EMMAUS
CATHOLIC MAC

# Alternative Provision Education Policy

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| Post Holder Responsible for Review: | MAC Inclusion Lead |

**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 Emmaus Catholic Multi Academy Company on 22nd September 2026 and will be reviewed again in August 2027.**

**Signed by Director of Emmaus MAC:** J Griffin

**Signed by CEO for Central Team:** S Horan

This Policy applies to all schools and setting in Emmaus Catholic MAC

## Mission

Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

**School Key Contacts**

| Role | Name | Contact details |
|---|---|---|
| Executive Principal | Mrs Louise Bury | lbury@emmausmac.com |
| Head of School | Mrs Sarah Laskey | slaskey@emmausmac.com |
| Chair of governing body | Mrs Helen Black | hblack@emmausmac.com |
| Designated safeguarding lead (DSL) | Mrs Louise Bury | lbury@emmausmac.com |
| Deputy DSL | Mrs Sarah Laskey<br>Miss Lorainne Brewer | slaskey@emmausmac.com<br>lbrewer@emmausmac.com |
| Other members of the safeguarding team (DDSLs) | Mrs Laura Haskew<br>Mr David Pitt<br>Mr Ben Holman | lhaskew@emmausmac.com<br>dpitt@emmausmac.com<br>bholman@emmausmac.com |
| Alternative Provision Lead | Mr David Pitt | dpitt@emmausmac.com |
| Prevent Lead | Mrs Louise Bury | lbury@emmausmac.com |
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| Curriculum Lead | Mrs Sarah Laskey | slaskey@emmausmac.com |
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| Senior Mental Health Lead | Mr David Pitt | dpitt@emmausmac.com |
| Designated Governor for Safeguarding | Mrs Katherine Webster | kwebster@emmausmac.com |
| Designated Governor for Mental Health and Wellbeing | Mr Mike Jones | mjones@emmausmac.com |
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| School Attendance Lead | Mrs Sarah Laskey | slaskey@emmausmac.com |

This policy has been written in conjunction with the following :

- DfE Guidance
- Best practice guidance from various Local Authorities including Worcestershire, Lincolnshire, Devon and Nottinghamshire

**Definition:**

For the purposes of this policy, the definition of alternative provision is as follows: education arranged by local authorities or schools for pupils who, because of exclusion, illness, or other reasons, would not otherwise receive suitable education, including those accessing in-school inclusion

units or off-site placements to improve engagement and prevent exclusion (DfE, Arranging Alternative Provision, February 2025).

The term 'School' refers to schools within The Emmaus Catholic MAC.

The term 'Provider' refers to 'Alternative Provision Provider'.

**Policy Statement Vision, mission, and values**

Within The Emmaus Catholic MAC, we recognise that Alternative Provision is educational provision for pupils who are unable to access mainstream education for several different reasons, or who are unsuited to the mainstream provision on offer.

All schools within the MAC acknowledge that there is a need to ensure that the school curriculum is inclusive and accessible, providing opportunities for pupils to succeed. Additionally, we appreciate the need to offer the type of provision that allows some pupils to achieve their potential outside of what is accessible within each school. To facilitate this individual learning pathway, each school will look to work with local providers to help pupils who have struggles to reach their potential and succeed in a school-based environment.

We acknowledge that some of our pupils need flexible, individual curriculums, and occasionally (when relevant), timetables to meet the needs outlined in their EHCP (Education Health and Care Plan).

One size does not fit all. Each school will aim to offer support that fits the educational, social, emotional, and personal development needs of all children. We recognise that children have a range of social, emotional, and mental health needs, and many have co-existing diagnoses such as Autism including Pathological Demand Avoidance, Attention Deficit Hyper-Activity Disorder, Oppositional Defiant Disorder, Attachment Disorder or needs, anxiety or Sensory processing difficulties. Schools within the MAC may, therefore, engage Alternative Providers to support and enhance our provision for these pupils.

Pupils will be referred to an alternative provision because this provision is more appropriate for them than what the school can provide. Schools may arrange alternative provision for pupils for several reasons including, but not limited to, the following:

- The pupil's strengths are not being developed through the national curriculum. Alternative provision recognises that pupils have different strengths and weaknesses, and that mainstream education is not suitable for some. The emphasis on vocational education, that some alternative provisions offer, may be more attractive and suitable for some pupils;
- the pupil has had one or more fixed-term exclusions and is at risk of a permanent exclusion from the school. Alternative provision is seen as a desirable alternative to a permanent exclusion for the pupil and encourages their continued inclusion in education;
- to ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping 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.
- to meet the needs of pupils who struggle to access the academic and social demands of onsite education expectations, with a commitment to reintegration back into mainstream based on agreed individualised timeframes between the school and the AP provider.
- to negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
- to meet the child's EHCP section F obligations.
- to provide a greater degree of flexibility in what and how pupils learn, increasing a pupil's motivation; and
- to give pupils a level of independence and encouragement to take responsibility for themselves.

