



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Alternative Provision Policy

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Policy Review Date:	September 2027
Post Holder Responsible for Review:	Assistant Principal – Inclusion



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Alternative Provision policy has been approved and adopted by Hagley Catholic High School Governing Body on 24th October 2025 and will be reviewed in September 2027.

Signed by the Chair of the Local Governing Body for Hagley Catholic High School:

G Taylor Smith

Mr G Taylor-Smith

Signed by the Principal for Hagley Catholic High School:

J Hodgson

Mr J Hodgson



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Definition

The following definition has been taken from the 2025 DfE document 'Arranging Alternative Provision: A Guide for Local Authorities and Schools'

"Education arranged by local authorities or schools for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a suspension/exclusion; and students being directed by schools to off-site provision to improve their behaviour."

This means that Alternative Provision includes the following:

- ✓ Education arranged by **local authorities** for students of compulsory school age who, for whatever reason (exclusion, illness, other issues), would not otherwise receive a "suitable education.
- ✓ Education arranged by **schools** themselves in certain circumstances, especially for students on a **6th day suspension**
- ✓ **Off-site directed provision** to which students may be directed (by schools) with the aim of improving behaviour.

Flexi Schooling

Flexi-schooling is a formal arrangement agreed between the Principal and a child's parent or carer, under which a student remains on the school roll as a registered student but receives part of their full-time education at school and part elsewhere — most commonly at home under parental supervision.

The arrangement is discretionary and must be mutually agreed by the school and the parent; there is no statutory right for a parent to demand flexi-schooling. The school retains overall responsibility for ensuring that the education provided, in combination, constitutes a *full-time suitable education* under Section 7 of the *Education Act 1996*.

Flexi-schooling differs from:

- Elective Home Education (EHE): where parents assume full responsibility for a child's education and the child is removed from the school roll.
- Part-time or reduced timetables: which are short-term, exceptional measures (for example, for medical or reintegration reasons) and must be reviewed regularly with a clear plan to return to full-time attendance.

The proportion of time spent in school and at home is not prescribed in law and may vary between students. However, any flexi-schooling arrangement must be formally recorded in writing, approved by the Principal, and reviewed at least termly to ensure that it continues to meet the child's educational, safeguarding, and welfare needs.

When a student is receiving education off-site under a flexi-schooling arrangement, attendance should be recorded using the appropriate DfE attendance codes and in line with *Elective Home Education* guidance (DfE 2019).

The school will only support this arrangement in exceptional circumstances, where a graduated response can be evidenced. This can only be agreed by the Principal.

Scope

This policy applies to all students of compulsory school age who are on roll at Hagley Catholic High School and who, for a range of reasons, may receive part or all of their education other than on the main school site.

It covers:

- ✓ **Alternative provision** (AP) arranged by the school or local authority for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education, as defined in Arranging Alternative Provision: A Guide for Local Authorities and Schools (DfE, 2025).
- ✓ **Off-site provision** directed by the school to support behaviour, re-engagement, therapeutic needs, vocational learning, or personalised curriculum pathways.
- ✓ **Education provided under Section 19 of the Education Act 1996**, where a local authority has a statutory duty to arrange suitable education for students who cannot attend school because of health or other reasons.
- ✓ **Short-term reduced timetables or phased reintegration** plans agreed as part of a managed, time-limited intervention, subject to regular review and safeguarding oversight.

This policy applies to all members of staff involved in commissioning, monitoring or supporting alternative or off-site provision, including the Principal, Designated Safeguarding Lead, SENCo, Year Heads and Governors. It also applies to any external provider delivering education on behalf of the school.

The scope does not extend to students who are wholly electively home educated and removed from the school roll.

Legal Framework

This policy is underpinned by the following legislation and statutory documentation:

- ✓ [Education Act 1996 \(Section 19\)](#)
- ✓ [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#)
- ✓ [Education Act 2002](#)
- ✓ [Equality Act 2010](#)
- ✓ [Children and Families Act 2014](#)
- ✓ [Education Act 1996](#)
- ✓ [Children Act 1989](#)
- ✓ [Children Act 2004](#)
- ✓ [The Education \(Student Registration\) \(England\) Regulations 2006 \(revoked\)](#)
- ✓ [Education Act 2011](#)
- ✓ [Data Protection Act 2018](#)

Hagley Catholic High School is committed to ensuring that any student unable to attend mainstream education receives suitable educational provision in compliance with statutory requirements. We work alongside the local authority as they assume their responsibilities under section 19 of the Children and Families Act

Referral Criteria

Referrals to Alternative Provision (AP) will be considered for students who are at risk of exclusion, experiencing significant barriers to learning, or requiring a time-limited intervention. This may also form part of a graduated response in line with the SEND Code of Practice.

