative provision lead will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL and the child's class teacher, to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the SLT and headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.

The LA will be responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded from the school.
- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness.

The governing board will be responsible for:

- Arranging suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days.
- Where appropriate, directing pupils off-site for education to improve their behaviour.
- Monitoring and reviewing the implementation of this policy.

The DSL will be responsible for:

- Ensuring that the alternative education providers used by the school are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Ensuring that all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.

The designated senior mental health lead (Mr McFarland) will be responsible for:

- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils, in line with the school's Social, Emotional and Mental Health (SEMH) Policy.
- Assisting in the development of reintegration plans for pupils with SEMH needs.
- Giving alternative provision settings details of a pupil's SEMH needs, where appropriate, so their placement can be catered to them.

The attendance lead (Mrs J Millington, Office manager) will be responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
- Providing attendance updates to the alternative provision lead and headteacher on a weekly basis.

The assessment lead (Miss Macfarlane) will be responsible for:

- Coordinating with the provider to make arrangements for pupils who are required to sit public examinations.
- Liaising with the alternative provision lead to ensure there is a system in place for tracking pupil progress.

The SENCO will be responsible for:

- Giving alternative provision providers details of a pupil's SEND, where appropriate, so their placement can be catered to them.
- If the pupil attends their alternative provision part time, ensuring that they are fully support with their return to school each day and do not miss out on wider opportunities with their peers, including school trips, themed days and whole-school events.

4. Purpose of alternative provision

Newdale recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.

Alternative provision will focus on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and will offer a variety of alternative curriculum provisions to support pupils' wider development.

The school will arrange alternative provision for pupils for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of pupils who have had one or more fixed-period suspensions or who are at risk of permanent exclusion
- To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life
- To further personalise the curriculum for some pupils, where there is a need, such as them requiring additional speech and language support or their needs not being met through the National Curriculum.
- To meet the needs of pupils who struggle to meet the academic and social demands of mainstream education expectations
- To meet the needs of pupils who because of illness or other reasons, including SEMH needs, would not receive suitable education.
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
- To meet legal obligations

Once directed to alternative provision, the length of time a pupil spends there will be dependent on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored. If progress is made sooner than expected, the child will return to Newdale full time.

5. Good alternative provision

Alternative provision will differ from pupil-to-pupil dependent on their needs; however, the providers commissioned by the school aim to:

- Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs to help them overcome any barriers to attainment.
- Achieve good academic attainment on par with mainstream schools and deliver appropriate accreditation and qualifications.
- Improve pupil motivation, self-confidence, attendance and engagement with education.
- Provide clearly defined objectives to the school and pupil, including the next steps following the placement such as reintegration into mainstream education.

6. Suitability of providers and safeguarding

The school will have access to a variety of alternative provision placements and will have procedures in place to ensure pupils make good progress whilst at the provision.

The suitability of the providers of alternative provision commissioned by the school will be continually assessed to ensure they continue to offer the best path for the school's pupils.

Prior to any place being taken, Newdale will request evidence of the following documents:

- The names of the Designated Safeguarding Lead and deputies (DSLs) and how they can be contacted
- Written confirmation from the alternative provider that appropriate safeguarding checks (including DBS and any other relevant checks) have been carried out on the individuals working within the establishment as well as when staff changes occur.
- Copies of the school's policies, including their child protection, e-safety and behaviour policies.
- A copy of the school's risk assessment, including their procedures for the children travelling to and from the setting.

Newdale will continue to be responsible for the safeguarding of a pupil placed at an alternative provision in accordance with the Child Protection and Safeguarding Policy and will satisfy itself that the provider meets the needs of the pupil. The child's class teacher and school SENDCO will also visit the setting following receipt of the information above to verify

An alternative provision more commonly used are the Language Classes at Wrekin View Primary School and at John Fletcher School. Language class is a specialist class found within a mainstream school. The classes are designed for children with significant speech and language difficulties. These children are said to have a 'Developmental Language Disorder' and so it can be difficult for them to make good progress in school without more specific, highly personalised support. Language Classes provide intensive support to children with the aim of enabling them to return to a full-time place in a mainstream class as soon as possible, commonly after 1 – 2 years as the provision ends when a child reaches KS2 (year 3). The children attend these classes in a morning and then return to their mainstream school in an afternoon.

We have also previously had children accessing support from The Linden Centre. This specialist centre can support up to sixteen children with an Education Health and Care Plan (EHCP) as their named setting. They support children with an identified area of need - Social and Emotional Mental Health (SEMH) in providing a nurturing and supportive base to help learners to succeed.