**Strategic Vision and Local Policy Statement**

The Emmaus Catholic MAC is committed to a unified, strategic approach to alternative provision (AP) across all its schools. This policy serves as the MAC-wide statement of intent and operational framework for commissioning, monitoring, and evaluating AP placements.

Our vision is to ensure that all pupils, regardless of their background or individual needs, have access to high-quality, inclusive, and flexible education that enables them to thrive.

This MAC-wide policy reflects national expectations as outlined by the DfE and ensures consistency, transparency, and accountability across all schools within the trust.

The MAC will review this strategic policy annually to ensure it remains responsive to pupil needs, local authority arrangements, and national policy developments.

This policy, or a summary of its commissioning and oversight arrangements, will be published on each school's website to ensure transparency for parents, carers, and the wider community.

**Purpose**

Each school's curriculum and environment need to be inclusive and accessible, providing opportunities for all pupils to succeed. However, we recognise the need for alternative provision, which offer other opportunities, allowing pupils to progress outside of the school environment. We have a commitment to ensuring that such provision secures better outcomes and appropriate future education for our children and young people.

**Main legislation covering the duties and powers relating to these issues**

- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
- Section 29A of the Education Act 2002;
- Sections 6A and 100 of the Education and Inspections Act 2006;
- Sections 1C and 4 of the Academies Act 2010 (as amended);
- The Education (Pupil Referral Units) (Application of Enactments) (England) 3 Regulations 20071; The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;

- The Education (Educational Provision for Improving Behaviour) Regulations 20102 The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and The Schools Forums (England) Regulations 2012

**This policy has due regard to legislation and statutory guidance including but not limited to:**

- General Data Protection Regulations 2018
- Data (Use and Access) Act 2025
- Keeping Children Safe in Education 2026
- Arranging Alternative Provision: A Guide for Local Authorities and Schools (DfE, February 2025)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2026

https://www.gov.uk/government/publications/school-exclusion

- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time March 2023

SEND_and_alternative_provision_improvement_plan.pdf (publishing.service.gov.uk)

- The Children and Families Act 2014

**This policy operates in conjunction with the following individual school policies:**

- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Acceptable Use of Computers and Internet Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Special Educational Needs and Disability information report
- Anti-Bullying Policy
- Curriculum/Teaching and Learning Policy

**Key points**

- Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons would not receive suitable education without such arrangements being made.

- Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion. Schools may also direct pupils off-site for education, to help improve their behaviour.
- Statutory guidance sets out the Government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice.
- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.
- The department of Education has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

Alternative provision - GOV.UK (www.gov.uk)

https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

**The aims of this policy are:**

- To outline the reason why pupils might be offered alternative provision.
- To ensure that alternative provision is offered to suitable pupils in a consistent way.
- To provide guidance on the referral process and the suitability of the provider.
- To ensure there are suitable procedures in place relating to attendance and the safeguarding of pupils when under the care of the provider.
- To outline the arrangements in place for keeping in touch with pupils to monitor academic progress, behaviour and pastoral welfare.
- To guide and support staff with the monitoring and support of alternative provision.

**Roles and responsibilities**

**The LA will be responsible for:**

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

**The Board of Directors will:**

- monitor the implementation of the Alternative Provision Policy and review it on a regular basis.

**The Local Governing Body must:**

- ensure that parents (and the local authority where the pupil has a an EHCP) are given clear information about the placement: why, when, where, and how it will be reviewed;
- keep the placement under review and involve parents in the review. Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives, and that the pupil is benefitting from it; and
- Arrange suitable full-time education for pupils who receive a fixed period exclusion of more than five school days. 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. Consecutive fixed-period exclusions 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 exclusions.

**Principals within in their own school will:**

- take overall responsibility for the school's use of alternative provision for certain pupils.
- Ensure that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Report to the Governing Body on the effectiveness of the Alternative Provision Policy.

**The Senior Leadership Team (SLT) within each school will:**

- understand and comply with the guidelines detailed within the Alternative Provision Policy and other related documents;
- arrange for the appointment of an appropriate member of staff to take on the role of Alternative Provision Lead/Coordinator, who will attend meetings relating to pupil referrals and conduct regular progress visits to the provider;
- continually assess the quality and suitability of providers of alternative education for pupils; and
- visit providers to ensure health and safety risk assessment are in place.

**The School's Offsite/ Alternative Provision Coordinator will:**

- work with the pupil and parents/carers to identify that alternative provision (AP) is necessary and identify a suitable timetable and provider;
- liaise with the Designated Safeguarding Lead, SENDCo, Data Manager, Attendance Lead and other relevant staff to ensure that the appropriate measures are in place to support pupils who are being educated in an alternative setting;

- undertake periodic visits to the alternative provision sites to review the progress of the relevant pupils, as requested by the SLT;
- Continue to work closely with SLT (Senior Leadership Team) to ensure that the appropriate measures are in place to support pupils in offsite alternative provision
- decide, in collaboration with the SLT, on the appropriate course of action if informed of any serious behavioural incidents by the provider;
- arrange for the appropriate intervention when a pupil's attendance falls below the school target;
- ensure that the alternative education providers used are continuously checked, and that they have the relevant policies in place to cover safeguarding and child protection, online -safety, data protection, health, and safety.
- continue to comply with guidance in relation to ensuring all adults at the provision are cleared to work with children, e.g., they have the relevant DBS (Disclosure and Barring Service) checks.
- ensure that all alternative providers receive and are aware of the MAC's Safeguarding and Child Protection Policy.
- give alternative provision providers details of a pupil's SEND (Special Educational Needs or Disability), where appropriate, so that their placement can be individually catered to them in a bespoke manner.
- share and discuss risk assessment documents (when applicable) for those pupils attending these provisions.
- ensure that current GDPR checks have been undertaken for the provider before any placement.
- retain copies of any contracts, agreements or terms and conditions that govern the placement.

The commissioning school retains overall safeguarding responsibility for any pupil placed in alternative provision, whether on-site, off-site, or with a third-party provider. The provider has a duty to report any safeguarding or welfare concern immediately to the school's Designated Safeguarding Lead. This ensures compliance with Keeping Children Safe in Education (2024) and DfE (2025) expectations.

**The School's Curriculum Team will**:

- provide relevant pupil data to help facilitate the transition from the school to the provider;
- liaise with the Alternative Provision Lead/Coordinator and Curriculum Lead 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 provider to cater for the special education needs of pupils.

**The School's Designated Mental Health Lead will:**

- Assist in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils, in line with the school's Policies.
- 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 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.

**The School's Attendance Lead/Officers will:**

- ensuring daily communication from the AP – confirming either attendance, lateness, or absence in accordance with the timings of the school day
- monitor attendance of pupils referred to the provider and update records on a weekly basis; and update the school's records daily
- provide attendance updates to the Alternative Provision Lead/Coordinator.

**Ensuring high quality alternative provision and suitability of providers**

**Local Authority directory's:**

Worcestershire - SEND and Alternative Provision Directories | Worcestershire County Council

Sandwell - Family Information Service Hub | Listings in Alternative Education

Dudley - Alternative Provision Strategy | Revolution for Schools | Dudley

Birmingham - Alternative - Birmingham Schools | Birmingham City Council

- Schools can access a variety of alternative provision placements and there should always be a clear rationale in place to ensure that this provision will allow the pupil to make good academic progress.
- The school should aim to continually assess the quality and suitability of the providers of alternative education for pupils.
- It is the responsibility of the school to ensure that the provider of any full-time placements is registered and approved and that they have relevant policies in place to cover Safeguarding, Child Protection and Health & Safety.
- It is the school's responsibility to ensure that any part-time or day placement providers are subject to the school's internal quality assurance procedures.
- All pupils referred to alternative provision will have access to a core curriculum and an alternative curriculum covering a range of other subjects.
- The provider must also be able to offer pupils their statutory entitlement to education relating to faith and physical education and should also expect to offer Personal, Health and Social

Education (PHSE). This will allow pupils to develop key skills and attributes such as resilience, sexual health, risk-management, and self-esteem.

- Providers must have contingency plans in place to ensure continuity of education in the event of disruption (e.g., illness, transport issues, or public health emergencies).
- Remote or blended learning options should be available and tailored to the pupil's needs and EHCP requirements where applicable.
- The commissioning school will work with providers to ensure that remote learning is monitored, supported, and aligned with the pupil's personalised plan.
- Expectations for attendance, engagement, and safeguarding during remote learning must be clearly communicated and documented.
- All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate.
- Where part-time provision is used, the commissioning school must ensure that the combined educational offer across all settings meets the statutory requirement for full-time education.
- A central record of each pupil's timetable and provision hours will be maintained by the school.
- Any deviation from full-time provision must be:
    - Justified by documented medical or SEND-related evidence.
    - Agreed upon by the school, provider, and local authority (where applicable).
- Part-time placements will be reviewed regularly to assess their effectiveness and appropriateness in meeting the pupil's needs.
- Attendance and engagement will be monitored across all components of the provision to ensure consistency and effectiveness.
- A personalised plan for intervention should be prepared by the commissioning school, 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.
- Plans should also be linked to other relevant information or activities such as 'Education, Health and Care Plans' for children with SEND.
- Commissioning schools should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

Alternative provision will differ from pupil-to-pupil, depending on their needs. However, the providers commissioned by the school must:

- result in ensuring improved indicators (improved attendance and engagement, reduction in exclusion, a high-quality curriculum, successful outcomes, and effective transitions.
- be suited to individual pupils' capabilities and identify their specific personal, social, and academic needs to help them overcome any barriers to attainment and learning.
- achieve good academic attainment on par with that provided at the school.
- improve pupil motivation, self-confidence, attendance, and engagement with education.

- report attendance as agreed in a timely fashion – daily (or on those days when the pupil is timetabled to attend).
- report breaches of Health and Safety urgently to the commissioning school.
- report Safeguarding and Child Protection concerns to the school DSL/DDSL.
- be in line with school expectations including those related to Safeguarding and Child Protection, Behaviour Policy, E Safety and GDPR (General Data Protection Regulations).
- provide clearly defined objectives to the school and pupil.
- communicate clearly to the commissioning school.
- offer appropriate and challenging teaching in English, Mathematics and science (including IT) on par with mainstream education – unless this is being provided elsewhere within a package of provision.
- have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.

Unregistered Providers

Where an unregistered provider is being considered, the commissioning school must obtain written assurances from the provider regarding safeguarding, safer recruitment, health and safety, and curriculum delivery. Such placements will only proceed once these assurances have been verified and documented, in line with DfE (2025) expectations.

In-School Alternative Provision:

Where in-school inclusion or behaviour support units operate as alternative provision for more than five consecutive days, they will be subject to the same commissioning, monitoring, and safeguarding standards as external AP providers."

**Commissioning**

As part of the commissioning and due diligence process in sourcing new alternative providers, all schools will, in the first instance, complete checks on the provider's GDPR, DBS, wider safeguarding policies and procedures, and where relevant, the latest Ofsted inspection and / or annual local authority inspection report.

If the new provider cannot provide evidence of an up-to-date satisfactory Ofsted or local authority inspection, or any policies or assurances on recruitment and safeguarding that meet our standard, the MAC's schools should not use this provider.

We must ensure that in the case of assessing the needs of a student with an EHCP, the local authority is involved in brokering suitable provision – especially if the provision is unregistered with Ofsted.

**Funding Responsibilities and Transparency**

The Emmaus Catholic MAC is committed to ensuring clarity and accountability in the funding of alternative provision.

- For pupils without an Education, Health and Care Plan (EHCP), the commissioning school will fund the placement from its delegated budget.
- For pupils with an EHCP, the school will work with the local authority to secure top-up funding where necessary, ensuring that the provision aligns with the outcomes in Section F of the EHCP.
- In accordance with Section 19 of the Education Act 1996, local authorities remain responsible for arranging suitable full-time education for pupils who, due to exclusion, illness, or other reasons, would not otherwise receive it. Where this duty applies, the local authority will be expected to fund and coordinate the provision.
- All funding arrangements will be documented in the Service Level Agreement (SLA) with the provider, including cost breakdowns, invoicing schedules, and review points.
- The school will maintain a record of all financial transactions and ensure that funding is used efficiently to support pupil outcomes.
- Where placements are jointly funded (e.g. with social care or health services), roles and responsibilities will be clearly defined and agreed in writing.

A written Service Level Agreement (SLA) will be in place for every commissioned placement. This will detail: curriculum scope; safeguarding arrangements; attendance monitoring; communication protocols; review frequency; reintegration planning; and contingency arrangements in case of disruption. Both the commissioning school and provider must sign this SLA before the placement begins.

This approach ensures compliance with DfE expectations and supports the MAC's commitment to transparency and value for money.

**Referral Process**

- The School will use the DfE publication Arranging Alternative Provision: A Guide for Local Authorities and Schools (February 2025) as a basis for deciding alternative provision.
- The parent/carer will be fully involved in the process and any decisions taken.
- Pupils referred to alternative provision will remain on roll with the school, which will fund their place in alternative provision. Where a student has an EHCP additional funding for the provision will be requested from the LA as required.
- The school remains ultimately responsible for the pupil, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the pupil's education.
- The school will set up a meeting involving all relevant parties, including parents/carers and others as appropriate. A school representative will explain to the pupil and his/her parent/carer why the alternative provision is being offered.
- The pupil's parent/carer will sign the relevant alternative provision responsibilities contract for supporting the pupil and timescales for reviewing the contract must be agreed during the initial meeting.

- Any agreement around alternative provision for a pupil will be regularly reviewed. Timescales and responsibilities for reviewing the agreement will be agreed by the school, the provider, and the parent/carer.
- Once committed to the alternative provision, pupils must attend regularly, and parents/carers must support this. Failure to do so will have the same consequences and non-attendance at the school.
- Impact and success will be measured against targets agreed in the initial meeting and regularly reviewed.
- The school will formulate a Service Level Agreement between the school and the provider.
- The provider will carry out an induction process with the student to familiarise them with the setting's routines, expectations, and support structures.
- As part of this induction, the provider must complete a baseline assessment of the pupil's academic, social, emotional, and behavioral needs.
- The results of this assessment will inform a personalised learning and support plan, which must:
    - Be shared with the commissioning school and parents/carers.
    - Include clear objectives, success criteria, and review points.
    - Align with any existing EHCP or support plans.
- The provider must ensure that this plan is implemented from the outset of the placement and reviewed regularly
- Where parents/carers refuse the offer of the Provider, this will be documented.
- Pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision.
- For the school census, a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.

All alternative provision placements will be subject to formal review meetings at least once per half term. Each review will include the pupil, parents/carers, provider representative, and school staff. The review will evaluate academic progress, attendance, engagement, and suitability of ongoing placement, with outcomes documented in the pupil's plan.

**Cross-Border Placements**

In accordance with the DfE guidance *Arranging Alternative Provision – A Guide for Local Authorities and Schools (2025)*, schools within the Emmaus Catholic MAC recognise that some pupils may require alternative provision outside their home local authority.

Where a cross-border placement is considered, the commissioning school will:

- Liaise with the host local authority to ensure the provision is suitable and meets the pupil's needs.
- Ensure safeguarding, attendance, and quality assurance procedures are clearly agreed and documented.
- Confirm that the provider is appropriately registered and meets all statutory requirements.

- Maintain regular communication with both the provider and the host local authority to monitor progress and ensure continuity of support.
  These arrangements will be documented in the pupil's placement plan and reviewed regularly in line with MAC policy.

**Monitoring Academic Progress, Behaviour & Pastoral Welfare**

- Pupils' attainment data will be communicated to the provider on commencement of placement;
- A termly report should be completed by the provider as part of the monitoring process;
- Pupils' own views on the placement will be considered as part of the monitoring process. The provider will be expected to contact the school to inform them of any serious behavioural incidents.
- Pupils will be actively involved in the planning and review of their alternative provision placements.
- Their views will be formally gathered during initial planning meetings, termly reviews, and reintegration discussions.
- Providers and schools will ensure that pupils understand their learning objectives and are encouraged to contribute to their own support plans.
- Pupil feedback will be used to inform adjustments to provision and to evaluate the effectiveness of placements.
- Pupils who are making less than satisfactory progress will be subject to a formal review meeting with the school, the parent/carer and the provider. In extreme circumstances or following an agreed number of unsatisfactory review meetings, the placement may be ended.
- If a serious behaviour incident occurs whilst a student is in alternative provision, the provider will contact the school.
- Providers have their own codes of conduct, but misconduct could result in provision being immediately withdrawn and in exceptional cases a Suspension or Permanent Exclusion may be issued.
- Pupils not making satisfactory progress at their placement (for many reasons) will be invited to a formal review meeting with parents/carers. If a pupil's progress does not improve following two formal review meetings, the school may end the placement and look for more suitable provision.
- The placement may also be ended without notice or formal review in some extreme circumstances, e.g., safeguarding concerns, gross misconduct.
- For those pupils making exceptional progress, a review of the placement in the context of re-integration back into mainstream Education will be carried out.

**Monitoring attendance**

The MAC considers daily attendance checking as a statutory safeguarding requirement and that, for alternative provision to benefit pupils, they must attend the provision. Therefore, the commissioning school will monitor the attendance of any pupils in alternative provision.

- The commissioning school must formally monitor the attendance of any pupils placed in alternative provision and update attendance records daily.
- The provider will contact the pupil's parents/carers, where their pupil has been absent from provision, to resolve the issue and to ensure regular attendance is achieved.
- Pupils whose attendance falls below the school's target will be subject to interventions as per the respective Attendance Policy.

Where attendance concerns raise potential safeguarding issues or persistent absence thresholds are met, these will be escalated promptly to the Local Authority Attendance Support Team. All data-sharing will comply with local data-sharing agreements and the UK GDPR.

Persistent attendance concerns, unexplained absences, or patterns of non-engagement must be escalated to the MAC Inclusion Lead and the Local Authority Attendance Support Team without delay. Schools will maintain a central record of all AP attendance monitoring, reviewed half-termly by the MAC Inclusion Lead.

**Responsibilities of the Alternative Provider:**

All schools within the Emmaus Catholic MAC expect that the alternative provision provider will:

- complete an agreed contract with the school.
- complete a check of risk assessments and documentation to the satisfaction of the school.
- provide a completed Safeguarding checklist.
- adhere to the Child Protection and Safeguarding Policy held by the school.
- contact the school whenever the pupil is absent.
- provide the school with attendance details on a weekly basis but notify the school as soon as the pupil is absent
- inform the school of any serious behaviour incidents.
- raise any safeguarding concerns with the Designated Safeguarding Lead at the school.
- facilitate regular visits by a representative from the school.
- complete a termly report as part of the school's monitoring process.

**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 school will arrange a meeting with the alternative provision setting to develop the reintegration plan.

- Before reintegration, the school 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 school will also speak to the pupil to assess their views on the success of the placement.
- In light of the final report and views of the pupil, the school 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.

Reintegration planning will begin from the outset of each placement. The provider, school, pupil, and parents/carers will agree on intended reintegration outcomes and review these regularly to support a smooth transition back to mainstream education when appropriate.

Appendix 1

**Emmaus Catholic MAC**

**Alternative Provision Placement Learner Planning Form for Commissioning Schools**

Name and address of commissioning school:

Name of Principal :

Name of Alternative Provision Coordinator/Lead:

<table>
<tr><td>Name of Pupil:</td><td></td></tr>
<tr><td>DOB:</td><td></td></tr>
<tr><td>Gender:</td><td>Male<br>Female<br>Other (please state)</td></tr>
<tr><td>Ethnicity:</td><td></td></tr>
<tr><td>Current School Year:</td><td></td></tr>
<tr><td>SEND/EHCP:</td><td>YES<br>NO</td></tr>
<tr><td>Does the learner have a specific diagnosis? (e.g., ADHD, ASD (autism spectrum disorder), Epilepsy, Dyslexia)</td><td>YES<br>NO</td></tr>
<tr><td colspan="2">Primary SEND Need (please indicate)<table><tr><td>A. Cognition and Learning Difficulties</td><td></td></tr><tr><td>B. Social, Emotional and Mental Health</td><td></td></tr><tr><td>C. Communication and Interaction</td><td></td></tr><tr><td>D. Sensory and Physical</td><td></td></tr></table>Provision Map:<br>YES<br>If yes, provide details:<br><br>NO</td></tr>
<tr><td colspan="2">Does the learner have a Risk Assessment in place?<br>YES<br>NO</td></tr>
<tr><td>CLA/PCLA:</td><td>YES<br>NO</td></tr>
<tr><td>Children’s Social Care Involvement:</td><td>YES<br>NO</td></tr>
<tr><td>Does the learner have Targeted Family Help / Early Help support?</td><td>YES<br>If Yes, provide details<br>NO</td></tr>
<tr><td>Does the learner have a CIN (Child in Need) Plan?</td><td>YES<br>NO</td></tr>
</table>

| | |
|---|---|
| Does the learner have a CP (Child Protection) Plan? | YES<br>NO |
| Name of lead professional and role:<br><br>Contact details: | |
| Medical Information: | |
| Is there a requirement for medication to be administered during the day? | YES<br>If Yes: Self-administer OR Requires adult administration<br><br>NO |
| Are there any dietary requirements? | YES<br>NO |
| Preferred start date: | |
| End date (if known): | |
| Timetable – please identify preferred days:<br><br>How many hours can an Alternative Provider deliver? To ensure that all providers fulfil their statutory requirements when offering Alternative Provision programmes, a provider of alternative provision should be registered as an independent school if it caters full time for five or more learners of compulsory school age; or one such learner who is looked after or has a statement of special educational needs or Education Health & Care Plan. | |

Reason for placement request:

Please provide specific reasons for the referral (select one):

| | |
|---|---|
| Short term - Support into an identified school/provision (Place is already confirmed) | |
| Medium term - Support to identify and transition to other school/provision | |
| Long term - As part of an agreed ongoing package of education | |

Type of provision

| | |
|---|---|
| Group Learning | |
| 1:1 Provision | |
| 2:1 Provision (or greater) | Reason including Risk Assessment: |

Where will the learner access their education?

| | |
|---|---|
| Support required in pupil's home | |
| Support in community venue | |
| Support in provider's own venue | |

Education Profile:

| | Working below | Working at | Working above |
|---|---|---|---|
| Reading | | | |
| Writing | | | |
| Maths | | | |

Attendance:

| Current Attendance (%) | Authorised Absence (%) | Unauthorised Absence (%) | Date of last Attendance | Is the learner expected to attend 5 days/week? |
|---|---|---|---|---|
| | | | | Yes<br>No |

| | |
|---|---|
| Is there currently any Service Involvement re: attendance enforcement? | Yes<br>If yes, provide details:<br><br>No |
| Exclusion history over last 12 months<br>Length of exclusion (days) (Dates of exclusion)<br>From / To | Reason for exclusion: |

Other Agency Involvement (tick all that apply):

| | |
|---|---|
| Youth Support Worker | |
| School Nursing Team | |
| CAMHS | |
| Other: | |

Family Overview (i.e., Position of young person in relation to siblings, parental details etc.)

