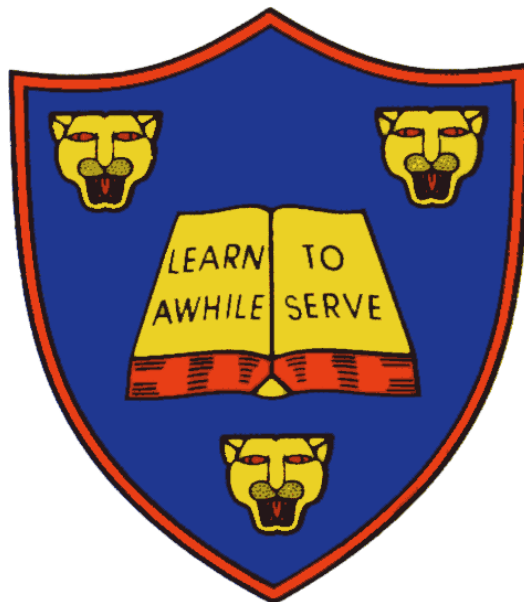


STRATFORD UPON AVON PRIMARY SCHOOL



Alternative Provision Policy

Date adopted by Governors:	December 2024
Date for policy review:	December 2025
Person responsible for review:	SENDCo
Signed by Chair of Governors	December 2025

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Alternative Provision Policy

Stratford Upon Avon Primary School

Context

Stratford Upon Avon Primary School is committed to providing a curriculum and school environment that is inclusive, supportive, and designed to enable all children to succeed. However, in some exceptional cases, it may be determined that the mainstream school environment does not fully meet the needs of a particular child. This may occur on a temporary, part-time, or full-time basis. To address these specific needs and ensure every child has the opportunity to flourish, we may offer access to *Alternative Provision*.

This policy outlines the processes, safeguards, and principles governing alternative provision for pupils who require additional support beyond what the school can provide within its traditional setting.

Objectives of the Policy

The purpose of this policy is to:

- Clearly articulate the reasons why a child may be referred to alternative provision.
- Establish a consistent and fair framework for identifying suitable alternative provision placements.
- Define the referral process, including how parents, carers, and other stakeholders are involved.
- Ensure robust procedures are in place for attendance, safeguarding, and academic oversight.
- Provide clarity on the responsibilities of the school and the alternative provider, ensuring that placements are purposeful, safe, and supportive of the child's overall development.

Reasons for Referral to Alternative Provision

Alternative provision may be considered appropriate for pupils who:

- Are at risk of permanent exclusion and require additional support to prevent this outcome.
- Have learning, emotional, social, or behavioural needs that make it difficult to thrive in a traditional classroom setting.
- Display significant disengagement from learning, for reasons such as anxiety or unmet social/emotional needs, and require a tailored approach to re-engage them.
- Benefit from a more practical or vocational approach to learning, aligned with their interests and capabilities.
- Require short-term intervention to address specific barriers to learning before reintegration into mainstream education.

Decisions to refer to alternative provision are made on a case-by-case basis and always in consultation with parents, carers, and appropriate professionals.

Types of Alternative Provision

Stratford Upon Avon Primary School works only with providers who are appropriately registered, compliant with safeguarding regulations, and aligned with the educational needs of primary-age children.

Currently, the school collaborates with:

Flourish at the Farm, Snitterfield, Warwickshire

This setting provides an engaging indoor/outdoor curriculum focused on practical, hands-on activities. Pupils may participate in animal care, outdoor cooking, crafts, forest school skills, and small construction projects.

Placements at Flourish are typically half a day per week, although the duration and frequency of attendance will be tailored to the child's needs. Decisions regarding length of placement are reviewed termly and adjusted in consultation with parents and the provider.

Additional Providers

The school continuously reviews and updates its list of approved providers. Any new providers will be evaluated based on safeguarding policies, curriculum suitability, and the capacity to meet the individual needs of the referred child.

Referral Process

The referral process follows the principles outlined in the DfE publication: [Alternative Provision: Statutory Guidance](#).

Identification of Need: Class teachers, SENCo, or senior leadership may identify a child requiring additional support. An assessment will be undertaken to determine whether alternative provision is necessary and beneficial.

Parent/Carer Involvement: Parents/carers will be fully consulted, and their agreement sought before proceeding. Parents will be provided with all relevant information about the alternative provision and its objectives.

Referral Submission: The school will create a detailed referral document outlining the child's needs, current progress, and desired outcomes. A meeting involving the school, the provider, and parents/carers will be arranged to discuss the referral and agree on next steps.

Funding and Monitoring: The school will fund the placement. Where necessary, additional funding may be sought through Individual Education Plans (IEPs) or local authority grants. Attendance, progress, and safeguarding will be closely monitored to ensure the placement is meeting its objectives.

Attendance and Safeguarding

Attendance Monitoring:

Alternative providers are required to notify the school of any absences on the same day, and reasons for absence must be recorded. Persistent absence will trigger intervention and review.

Safeguarding Measures:

The Designated Safeguarding Lead (DSL) at Stratford Upon Avon Primary School will maintain regular communication with the alternative provider to address any safeguarding concerns. Providers are expected to comply fully with safeguarding protocols and report any concerns immediately.

Academic Progress and Pastoral Welfare

- At the start of each placement, the school will provide the provider with a detailed pupil profile, including academic data, behavioural information, and specific objectives for the placement.
- Regular progress reviews will be conducted, involving feedback from the provider on the child's academic and personal development and observations by school staff during visits to the provision.
- Adjustments to the placement will be made as needed, ensuring it remains relevant and beneficial to the child.
- If appropriate, the school will develop a phased reintegration plan to support the pupil's return to mainstream education, ensuring continuity in learning and support.

Roles and Responsibilities

School Leadership: The senior leadership team will oversee the alternative provision process, including referral decisions, safeguarding, and funding arrangements.

SENCo: The SENCo will play a central role in identifying needs, liaising with providers, and monitoring progress.

Parents/Carers: Parents/carers are expected to remain actively involved throughout the placement and support their child's engagement with the alternative provision.

Alternative Providers: Providers must deliver high-quality support aligned with the agreed objectives and maintain open communication with the school.

Policy Review

This policy will be reviewed annually to ensure it remains aligned with government guidance and meets the evolving needs of the school and its pupils.