7. Planning for alternative provision

The school will strive to encourage all pupils to achieve or exceed the standards of a good education.

The school will focus on the early assessment and identification of a pupil's needs, including any SEND or SEMH need, and will work in collaboration with partner agencies in health and children's social care, educational psychology, and children and young people's mental health services (CYPMHS) to support the pupil to engage in education.

If support the school implements for the pupil does not lead to increased engagement in education or improvements in the pupil's welfare, the headteacher, in collaboration with other members of staff such as the SENCO, will consider if the pupil should be directed to alternative provision.

If a pupil is directed to alternative provision, the school will ensure that a personalised plan for intervention is developed, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.

Intervention plans will be linked to other relevant information, such as EHC plans.

Full records of all alternative provision placements will be maintained, including information on the pupil's progress, achievements and destination following their placement, as well as the pupil's own assessment of their placement.

8. Identification and Referral process

At Newdale Primary School and Nursery, we work closely with families and external agencies to ensure the best outcomes for our pupils. We use the Early Help process to support families where further support is needed and use the expertise of both the Behaviour Support Advisory Team (BSAT) and Local Authority SEND officers in this. Where we believe that the support in place is not having the desired impact, we may refer the child to the Fair Access Panel (FAP) or to the Inclusive School forum (ISF) to access further guidance. From this, any recommendations regarding the use of Alternative provision for behaviour are followed. Likewise, if the SEND officers make a recommendation as to alternative provision for SEND, we will refer the child.

The school will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision.

Once the school has taken the decision to direct a pupil to alternative provision, the pupil and their parents will be called for a meeting with the headteacher and alternative provision lead.

At the meeting, the alternative provision lead will clearly explain to the pupil and their parents the reasons for directing the pupil to alternative provision.

An agreement will be made between the school and the parents with regards to referring the pupil to alternative provision. This agreement will be reviewed on a termly basis, and the

timescales and responsibilities for reviewing the agreement will be made clear to providers, parents and pupils.

Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting.

Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

Once parents have agreed for their child to be directed to alternative provision, the pupil must attend any on- or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the school, as outlined in the Attendance and Absence Policy.

Where parents refuse to accept the offer of alternative provision, this will be documented.

A pupil referred to alternative provision will be dual registered from the day the provision commences.

9. Directing pupils off-site to improve behaviour

Where necessary, the governing board will direct a pupil to off-site alternative provision to improve their behaviour.

In these instances, the governing board will:

- Ensure that the pupil's parents (and the LA, where the pupil has a statement of SEN or EHC plan) are given clear information about the placement, i.e. why their child has been directed to off-site provision, when the placement will begin, where the placement will be, and how it will be reviewed.
- Keep in touch with the pupil throughout the placement.
- Keep the placement under review and involve the pupil's parents in this process. The frequency of these reviews is decided on a case-by-case basis.
- Hold a review meeting upon the request of the parent or where the pupil has an EHC plan.
- Keep the length of time a pupil spends in alternative provision and the reintegration plan under review.

10. Transport arrangements

Where a pupil attends an Alternative Provision placement and parents or carers are unable to provide transport, they may be able to apply for support through the Telford & Wrekin School Transport Team. Following an application, eligibility for transport assistance will be considered in line with the local authority's transport policies and procedures. Support may include arranged transport, such as a taxi or bus service, where appropriate.

Prior to any transport arrangements being implemented, a risk assessment will be completed to identify the pupil's individual needs and ensure that suitable support is in place. Where appropriate, pupils will also be offered access to independent travel training to help them develop the skills and confidence needed to travel safely and independently. The aim of this support is to promote independence whilst ensuring that pupils are able to access their Alternative Provision placement safely and consistently.

School staff will work collaboratively with parents, carers, the local authority and the Alternative Provision setting to ensure that transport arrangements support the pupil's attendance, safety, wellbeing and successful engagement with their educational programme.

11. Arranging provision for suspended pupils

The governing board will arrange suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days. This provision will begin no later than the sixth school day of exclusion; however, the school will endeavour to arrange the alternative provision to begin as soon as possible after the commencement of an exclusion. For LAC, this process will be streamlined and the school will aim to get this in place from the first day of the exclusion.

Consecutive fixed-period suspensions are regarded as a cumulative period. If a pupil is excluded for more than five consecutive days, the alternative provision will be arranged for the sixth school day of exclusion, regardless of whether this is a result of one or more fixed-period suspensions.

The LA will arrange suitable full-time education for any pupil permanently excluded from the school; this alternative provision will begin no later than the sixth school day of exclusion.