Does the learner have any additional vulnerabilities:

| | |
|---|---|
| Permanent Exclusion | |
| Gypsies, Roma, and Travellers (GRT) | |
| Child Missing Education | |
| Child refugee or child of asylum seeker | |
| Young carer | |
| Unaccompanied asylum-seeking child | |
| School refuser | |
| Eligible for Free School Meals (FSM) | |
| At risk of child sexual exploitation (CSE) | |
| Young offender | |
| Anxious Learner | |

Expected Outcomes Please provide targets to enable the provider to plan for the learner

| |
|---|
| Attendance Target: |
| Social, Emotional, Mental Health Target: |
| Academic Targets: |

Learner Profile

Please rate the learner's skills in each of the following area by ticking the most appropriate box:

| | Good | Satisfactory | Concerning |
|---|---|---|---|
| Attendance | | | |
| Punctuality | | | |
| Confidence | | | |
| Interaction with staff | | | |
| Interaction with peers | | | |
| Genral behaviour | | | |
| Presentation | | | |

| | | | |
|---|---|---|---|
| Attitude to learning | | | |
| Attitude to home life and current situation | | | |
| Emotional resiliency | | | |

Comments:

Other indications of risk within school environment Please indicate whether any of the following apply to the learner

| | Never | Sometimes | Often |
|---|---|---|---|
| Challenges the Protected Characteristics | | | |
| Has brought in or used an offensive weapon | | | |
| Drugs/Substance misuse | | | |
| At risk of self-harm | | | |
| Behaviour is a risk to others | | | |
| Causes damage to property | | | |
| Demonstrates controlling/ manipulative behaviour | | | |
| Displays sexually inappropriate/ harmful behaviour | | | |
| Self-exits school building | | | |
| Social media issues | | | |
| Anti-social behaviour in the local community | | | |

Other concerns:

Please identify the Learner's strengths:

Are there any behaviour triggers?

| |
|---|
| |
| Identify any successful strategies that have worked well to date: |
| Details of the learner's interests and aspirations including their preferences regarding type of education provision.<br>Please also attach a copy of the learner's OWN statement if one is available |
| Date AP discussed with parents / carers:<br>Parental/Carer Consent gained:<br>YES<br>NO |
| Pupil's Views sought: |

Appendix 2

**Emmaus Catholic MAC**

**Alternative Provision Agreement**

**School:**

**Pupil Name:**

**DOB:**

**Year Group:**

**Emmaus Catholic MAC expect that the alternative provision provider will:**

- adhere to the Child Protection and Safeguarding Policy held by the school
- contact the school whenever the pupil is absent
- provide the school with attendance details on a weekly basis
- inform the school of any serious behaviour incidents
- raise any safeguarding concerns with the Designated Safeguarding Lead at the school
- facilitate regular visits by a representative from the school
- complete a termly report as part of the school's monitoring process

**The Alternative Provision provider can expect that Emmaus Catholic MAC Schools will:**

- ensure that the alternative provision provider holds copies of the school's Child Protection and Safeguarding policies
- provide relevant pupil data to help facilitate the transition from the school to the alternative provision provider
- if appropriate, provide details of provision mapping and other relevant information to the alternative provision provider to cater for SEND pupils
- Arrange for an appropriate staff member to make periodic visits to the alternative provision site to review the pupil's progress

School Alternative Provision Coordinator's Signature: Date:

Principal 's Signature: Date:

Alternative Provision Principal /Lead's Signature: Date:

Appendix 3

**Emmaus Catholic MAC**

**Alternative Provision Checklist to be completed by the Commissioning School**

| | |
|---|---|
| Name of Provider: | |
| Address of Alternative Provision: | |
| Name and contact details of Lead Professional at Alternative Provision: | |
| Number of Staff present at provision: | |
| No. of Students on roll | |
| Current Ofsted Grade (if applicable) | |
| Overview of activities and structure of the day: | |
| LA Approved Provider Status:<br>Does this AP have LA Approved Provider status?<br>YES<br>NO<br>If No, the commissioning school is responsible for conducting all checks prior to placement | |
| Registration Status:<br>Is the AP registered with DfE?<br>YES<br>NO<br>If unregistered, check AP's compliance with registration threshold for all students of compulsory school age attending the provision:<br>• 5 x or more fte students<br>• 1 x fte with EHCP<br>• 1 x fte CLA | |
| Commissioned Timings & Anticipated Timeline:<br><br>Funding arrangements: | |
| Have Safeguarding checks on staff – e.g., DBS, barring etc... s128 | Evidence: |

| | |
|---|---|
| Safeguarding and Child Protection Policy shared: | Evidence: |
| How will regular communication be facilitated with commissioning academy re: attendance and safeguarding concerns and observations? | Evidence: |
| Specific personal, social, and emotional needs of pupils are clearly recorded with appropriate action plans and clearly defined outcomes | Evidence: |
| Pre-placement onsite visit:<br>Health and Safety:<br>tour of site | Evidence: |
| Environment Risk Assessment shared | Evidence: |
| Pupil's risk assessment shared, discussed & agreed | Evidence: |
| **Safeguarding Checks:**<br>Written confirmation of safer recruitment checks undertaken by provider | Evidence: |
| SCR checked | Evidence: |
| Named Designated Safeguarding Lead / Date of DSL training | Evidence: |
| Safeguarding training for AP staff team: KCSiE 2026 refresher training (including compliance with enhanced DBS standards for all personnel without relying on supervision exemptions) | Evidence: |
| Safeguarding procedures are robust, and concerns communicated to school and recorded in a timely manner | Evidence: |
| Procedure for reporting concerns – key contact details:<br>• School:<br>• AP: | Evidence: |
| Arrangements for gathering pupil's views / frequency | Evidence: |
| Attendance<br>• Recorded daily<br>• First Day response: | Evidence: |
| Non-attendance is followed up immediately & school informed: | Evidence: |

| | |
|---|---|
| Strategies to improve attendance agreed | Evidence: |
| Key Contact Numbers<br>• School:<br>• AP: | Evidence: |
| • Weekly attendance data • Tracking over time (patterns & trends) | Evidence: |
| Behaviour<br>• Calm, purposeful atmosphere | Evidence: |
| The specific personal, social, and emotional needs of pupils are properly identified and met to improve behaviour for learning | Evidence: |
| Behaviour Policy has been shared | Evidence: |
| Manual Handling/Physical Restraint training information | Evidence: |
| Behaviour management training | Evidence: |
| Appropriate response to challenging behaviour by staff | Evidence: |
| Recording of incidents in a timely manner and communication of incidents with school | Evidence: |
| Curriculum<br>• Well-planned, broad, and balanced<br>• High quality teaching and learning observed<br>• Contingency arrangements for remote / blended learning in place • Expected rates of progress & attainment | Evidence: |
| Personal Development<br>• Planning incorporates pupil's SEN as described in their EHCP<br>• The specific personal, social, and academic needs of pupils are properly identified and met to address any barriers to attainment<br>• Developing positive relationships<br>• Improved pupil motivation and self-confidence over time<br>• 'Keep in Touch' arrangements for school connectedness | Evidence: |
| Well planned transition:<br>Clearly defined objectives, including the next steps following the placement with a focus on | Evidence: |

| | |
|---|---|
| reintegration into mainstream education<br>• Successful transition | |
| Review Meeting Dates:<br>• Weekly update phone calls<br>• Half termly reports<br>• Termly review meetings<br>• Annual review meetings | Evidence: |
| Local Authority Monitoring of Approved Providers: | |
| Risk Assessment & Support Planning (CYP (Children and Young People) risk assessment policy, example CYP risk assessment, example CYP support plan including SMART (Specific, Measurable, Achievable, Relevant, Time) targets, GDPR/data protection policy) | Evidence: |
| Health & Safety (health and safety policy including first aid and fire safety, health and safety certificate, health and safety checklists, fire alarm log, example health and safety risk assessments including fire safety and property risk assessments, accident/incident log, PAT testing, lone working policy and lone working risk assessment and emergency call out procedures) | Evidence: |
| Safeguarding & Protection from Abuse (Safeguarding policy, safeguarding log, single central record, training matrix including safeguarding, CCE (Child Criminal Exploitation), CSE, FMG, trafficking and prevent, whistle blowing policy, staff code of conduct which references professional boundaries and personal benefit, evidence of multi-agency working and how support is offered to victims of abuse, evidence of DSL) | Evidence: |
| Fair Access & Diversity (Equality and diversity policy, transition plans, behaviour management policies, behaviour contracts) | Evidence: |

| | |
|---|---|
| Client Involvement & Empowerment (information/welcome packs, statement of rights and responsibilities, documented approaches to independence and empowerment, complaints policy and procedure, complaints log, information regarding independent advocacy) | Evidence: |
| Management of Supervision (Safer recruitment policy and recruitment process, supervision policy and notes, staff meeting log/notes, introduction process and mandatory training, recording of staff awareness of policies and procedures | Evidence: |