Referrals may include parental consultation, student voice, and multi-agency input, where appropriate. We will ensure that all factors are considered before committing to a provider and that a visit can be facilitated before the commencement of the placement.

As a school we recognise the challenges faced by students experiencing EBSA (Emotional Based School Avoidance) and may use alternative provision as a short-term measure to re-engage students in a supportive setting.

Risk of Permanent Exclusion

A student may be at serious risk of permanent exclusion due to persistent disruptive behaviour or serious breaches of the behaviour policy.

- AP is considered as a preventative measure to avoid exclusion.

Medical or Mental Health Needs

A student may have physical or mental health needs that prevent attendance at mainstream school.

- Referral is supported by medical evidence and coordinated with health professionals.

School Refusal or Anxiety

A student is experiencing significant emotional distress or anxiety related to school attendance.

- AP can be used to re-engage the student in education in a supportive setting.

4. Safeguarding Concerns

A student may be at risk due to safeguarding issues (e.g. exploitation, domestic abuse, gang involvement).

- AP offers a safer, more controlled environment while safeguarding plans are implemented.

5. SEND Needs Not Met in Mainstream

A student with SEND that cannot be fully supported in mainstream temporarily.

- AP can be used as part of a graduated response, not as a substitute for EHCP provision.

6. Behavioural or Social Needs

A student may have social, emotional, or behavioural needs that require a more tailored approach.

- AP provides therapeutic or relational support alongside academic learning.

7. Reintegration from Exclusion or Custody

A student is returning from a period of exclusion or youth custody.

- AP can support phased reintegration into mainstream education.

8. Short-Term Intervention

AP is used for a time-limited intervention to address specific barriers to learning.

- Clear objectives and exit strategy are defined from the outset.

Safeguarding Protocols

Hagley Catholic High School retains full safeguarding responsibility for all students placed in AP. Prior to placement, written confirmation of DBS checks, safeguarding policies, and designated safeguarding leads will be

obtained from the provider. All concerns will be escalated in line with school procedures. A designated member of staff will be the key liaison and will visit the provision at least once a half term.

Monitoring & Oversight

Each AP placement will be subject to regular review meetings involving the student, parents/carers, AP provider, and school staff. Attendance will be tracked using updated DfE coding guidance, and academic progress will be monitored through termly reports. The school will maintain oversight of curriculum delivery and pastoral support.

We will insist upon daily/weekly attendance reports from the provider, depending on the provision in place. Where the provider has notified us of student absence, we will make our best endeavours to place a call to the family.

The Assistant Principal for Inclusion will track and monitor educational progress and challenge where necessary. Students at KS4 will be offered support with work experience (if appropriate) and will be offered career's support from the Career's Officer at Hagley.

Reintegration Strategy

Where appropriate, reintegration plans will be developed. These will include clear objectives, timelines, and support mechanisms to enable a successful return to mainstream education or transition to post-16 pathways. Reintegration will be supported by mentoring, curriculum bridging, and pastoral care.

SEND Considerations

Alternative Provision will **not** be used as a default for students with Special Educational Needs and Disabilities (SEND). All placements will be preceded by a thorough assessment of needs and alignment with Education, Health and Care Plans (EHCPs), where applicable.

The school will ensure that AP complements rather than replaces specialist provision and that the SENDCo is involved in all decisions around alternative provision for students with additional needs. If further support is needed whilst at the provision in the form of an EHCP, the SENDCo at Hagley will work alongside the provision to ensure that this process is timely and monitored.

Funding Arrangements

Funding for AP placements will be drawn from core school budgets, top-up funding, and locally negotiated arrangements with the Local Authority through Section 19 funding. All financial agreements will be documented and reviewed annually. Value for money and impact on student outcomes will be key considerations.

Provider Suitability

Choosing the right provider in response to student need/profile is crucial to the success of any placement. Students who attend Hagley Catholic High School cover a wide geographical area, across four main local authorities. Examples of placements we use can be found in appendix 1.

Hagley Catholic High School will only commission AP from registered providers or ensure that unregistered providers meet local standards and are used for time-limited interventions. All providers will be subject to quality assurance checks, safeguarding checks, and curriculum reviews. Provisions will be discussed openly with families and decisions will be made with the best interest of the student at the centre. Factors to consider when choosing a provision include but are not limited to:

1. Curriculum offer (the qualifications supported)
2. Timetable (length of the day, days of the week)

3. Class sizes/setting type/physical environment
4. Accessibility and location/distance from home
5. Enrichment/extracurricular opportunities
6. Staff training/specialisms



Appendix 1 - List of Alternative Providers

Alternative provision could take the form of part time/full time or a combination of provision alternative with a variety of providers.

Hagley Catholic High School uses a range of Providers of Alternative Education in Worcester and surrounding areas. These providers offer a range of courses from trade subjects (mechanics, construction, hairdressing, etc.) to specialist areas (business, catering, childcare, fashion, music, drama, and art) to GCSE or key skills classes (this list is non-exhaustive and will be subject to in year additions)

Education Provider	Contacts
Medical Education Team	Medical Education Team Worcestershire Children First County Hall, Spetchley Road, Worcester, WR5 2NP Telephone: 01905 844864 Email: MET@worcschildrenfirst.org.uk The Medical Education Team discharges the duty of the Local Authority in ensuring that arrangements are in place for students who are unable to attend school because of their medical needs, to have appropriate and ongoing access to education.
Aspire Academy	The Aspire Academy, Bridgwater Road, Worcester, WR4 9FQ Telephone: 01905 455422 E-mail: admin@theaspireacademy.org.uk URN 141034 OFSTED: GOOD
N-ABLE	N-able Other Ltd Sarah Khan 53 Barbourne Road, Worcester, WR1 1SA, Worcestershire centredirector@n-ableworcester.co.uk 01905 734992 URN: 2668837 OFSTED: unregistered
Chadsgrove	Chadsgrove School and Specialist Sports College Meadow Road, Catshill, Bromsgrove, Worcestershire, B61 0JL schoolsupportservices@chadsgrove.worcs.sch.uk 01527 871511 (option 2) URN:117062 OFSTED: Outstanding
Solid Skills Learning Ltd	Unit 4 1622 Bristol Road South Rednal Birmingham B45 9TY URN: 10184713
Envirohort Ltd	Sue McGrath Sterling Park, Clapgate Lane, Birmingham, B32 3BU 0121 422 0855
Cherry Trees Learning Centre	4 Overfield Road, Dudley,DY1 2NX 01384 813 739

Education Provider	Contacts
Continu Plus Academy	Finepoint Way, Kidderminster, DY11 7FB 01562 822 463 Ofsted – OUTSTANDING Headteacher – Sara Devo
Nurture Education	Coton Lane Alverley Near Bridgnorth, Shropshire, WV15 6HF Functional skills, vocational horticulture, woodwork
Crowsmill	John Stretton Memorial Hall, New Road, Kidderminster, Worcestershire, DY10 1AQ 01562 746 234 Year 11 – vocational learning – mechanics and hairdressing. Functional skills English and Maths.
Nova Training	01902 366 278 (Head Office) With offices across the West Midlands.



Appendix 2

Alternative Provision Provider Evaluation Template

This template ensures that any alternative or off-site provider commissioned by the school meets statutory safeguarding, quality, and suitability requirements. It aligns with the Education Act 1996 (s.19), Education Act 2002 (s.175), Children and Families Act 2014, Equality Act 2010, and DfE guidance (2025).

1. Provider Details

Provider name	
Address / site(s)	
Key Contact(s) (Lead)	
Telephone / email	
Type of provision (academic, vocational, therapeutic, etc.)	
Registered or unregistered provider	
Ofsted URN (if applicable)	
Date of last Ofsted inspection & outcome	
Provision commissioned by	
Number of students placed by school	
Duration of placement(s)	
Frequency of review meetings	

2. Statutory Compliance Checklist

Area of Compliance	Statutory / Legal Basis	Evidence Required / Evaluation Notes	Compliant? (Y/N)
Safeguarding and welfare arrangements	Education Act 2002 s.175, KCSIE 2025, Children Act 2004	DSL named; DBS checks; policy aligns with KCSIE; staff trained	
Health and Safety	Health & Safety at Work Act 1974	Site risk assessment; insurance verified; first aid in place	
Suitability of education/curriculum	Education Act 1996 s.19	Curriculum suitable for age, ability, aptitude, SEN	
SEND compliance	Children and Families Act 2014, SEND Code 2015	Provision matches EHCP Section F; differentiation evident	
Equality and inclusion	Equality Act 2010	Reasonable adjustments can be accommodated	
Behaviour and attendance	Education and Inspections Act 2006	Behaviour policy in place; attendance monitored daily	
Data protection	UK GDPR, Data Protection Act 2018	Data sharing agreement; secure storage; privacy notice compliant	
Staff qualifications and training	KCSIE 2025	Evidence of training and vetting checks	
Monitoring and reporting	DfE AP Guidance 2025	Progress and attendance data shared with school	

Reintegration planning	DfE AP Guidance 2025	Plan for reintegration or progression in place	
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3. Quality Assurance & Impact (RAG Rated)

Aspect	Evaluation Questions	RAG Rating	Comments / Evidence
Teaching & Curriculum	Does provision meet learning targets? Is curriculum broad and accredited?	● ● ●	
Safeguarding & Wellbeing	Are students safe, supported, and listened to?	● ● ●	
Attendance & Engagement	Is attendance monitored and reported daily?	● ● ●	
Behaviour & Attitudes	Are expectations clear and positive?	● ● ●	
SEND & Inclusion	Are additional needs met effectively?	● ● ●	
Progress & Outcomes	Is progress measurable and reported?	● ● ●	
Communication & Partnership	Is liaison with school and parents effective?	● ● ●	
Reintegration Planning	Is there a clear reintegration or next-step plan?	● ● ●	



Appendix 3 – letter sent to providers

<<Date>>

Dear <<salutation>>

Due to the Keeping Children Safe in Education 2025, where a school places a student with an alternative provider, the school continues to be responsible for the safeguarding of that student and should be satisfied that the provider meets the needs of the student.