Where a pupil who is permanently excluded has an EHC plan, the LA may review the plan or reassess the pupil's needs, in conjunction with their parents, with a view to identifying a new placement.

Where it is not possible or appropriate to arrange alternative provision during the first five school days of an exclusion, the headteacher will ensure that the pupil is set work and that this is marked.

12. Pupils with additional needs

Where the school has concerns about the behaviour, or risk of exclusion, or a pupil with additional needs (including SEND and SEMH needs) and/or an EHC plan, or a looked-after child, the headteacher, DSL and SENCO will consider what additional support or alternative placement may be required. This may be within the school's Inclusion bases.

Internal Alternative Provision

At Newdale, for the 2026/27 academic year, we have two Inclusion Bases known as the Nest (a cognition and learning base for children with more complex needs) and the Haven (a therapeutic classroom to support children with social, emotional and mental health needs). Inclusion bases are provisions within mainstream settings for children and young people with additional needs. Typically, they support children and young people with special educational needs and disabilities (SEND), or those requiring support for behavioural or pastoral reasons, including those at risk of exclusion or low attendance (DfE, *Inclusion Bases in Schools*, 2026).

These bases are commissioned and funded internally, with our school SENDCO, Mr McFarland, having overall responsibility for the provisions.

As stated by the DfE (2025), where the child or young person has an Education, Health and Care (EHC) plan, the curriculum in the base should be informed by their targets and outcomes and designed to support progress towards them. The special educational provision for any pupil specified in an EHC plan may exclude the application of the national curriculum or modify the national curriculum.

The Inclusion Bases form part of Newdale's targeted plus/specialist tier of SEND support, as some children benefit from targeted teaching and intervention through a separate classroom that bridges the gap between mainstream and more specialist settings. Our Nest provision is led by a qualified teacher with many years of experience working in specialist settings. They work closely alongside the SENDCO and the children's mainstream class teachers to jointly design the curriculum, including similar topics, texts and foundational skills. The provision has space for eight children, all of whom have an EHCP and complex needs. This means that their needs cannot be fully met through the school's universal offer and that the provision helps to reduce reliance on high levels of one-to-one support whilst also allow for the children to make progress and thrive.

The children spend their mornings in the Nest, where they access phonics, maths and literacy lessons through a bespoke curriculum. For some children who are unable to access the national curriculum, learning follows an EYFS or Bridge special school curriculum model. In the afternoons, the children are supported to return to their mainstream classrooms. It is very important that the children have a sense of belonging in both of their classes and continue to participate fully in school life.

The Haven is our therapeutic classroom, which supports children with social, emotional and mental health needs so that they can successfully access and remain in their mainstream classroom. The room provides a safe, nurturing and supportive environment for children who may become dysregulated during the school day and require a calm space to regulate their emotions before returning to learning. The Haven is centrally located within the school and is available to all children when needed, ensuring that support can be accessed quickly and effectively. It has an Inclusive Support Assistant based in the room full-time. They are trained by Nurture UK and work closely with the SENDCO, Nest specialist teacher and Pastoral Manager to ensure that support is responsive to children's individual needs.

The Haven is not designed as a full-time classroom provision. Instead, it operates flexibly throughout the day. Children may access the room for timetabled interventions, short periods of support, or to complete learning activities away from their classroom when they are finding

it difficult to regulate or engage with learning in their usual environment. Interventions may include sensory circuits, ELSA, emotion coaching, Nurture UK approaches and other targeted pastoral support. Access to the Haven is therefore both responsive and needs-led, providing targeted support whilst maintaining children's connection to their mainstream classroom and school community.

Both the Nest and the Haven have been carefully designed to provide calm, structured and inclusive learning environments that meet the needs of the children who access them. The rooms are organised into a range of purposeful zones, including individual workstations for focused learning, spaces for small-group teaching and intervention, and sensory areas where children can regulate their emotions and sensory needs. The provisions also include access to a sensory room, offering a safe and supportive environment for children who benefit from sensory-based regulation strategies. The Nest further benefits from its own secure, fenced outdoor area, which includes a mud kitchen, tuff trays and opportunities for sensory exploration and hands-on learning. This outdoor space extends learning beyond the classroom and provides an alternative play environment at break and lunchtime for children who may find the larger playgrounds overwhelming. To support a successful start to the day, children attending the Nest can choose to enter and exit school either through their mainstream classroom or directly through the Nest provision. For some children, beginning the day in the quieter, more nurturing environment of the Nest provides a softer transition into school, helping them to feel more settled, regulated and ready to learn.

