Alternative Provision Policy

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1. Introduction

Ashton Primary School is committed to providing every pupil with access to a safe, suitable, ambitious and appropriate education.

The school recognises that, in some circumstances, a pupil may receive some or all of their education away from the school site through Alternative Provision (AP).

Ashton Primary School does not operate its own Alternative Provision. This policy therefore sets out the school's arrangements where an Ashton pupil accesses education delivered by another school, setting, service or provider.

Alternative Provision must never be used simply as a means of removing a pupil from the school environment because their needs are difficult to meet.

Any use of Alternative Provision must:

- be in the best interests of the pupil;
- have a clear educational purpose;
- be safe and suitable;
- meet the pupil's individual needs;
- be ambitious for the pupil;
- take account of SEND, disability and medical needs;
- have clear intended outcomes;
- be appropriately commissioned;
- be regularly monitored and reviewed; and
- have a clear plan for the pupil's next steps.

Where Ashton Primary School remains the pupil's home school, the school will continue to take an active interest in and responsibility for the pupil's education, safeguarding, attendance, progress and wellbeing.

2. Definition of Alternative Provision

Alternative Provision is education arranged for pupils who would not otherwise receive suitable education because of circumstances such as:

- exclusion;
- illness;

- physical or mental health needs;
- behavioural needs; or
- other reasons.

Alternative Provision may be provided:

- full time;
- part time;
- temporarily;
- as part of a package alongside attendance at Ashton Primary School; or
- as part of a longer-term educational arrangement.

Provision may include education delivered by:

- a Pupil Referral Unit (PRU);
- an Alternative Provision academy or free school;
- another maintained school or academy;
- an independent school;
- hospital education;
- local-authority commissioned tuition;
- an appropriate specialist provider; or
- another lawful education provider.

Not every activity taking place away from the school site constitutes Alternative Provision.

3. Purpose of Alternative Provision

Alternative Provision should be used purposefully and according to the needs of the individual pupil.

It may be appropriate:

- where a pupil cannot access their usual school because of physical or mental health needs;
- following suspension or permanent exclusion where statutory arrangements apply;
- as an intervention intended to improve behaviour and prevent exclusion;
- as part of support for significant social, emotional or mental health needs;

- where a local authority is fulfilling its duties under Section 19 of the Education Act 1996;
- where a pupil requires specialist provision that cannot temporarily be delivered within their home school; or
- in another circumstance where lawful Alternative Provision is considered necessary and appropriate.

Alternative Provision should not be regarded as a lesser form of education.

Pupils accessing Alternative Provision remain entitled to a high-quality education appropriate to their needs.

4. Legal and Statutory Framework

This policy has regard to relevant legislation and statutory guidance, including:

- Education Act 1996, including Section 19;
- Education and Inspections Act 2006;
- Children and Families Act 2014;
- Equality Act 2010;
- Children Act 1989;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Children's Wellbeing and Schools Act 2026;
- DfE *Alternative Provision* statutory guidance;
- DfE guidance on arranging Alternative Provision;
- DfE *Arranging education for children who cannot attend school because of health needs*;
- DfE *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*;
- *Keeping Children Safe in Education 2026*;
- SEND Code of Practice: 0 to 25 years;
- *Working together to improve school attendance*;
- DfE voluntary national standards for non-school Alternative Provision; and
- relevant Lancashire County Council procedures and guidance.

The school will take account of subsequent amendments or replacements to legislation and statutory guidance.

5. Section 19 of the Education Act 1996

Section 19 of the Education Act 1996 places a duty on local authorities to arrange suitable education at school or otherwise for children of compulsory school age who, because of:

- exclusion;
- illness; or
- other reasons,

would not otherwise receive suitable education.

This is commonly referred to as the **Section 19 duty**.

The duty rests with the local authority.

Where the Section 19 duty applies, the education arranged should normally be **full-time**, unless the local authority considers that, for reasons relating to the child's physical or mental health, full-time education would not be in the child's best interests.

The education arranged must be suitable to the child's:

- age;
- ability;
- aptitude; and
- any special educational needs they may have.

6. Ashton's Role Where Section 19 May Apply

Although the statutory Section 19 duty rests with the local authority, Ashton Primary School has an important role in identifying pupils who may require local-authority intervention and working collaboratively to ensure that their education continues.

Where the school believes that a pupil is unable to access suitable education and that the local authority's Section 19 duty may be engaged, the school will:

- communicate promptly with Lancashire County Council;
- provide relevant information about the pupil;
- provide attendance information;

- explain support and adaptations already attempted;
- provide relevant SEND information;
- provide medical information available to the school where appropriate and lawful;
- contribute to planning;
- maintain communication with parents/carers;
- liaise with relevant professionals;
- contribute to reviews; and
- support reintegration or transition where appropriate.

The school will not allow uncertainty about which organisation is responsible for funding or arranging provision to result in concerns about a child's access to education being ignored.

7. Section 19 and Health Needs

A physical or mental health need may mean that a child cannot attend school or can only attend intermittently.

Where this occurs, Ashton will initially consider what reasonable adjustments, adaptations and support can enable the pupil to continue accessing education at school.

This may include:

- adjustments to the school day;
- environmental adaptations;
- pastoral support;
- SEND provision;
- an Individual Healthcare Plan;
- reasonable adjustments;
- phased reintegration;
- support from external professionals; or
- other appropriate arrangements.

Where, despite appropriate support, a compulsory-school-age pupil cannot access suitable education because of their health needs, the school will work with Lancashire County Council regarding its Section 19 responsibilities.

The school will not require a pupil to demonstrate a particular medical diagnosis before raising concerns with the local authority where the available evidence indicates that the child cannot access suitable education.

8. Section 19 and SEND

A child may have both SEND and circumstances which engage the local authority's Section 19 duty.

These are not mutually exclusive.

Where a pupil has SEND, Alternative Provision must take proper account of those needs.

Where a pupil has an Education, Health and Care Plan (EHCP), provision specified within the plan remains a statutory consideration.

The use of Alternative Provision must not be used to avoid:

- identifying SEND;
- making appropriate SEND provision;
- implementing an EHCP;
- requesting an EHC needs assessment where appropriate;
- reviewing an EHCP;
- seeking an appropriate specialist placement; or
- making reasonable adjustments.

Where a pupil's current placement appears unable to meet their needs, the school will work with parents, the local authority and relevant professionals to address the underlying issue rather than treating Alternative Provision as an indefinite substitute for appropriate SEND provision.

9. Principles for Using Alternative Provision

Before Ashton commissions or supports a placement in Alternative Provision, consideration will be given to:

- why Alternative Provision is required;
- what barriers the pupil is experiencing;
- what has already been tried;

- the views of the pupil;
- the views of parents/carers;
- SEND;
- medical needs;
- safeguarding;
- attendance;
- current attainment and progress;
- the suitability of the proposed provider;
- the curriculum available;
- the intended outcomes;
- the intended length of the placement;
- arrangements for review; and
- the intended next step.

The decision should be centred upon the needs of the child rather than simply the availability of a placement.

10. Early Intervention

The school recognises that effective early intervention may reduce the likelihood of pupils requiring Alternative Provision.

Before considering school-commissioned AP, where appropriate, the school will consider whether barriers can be addressed through:

- high-quality adaptive teaching;
- SEND support;
- reasonable adjustments;
- pastoral support;
- behaviour support;
- Early Help;
- external professional advice;
- medical support;

- attendance support;
- sensory adaptations;
- assistive technology;
- additional adult scaffolding;
- curriculum adaptations; or
- other school-based intervention.

However, pupils will not be required to exhaust an arbitrary list of interventions where it is already clear that a different arrangement is necessary.

11. Decision to Commission Alternative Provision

Where Ashton Primary School itself commissions Alternative Provision, the decision will be authorised by the Headteacher or an appropriately delegated senior leader.

The SENCo and DSL will be involved where relevant.

The school will establish:

- the purpose of the placement;
- why the provider has been selected;
- start and expected end dates;
- days and hours of attendance;
- curriculum arrangements;
- expected outcomes;
- safeguarding arrangements;
- attendance-reporting arrangements;
- SEND provision;
- medical arrangements;
- transport arrangements;
- communication arrangements;
- review dates; and
- plans for reintegration or transition.

The decision and rationale will be appropriately recorded.

12. Pupil and Parent/Carer Voice

The school will seek to involve the pupil and their parents/carers when Alternative Provision is being considered.

Discussions should explain:

- why AP is being considered;
- what the provision involves;
- where it will take place;
- how often the pupil will attend;
- what education will be provided;
- what support will be available;
- how progress will be monitored;
- how long the placement is expected to last;
- how safeguarding concerns can be raised; and
- what the intended next step will be.

The pupil's views should be sought in a manner appropriate to their age, understanding and communication needs.

Where statutory arrangements allow a placement or direction to be made without parental agreement, the school will follow the applicable legal requirements.

13. Suitability of Alternative Provision

Before commissioning a placement, Ashton Primary School must be satisfied that the provision is suitable for the individual pupil.

This includes consideration of:

- age;
- ability;
- aptitude;
- SEND;
- EHCP provision where applicable;

- communication needs;
- sensory needs;
- physical needs;
- medical needs;
- social, emotional and mental health needs;
- safeguarding vulnerabilities;
- curriculum needs;
- prior attainment;
- accessibility;
- peer group;
- location;
- travel arrangements; and
- intended outcomes.

A placement should not be made solely because it is the only provision available.

14. Quality Assurance and Due Diligence

Where Ashton commissions Alternative Provision, the school retains responsibility for ensuring that appropriate due diligence is undertaken.

Before a placement begins, the school will seek assurance regarding:

- the provider's legal status;
- registration with the Department for Education where required;
- safeguarding arrangements;
- safer recruitment;
- DBS and barred-list arrangements where applicable;
- staff suitability;
- qualifications and experience;
- child protection procedures;
- health and safety;

- first aid;
- risk assessments;
- fire safety;
- insurance;
- behaviour arrangements;
- attendance procedures;
- curriculum quality;
- SEND provision;
- medical arrangements;
- complaints procedures;
- data protection;
- online safety;
- allegations against staff;
- reporting of safeguarding concerns;
- premises and facilities; and
- the provider's ability to meet the individual pupil's needs.

The school may undertake a visit to the provider as part of this process and should not rely solely upon promotional material or assurances provided remotely.

15. Registered and Unregistered Provision

Alternative Provision may be provided by a registered school or by a provider which is not registered as a school.

The use of unregistered provision requires particular care.

Ashton will establish whether a provider is legally required to register as an independent school and will not knowingly commission provision operating unlawfully.

Where a non-school or unregistered Alternative Provision provider is considered, the school will undertake robust due diligence.

The school will have regard to the Department for Education's **Voluntary National Standards for Non-School Alternative Provision** when assessing the suitability and quality of such provision.

The fact that a provider is included on a local authority list or framework does not remove Ashton's responsibility to satisfy itself that the provision is suitable and safe for the individual pupil where Ashton is the commissioner.

16. Safeguarding

Safeguarding remains paramount when a pupil attends Alternative Provision.

Where Ashton commissions the placement, the school must be satisfied that appropriate safeguarding arrangements are in place.

This includes establishing:

- who the provider's Designated Safeguarding Lead is;
- how concerns will be reported;
- how concerns about adults will be managed;
- how Ashton will be informed of safeguarding incidents;
- what safer recruitment arrangements apply;
- what arrangements exist for online safety;
- how attendance concerns will be communicated;
- how the pupil will be supervised;
- how risks associated with the site and activities are managed; and
- how relevant safeguarding information will be shared.

Ashton's DSL should communicate with the provider's DSL where appropriate.

A pupil attending another setting remains part of Ashton's safeguarding consideration while they remain on Ashton's roll.

17. Keeping Children Safe in Education 2026

The school will have regard to **Keeping Children Safe in Education 2026** when arranging or overseeing Alternative Provision.

Where the school places a pupil with an Alternative Provision provider, it must continue to be satisfied that the placement is appropriate and that safeguarding arrangements are effective.

Safeguarding due diligence is not a one-off exercise undertaken only before placement.

Safeguarding arrangements must continue to be monitored for the duration of the placement.

Where safeguarding concerns arise, the school will act immediately and will not wait until the next scheduled review.

18. Information Sharing

Relevant information must be shared with the Alternative Provision provider to enable them to safeguard and appropriately educate the pupil.

Depending upon the pupil's circumstances, this may include:

- safeguarding information;
- SEND;
- EHCP information;
- medical information;
- allergies;
- medication;
- risk assessments;
- behaviour information;
- communication needs;
- sensory needs;
- attendance history;
- curriculum information;
- attainment;
- reasonable adjustments; and
- relevant professional advice.

Information sharing will be lawful, proportionate and necessary.

Data protection legislation must not be used as a barrier to appropriate safeguarding information sharing.

19. Attendance

Clear arrangements must be established for monitoring attendance at Alternative Provision.

Where a pupil remains on Ashton's roll, the school must maintain accurate attendance records using the appropriate national attendance codes.

The provider should inform Ashton promptly whether the pupil has attended each session they were expected to attend.

Where a pupil does not arrive as expected, this must be identified and followed up promptly.

The school and provider must have a clear understanding of:

- who contacts parents;
- when contact is made;
- who follows up unexplained absence;
- when Ashton is notified;
- how safeguarding concerns are escalated; and
- how attendance data is shared.

A pupil attending AP must never become less visible to the school because their education takes place elsewhere.

20. Children Missing Education

Where a pupil fails to attend Alternative Provision and their whereabouts cannot be established, the school will follow its safeguarding and Children Missing Education procedures.

The fact that education has been arranged away from the Ashton site does not reduce the importance of establishing where a pupil is during the school day.

Concerns will be escalated to Lancashire County Council and other agencies where appropriate.

21. Curriculum and Quality of Education

Alternative Provision must provide a meaningful and appropriately ambitious educational experience.

When considering a placement, the school will consider:

- curriculum breadth;
- literacy;

- mathematics;
- personal development;
- SEND;
- communication;
- independence;
- preparation for reintegration;
- academic progress;
- social and emotional development; and
- the individual objectives of the placement.

The curriculum may be adapted significantly to meet the pupil's individual needs, but this must not result in unnecessarily low expectations.

For pupils with significant SEND, meaningful ambition may appropriately focus upon communication, cognition, independence, regulation, sensory development, engagement or other personalised outcomes.

22. SEND Provision

Where a pupil with SEND attends Alternative Provision, Ashton will ensure that relevant SEND information is shared with the provider.

Where Ashton remains responsible for the pupil, the SENCo will maintain appropriate oversight.

The school will consider:

- whether the provider can meet the pupil's identified needs;
- how reasonable adjustments will be implemented;
- what specialist equipment is required;
- communication strategies;
- sensory needs;
- staffing requirements;
- relevant interventions;
- professional recommendations; and

- progress towards SEND outcomes.

Alternative Provision must not result in a pupil losing access to support simply because their education takes place away from the Ashton site.

23. Pupils with Education, Health and Care Plans

Particular care must be taken where a pupil attending Alternative Provision has an EHCP.

The school and local authority must continue to have regard to their respective statutory responsibilities.

Alternative Provision must be considered in the context of:

- the provision specified within Section F;
- the pupil's outcomes;
- the named placement;
- professional advice;
- parental views;
- pupil views; and
- whether the EHCP remains appropriate.

Where there is evidence that the pupil's needs or required placement have significantly changed, an early Annual Review may be requested where appropriate.

AP should not become an indefinite substitute for securing a suitable long-term placement.

24. Medical Needs

Where Alternative Provision is used because of physical or mental health needs, planning must take account of:

- medical advice;
- the pupil's capacity to engage with education;
- treatment and appointments;
- fatigue;
- medication;
- risk;

- emotional wellbeing;
- reasonable adjustments; and
- reintegration.

Where full-time education is not in the child's best interests for reasons relating to their physical or mental health, provision may be arranged on a part-time basis as appropriate.

Any reduction in education should reflect the child's health needs rather than convenience or availability of provision and should be regularly reviewed.

25. Transport and Travel

Before a pupil attends Alternative Provision, consideration will be given to how they will safely travel to and from the setting.

This should include:

- distance;
- age;
- SEND;
- disability;
- medical needs;
- vulnerability;
- independence;
- safeguarding;
- public transport;
- parental transport;
- local-authority transport where applicable; and
- arrangements where a pupil travels between Ashton and AP during the school day.

Responsibility for transport should be clearly agreed before the placement begins.

Any safeguarding risks associated with travel must be considered.

26. Risk Assessment

Individual risk assessment will be undertaken where appropriate.

This may consider:

- safeguarding vulnerabilities;
- behaviour;
- physical safety;
- medical needs;
- SEND;
- travel;
- activities undertaken;
- equipment;
- environment;
- peer relationships;
- staffing; and
- any known risks.

Risk assessment should support safe access to education and should not be used unnecessarily to prevent a pupil from accessing appropriate provision.

27. Placement Plan

Each school-commissioned Alternative Provision placement should have a clear written plan.

This should identify:

- pupil details;
- provider;
- reason for placement;
- start date;
- anticipated end date;
- attendance pattern;
- objectives;
- curriculum arrangements;
- SEND provision;

- medical arrangements where relevant;
- safeguarding arrangements;
- attendance-reporting arrangements;
- transport arrangements;
- named contacts;
- review dates;
- measures of success; and
- intended next steps.

Plans should be proportionate to the nature and duration of the placement.

28. Monitoring the Placement

Where Ashton commissions or retains responsibility for a pupil's placement, the school will maintain active oversight.

Monitoring should consider:

- attendance;
- punctuality;
- safeguarding;
- engagement;
- behaviour;
- wellbeing;
- academic progress;
- SEND outcomes;
- progress against the placement objectives;
- pupil voice;
- parent/carer views;
- provider feedback; and
- whether the provision remains suitable.

Monitoring should involve direct communication with the provider and, where appropriate, visits to the setting.

29. Frequency of Reviews

Alternative Provision must be reviewed regularly.

The frequency will depend upon the pupil's needs, the nature of the placement and the level of risk.

For longer-term placements, formal reviews should normally take place **at least half-termly**, with more frequent communication and monitoring where necessary.

A review should take place sooner where:

- attendance deteriorates;
- safeguarding concerns arise;
- the pupil is not engaging;
- progress is insufficient;
- the pupil's needs change;
- the provider raises concerns;
- parents raise concerns;
- the pupil reports concerns; or
- the placement may no longer be appropriate.

30. Contact with Ashton Primary School

Pupils attending Alternative Provision should continue to feel that they belong to Ashton where they remain on the school's roll.

Depending upon the arrangement, this may include:

- contact with a named member of staff;
- visits;
- telephone contact;
- participation in appropriate school activities;
- communication with parents;
- review meetings; and
- planned opportunities for reintegration.

No pupil should feel that they have simply been sent elsewhere and forgotten.

31. Reintegration

Where the intention is for a pupil to return to Ashton Primary School, reintegration should be considered from the beginning of the AP placement.

A reintegration plan may include:

- gradual increase in time at Ashton;
- reduced AP attendance;
- transition visits;
- a named adult;
- adaptations;
- SEND provision;
- pastoral support;
- curriculum planning;
- communication with parents;
- pupil voice; and
- clear review points.

The success of a placement should not be judged solely by behaviour within the AP setting but by whether the intended educational and longer-term outcomes are achieved.

32. Ending or Extending a Placement

Alternative Provision should not continue automatically because an initial placement period has ended.

Before extending a placement, the school should consider:

- whether objectives have been met;
- current needs;
- progress;
- pupil views;
- parental views;
- provider recommendations;

- whether reintegration is appropriate;
- whether another placement is required; and
- whether the pupil requires a longer-term change of educational placement.

Any extension should have a clear rationale and revised objectives.

33. Off-Site Direction

In certain circumstances, the governing body of a maintained school may direct a pupil to receive education at another place for the purpose of improving behaviour.

Ashton Primary School will only use an **off-site direction** in accordance with current legislation and statutory guidance.

An off-site direction is not a suspension or permanent exclusion.

Any direction must be:

- lawful;
- reasonable;
- in the pupil's best interests;
- designed to improve behaviour;
- appropriately planned;
- communicated to parents in writing;
- regularly reviewed; and
- subject to the relevant statutory requirements.

The school will have regard to the changes introduced through the **Children's Wellbeing and Schools Act 2026** and current DfE guidance.

34. Off-Site Direction Reviews

Where an off-site direction is used, the governing body will keep the arrangement under review in accordance with statutory requirements.

Reviews will consider:

- whether the placement is achieving its objectives;
- attendance;

- behaviour;
- safeguarding;
- educational progress;
- pupil views;
- parental views;
- provider information; and
- whether the direction should continue, change or end.

An off-site direction must not become an indefinite placement without proper review.

35. Suspensions

Where a pupil is suspended, the school will comply with current statutory guidance.

For a suspension of more than five school days, the governing body must arrange suitable full-time education from the **sixth school day** of the suspension.

Where a pupil receives consecutive suspensions totalling more than five school days, the applicable statutory requirements will be followed.

Any education arranged must be suitable and safe.

36. Permanent Exclusion

Where a pupil is permanently excluded, Ashton Primary School will comply with current statutory exclusion guidance.

The local authority is responsible for arranging suitable full-time education for a permanently excluded pupil from the **sixth school day following permanent exclusion**.

The school will cooperate with Lancashire County Council and the receiving provision to support the transfer of relevant educational and safeguarding information.

Permanent exclusion will only ever be used in accordance with the school's Behaviour Policy and current statutory guidance.

37. Managed Moves

A managed move is a voluntary agreement resulting in the pupil transferring to another mainstream school permanently.

A managed move is distinct from Alternative Provision and off-site direction.

Managed moves must:

- be voluntary;
- be agreed by all relevant parties;
- be in the pupil's best interests;
- involve appropriate information sharing; and
- follow current statutory guidance.

Parents must not be pressured into accepting a managed move as an alternative to exclusion.

38. Elective Home Education

Elective Home Education is not Alternative Provision.

The school must never encourage or pressure a parent to electively home educate their child as a means of:

- addressing poor attendance;
- avoiding permanent exclusion;
- addressing behaviour;
- managing SEND;
- addressing unmet need; or
- resolving difficulties securing Alternative Provision.

Where a parent independently chooses Elective Home Education, the school will follow applicable legislation and Lancashire County Council procedures.

39. Part-Time Timetables

A temporary part-time or reduced timetable is not, by itself, Alternative Provision.

All pupils of compulsory school age are entitled to full-time education.

A temporary reduced timetable may only be used in exceptional circumstances where it is in the pupil's best interests and forms part of a planned approach towards full-time education.

It must not be used as:

- a behaviour-management technique;

- an informal exclusion;
- a long-term solution;
- a substitute for SEND provision; or
- a substitute for appropriate Alternative Provision.

The school's Attendance Policy should be followed where a temporary reduced timetable is used.

40. Funding

Responsibility for funding Alternative Provision will depend upon who commissions the provision and the circumstances in which it is arranged.

Where Ashton commissions AP directly, funding arrangements must be agreed before the placement begins wherever possible.

Where Lancashire County Council arranges provision pursuant to its statutory responsibilities, the local authority will determine the applicable funding arrangements.

Disagreement regarding funding should not result in a pupil's educational needs or safeguarding concerns being overlooked.

41. Records

The school will maintain appropriate records relating to Alternative Provision placements.

These may include:

- referral information;
- reasons for placement;
- due diligence;
- provider checks;
- risk assessments;
- safeguarding information;
- placement plans;
- attendance;
- progress information;

- review records;
- pupil voice;
- parent/carer communication;
- professional advice;
- decisions regarding continuation or ending; and
- reintegration arrangements.

Records will be stored securely in accordance with the school's Data Protection Policy.

42. School Census and Alternative Provision Data

The school will comply with Department for Education requirements for recording and reporting Alternative Provision placements through the school census where applicable.

Information will be maintained accurately and updated where placements begin, change or end.

43. Complaints and Concerns

Parents/carers should raise concerns about an Alternative Provision placement with the school and/or commissioning body as appropriate.

Where Ashton commissioned the placement, concerns about:

- suitability;
- education;
- safeguarding;
- attendance;
- SEND provision; or
- quality

will be taken seriously and investigated.

Safeguarding concerns will be addressed immediately through safeguarding procedures rather than waiting for the complaints process.

Where provision was commissioned by Lancashire County Council, the school will support parents in identifying the appropriate route for raising concerns where necessary.

44. Headteacher Responsibilities

The Headteacher will:

- ensure Alternative Provision is used appropriately;
- authorise school-commissioned placements;
- ensure appropriate due diligence is undertaken;
- maintain oversight of pupils attending AP;
- ensure statutory responsibilities are understood;
- ensure appropriate information sharing;
- ensure safeguarding arrangements are robust;
- ensure placements are regularly reviewed; and
- report appropriately to governors.

45. SENCo Responsibilities

The SENCo will:

- contribute to decisions involving pupils with SEND;
- ensure relevant SEND information is shared;
- liaise with providers;
- consider the suitability of provision;
- monitor SEND provision and outcomes;
- contribute to placement reviews;
- liaise with parents and professionals;
- ensure EHCP requirements are appropriately considered; and
- request reviews or additional local-authority involvement where necessary.

46. Designated Safeguarding Lead Responsibilities

The DSL will:

- contribute to safeguarding due diligence;
- ensure relevant safeguarding information is shared appropriately;

- establish communication with the provider's DSL where necessary;
- respond to safeguarding concerns arising during placements;
- consider risks relating to attendance and travel;
- maintain oversight of vulnerable pupils; and
- ensure concerns are escalated appropriately.

47. Governing Body Responsibilities

The Governing Body will seek assurance that:

- Alternative Provision is used appropriately;
- pupils remain safe;
- provision is suitable and of appropriate quality;
- statutory requirements are met;
- SEND responsibilities are fulfilled;
- attendance is monitored;
- placements are reviewed;
- pupils remain visible to school leaders; and
- appropriate oversight arrangements are in place.

Governors will fulfil any specific statutory responsibilities relating to off-site direction, suspension and exclusion.

48. Equality

The school will have regard to its duties under the Equality Act 2010.

Decisions about Alternative Provision will not discriminate against pupils because of a protected characteristic.

Reasonable adjustments will be considered for disabled pupils.

Where SEND, disability, medical needs or other vulnerabilities contribute to difficulties accessing mainstream education, these factors must be properly considered when determining whether AP is appropriate and what provision is required.

49. Key Principle

Ashton Primary School's overarching principle is that:

A child does not cease to be our responsibility simply because some or all of their education takes place somewhere else.

Where a pupil remains on Ashton's roll, we will continue to know:

- where they are;
- whether they are attending;
- whether they are safe;
- what they are learning;
- whether they are making progress;
- whether their needs are being met;
- whether the placement remains suitable; and
- what the plan is for their future education.

50. Related Policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy;
- Attendance Policy;
- SEND Policy;
- SEND Information Report;
- Adaptations Policy;
- Behaviour Policy;
- Suspension and Permanent Exclusion Policy;
- Supporting Pupils with Medical Conditions Policy;
- Asthma Policy;
- Equality Policy;
- Accessibility Plan;
- Educational Visits Policy;

- Data Protection Policy;
- Safer Recruitment Policy; and
- Children Missing Education procedures.

51. Monitoring and Review

The school will monitor the use and effectiveness of Alternative Provision.

Where pupils attend AP, leaders will maintain oversight of:

- numbers of pupils;
- reasons for placement;
- attendance;
- safeguarding;
- SEND;
- progress and outcomes;
- duration of placements;
- quality of provision;
- reintegration;
- destinations; and
- pupil and parent/carer views.

The Governing Body will receive appropriate information to enable it to provide strategic oversight while maintaining pupil confidentiality.

This policy will be reviewed **annually**, or sooner where legislation, statutory guidance, local-authority procedures or school arrangements change.