We therefore require written confirmation that appropriate safeguarding checks have been carried out on individuals working at your establishment.

Please can you confirm:

DSL Name:	
DSL Contact Number:	
LAC Lead Name: (As above)	
LAC Contact Number:	
All staff have an enhanced DBS check with a barred list check?	
Is there a staff and volunteer record - single central record of qualifications, recruitment and vetting checks?	
All staff have received Safeguard training & know how to refer if they are concerned?	
All staff have received CSE/get safe training and embed the identification tool?	
All staff have received Prevent training?	
All staff have read KCSIE 2022?	
All staff have read sexual harassment and sexual violence guidance?	
Ofsted Registered (Yes or No)	
Ofsted Rating:	
URN Number:	
Insurance Certificate supplied	
Number of students on site (EHCP/LAC)	
Ratio of staff:student	
Has the venue been visited and key members of staff met?	
Are all Risk assessments in place?	
Are all policies and procedures in place to keep young people safe?	
If you are unregistered provision, can you confirm you are not operating as an illegal school? (An illegal school is one which provides full time education to 5 or more students of school age or to a child with an EHCP or a child who is CLA)	
Do you offer Careers Advice and Guidance?	

Print Name:

Signed:

Date:

Position:

Please can you return the signed form to:

Ms N Hackett - Assistant Principal Inclusion and DSL at nhackett@emmausmac.com

Kind regards,

Ms N Hackett, Assistant Principal



Appendix 4 – How we choose the right Alternative Provision for each child.

Alternative Provision Referral Form:

Name:		Date:	
Date of birth:		Attendance:	
Behaviour Points:		No of Exclusions:	
Reason for referral			
Safeguarding:			
SEND/medical:			
The child's voice (likes and dislikes; feelings about referral)			

Appendix 5 - Alternative Provision Support Plan & Review Form

The Provider Audit (Instructions for Hagley Catholic High School Lead)

Use the questions below to ensure the AP you're considering is right for the student before confirming attendance. Note down any evidence, concerns, and further action that the AP will need to take before you're satisfied about the quality of its provision. There is suggested evidence you should look at to answer some of the questions below

To enable you to answer all the questions, you should:

- ✓ Arrange a time to meet the headteacher of the AP
- ✓ Take a learning walk around the provision
- ✓ Speak to students and staff at the AP
- ✓ Send this audit to the headteacher of the AP before your meeting, so they know what you're looking for
- ✓ Share your completed audit with the AP and highlight any concerns you have.

Make sure:

- ✓ You agree any adjustments with the AP to support your student
- ✓ All arrangements you've agreed with the AP are signed and dated by both parties
- ✓ If your audit raises many concerns, you should reconsider the match between student and provider

Name of alternative provider:	
Date and time of visit:	
This audit has been completed by:	
Suitability established	

Questions to guide judgements around suitability:

1. How did Ofsted judge safeguarding in the last report? (If there's no Ofsted report, it's likely the AP isn't registered)
2. What safeguarding training have the AP staff had?
3. Have you seen relevant safeguarding policies?
4. How did Ofsted judge the quality of education in the last report?
5. How is the curriculum organised?
6. What extra-curricular opportunities does the AP offer?
7. How does the AP track attendance?
8. How will the AP tell us about academic progress?
9. How does the AP communicate with parents?
10. How does the AP assess learning (what student progress check does it do?)
11. What outside agencies does the AP work with?
12. How does the AP support students pastorally?
13. If our student has concerns about safety or wellbeing, who would our student speak to?
14. What are the AP's complaints procedures?
15. What are the induction arrangements?
16. Does it offer taster sessions?
17. Can our student visit before they start attending?
18. How does the AP reintegrate students back into mainstream education?
19. Transition process and procedures
20. How does the AP determine whether the student is ready to be reintegrated back to school?

Appendix 6 – placement review form (to be carried out every 6 weeks or half termly)

Name of student:	
HCHS lead:	
Placement and dates :	
Review date:	
What's working well: Provider	
Areas for improvement: Provider	
What's working well: Student	
Areas for improvement: Student	
What's working well: School	
Areas for improvement: School	