Clear communication and a strong partnership with parents are vital to ensuring that these provisions remain successful. Parents of children in the Nest receive regular updates from the class teacher, as well as additional parents' evening appointments and meetings with the school SENDCO to review progress and discuss next steps.

The Inclusion Bases are quality assured throughout the year by the school's Senior Leadership Team, School Improvement Officer, governing body and external specialists, including our Educational Psychologist and outreach support from Bridge Special School.

13. Notifying parents

Where the school directs a pupil to off-site alternative provision, their parents will be notified in writing and a meeting will take place in school to explain the rationale for the arrangements.

Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin. The notification letter will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision.

The notification letter will state the dates for which the pupil will be required to attend alternative provision, the time the provision will start, the amount of time the pupil is to spend at the placement each day, the address the pupil will need to attend and the name of the person responsible for the provision.

14. Communication with providers

The objectives of placing individual pupils in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by the alternative provision lead.

The school will maintain ongoing contact with the provider and the pupil to exchange relevant information, monitor progress and provide pastoral support.

All relevant information shared between the school, provider and other parties will be communicated in a readable format and in accordance with data protection principles; including any information on SEND, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate.

Providers will be made aware that they should raise any safeguarding concerns regarding a pupil of the school with the DSL.

15. Monitoring academic progress, behaviour and welfare

Upon placement in alternative provision, the school will provide the provider with the pupil's attainment data.

Whilst a pupil is placed in alternative provision, the school will monitor their academic progress, behaviour and welfare.

Providers will be required to complete a termly report on the pupil's academic progress, behaviour and welfare, as part of the school's monitoring process.

The alternative provision lead, or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals.

If a serious behaviour incident occurs whilst a pupil is in alternative provision, the provider will contact the school.

Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the headteacher, alternative provision lead, pupil, their parents and the provider.

If a pupil's progress does not improve following three formal review meetings, the school may end the placement.

The placement may also be ended in some extreme circumstances, e.g. safeguarding concerns.

16. Monitoring attendance

The school will recognise that, for alternative provision to benefit pupils, they must attend the provision; therefore, the school will monitor the attendance of all pupils in alternative provision.

Providers will be required to contact the school whenever a pupil placed there is absent.

The school will contact pupils' parents, where their child has been absent from provision, to resolve the issue and to ensure regular attendance is achieved.

The school will formally monitor the attendance of pupils placed in alternative provision and update attendance records on a weekly basis.

Pupils whose attendance falls below the school's target will be subject to interventions as per the school's Attendance and Truancy Policy.

17. Reintegration

Where it is considered appropriate for a pupil to return to mainstream education, the school and the alternative provision setting will work together to develop a reintegration plan.

The headteacher will arrange a meeting with the alternative provision setting to develop the reintegration plan.

Before reintegration, the headteacher will obtain a final report on the pupil's achievements during the placement; this includes academic attainment and progress, attendance records and evidence of a change in behaviour.

The headteacher will also speak to the pupil to assess their views on the success of the placement.

Considering the final report and views of the pupil, the headteacher will implement an appropriate reintegration plan based on the pupil's needs. This may include a discussion with the pupil's parents and/or setting specific objectives for the pupil to achieve on reintegration, e.g. attendance or behaviour.

Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.

18. Monitoring and review

This policy will be reviewed by the headteacher and governing board on an annual basis.

Any changes to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is **September 2027**

Alternative Provision Visit Checklist

AP venue:	Student Visited:
Date of visit:	

Actions	Yes/No/supporting notes
Does the AP support the student's return to school?	
Does the AP provide PSHE or similar within their curriculum for all learners to learn the knowledge, skills and attitudes to help them to manage relationships, keep safe and to develop personally?	
Was the student engaged in quality teaching and learning opportunities at the alternative provision and was there obvious impact of this on student's progress?	
Did the student appear happy and settled in the environment?	
Is there evidence of academic, personal and social progress being made by all students who attend alternative provision, ensuring that the targets set for academic progress are suitably challenging in relation to their starting points and make at least good progress. Where progress slows, there is evidence of swift intervention/support.	
Does the AP have detailed information about the student's needs (including literacy and numeracy skills, health special educational needs, specific behaviour needs)?	
What is the student's attendance? Is the AP alerting the setting if any absence? Is there evidence that shows improved attendance over time for individuals and a reduction in persistent absence?	
Does the AP follow effective safeguarding procedures including ensuring access to the site is restricted to registered pupils and the organisations own staff, visitors and volunteers are recorded appropriately and any checks made as required?	
Any additional notes:	

Name of person completing form:	Position:
Signed:	Date: