

# Coventry Alternative Provision Policy (CAP)

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**Reviewed by: Ms K Sandhar**

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## Introduction

At different points in a student's academic journey there may be a need for students to experience different educational contexts and environments instead of mainstream provision, to ensure they can still access education and gain relevant qualifications. This process can be referred to as Additional Provision. (AP) The school will ensure the routes into and out of AP settings work in the best interests of children.

The shared ambitions for AP are to ensure:

- The right children are placed in Alternative Provision.
- Every child in Alternative Provision receives good education.
- Every child can make a successful transition out of Alternative Provision.
- AP should be designed to achieve high quality outcomes for children.

Why students may need to access Alternative Provision:

- Should be used as a proactive measure rather than reactive if there are concerns around behaviour or any other difficulties within the school setting. This reinforces two of the school's key values of **'no barriers' and 'students first.'**
- Students may need to access AP due to behaviour, exclusions, health reasons, transitions or they may benefit from training and qualifications.

## 1. Mapping

Learners identified by the school for receiving Alternative Provision and the reasons for the route will be clearly demonstrated. All of this information will be recorded on the student's profile. Some of the reasons are listed below:

1. To develop behaviour
2. To help prepare for different academic transition points.
3. To enhance personal and social progress
4. To broaden their curriculum and qualification offer.
5. Provisions that supports the learner's health needs.
6. Provisions to support the students desired Post 16 pathways.
7. To develop the learners social and communication skills.
8. To prepare for a positive Post 16 destination.
9. To improve attendance.

## 2. Identifying students' needs

The sharing of specific students' needs will be shared with CAP. Throughout the application process as much information as is necessary will be made available to increase the possibility of a positive placement and outcome.

The list of needs identified below would be shared with relevant parties:

1. Special education needs.
2. English additional language.
3. FSM/Pupil premium
4. Access arrangements
5. Behaviour

As a school, we will identify and record student needs through a variety of methods, some of which are listed below:

- Observing and recording student's behaviour.
- Discussions/meetings with the student, this could include conversations and meetings.
- Discussions/meetings with parents/carers of the student, this could include conversations and meetings
- The use of assessment to identify needs. This may be academic, non-academic, formal or informal types of assessment.
- Requesting and gathering information from the student's teachers and any other additional adults, they may interact with.

**All final decisions to seek Alternative Provision for a student must be authorised by the Headteacher.**

### **3. Student Risk assessment**

As a school we will ensure that an assessment is made of any potential risks that may have happened to a student, or that they may pose to others. All risks will be considered to ensure the safety of staff and students is not jeopardised. In order to ensure all information is accurate and relevant, the school will follow the guidance below when completing any risk assessment:

1. All information provided will be accurate.
2. All student details provided will be up to date at the point of application.
3. A new risk assessment or a revised risk assessment will be provided for each academic year.
4. The risk assessment will be uploaded with any WRL application forms, to enable providers to prepare for the student to begin training.
5. Throughout the year the risk assessment will be updated if any changes arise that could have an impact on the service applied.

The risk assessment will be completed by the Pastoral Managers with the support of colleagues who have a full understanding of the student and their specific needs. Colleagues could include the student's college team, Director of the Hub, SENCO and the Deputy Designated Safeguarding Lead.

### **4. Student input**

Students will be involved in the decision making and discussions. This will include identifying what their interests are, and what they would potentially like to progress into in the future, to enable provision to be more relevant and successful.

The aim of any CAP placement will be to ensure any student on conclusion of their alternative provision will have a choice about what to do next.

The school will use the Coventry CAP directory to support students with their choices, and all discussions regarding options and preferences will be recorded and mapped on the CAP tracking document.

Throughout the duration of training, the WRL Co-ordinator and student's Pastoral Manager will liaise with training providers to monitor the progress of students.

This will involve the monitoring of attendance, learning and any feedback received from tutors employed by the organisation.

Through including the student at every stage prior to making a final decision on provision, it is hoped that the placement is more likely to be successful. The CAP Co-ordinator will undertake a review to ensure the correct provision has been chosen, this will allow for changes to provision to be made if it is no longer meeting the needs of the students, and funds allocated to a more suitable alternative.

## **5. Choosing the right course**

The CAP co-ordinator will contact the provider prior to finalising a decision to check for availability, thus avoiding the risk of students being disappointed.

## **6. Parent/Carers involvement**

The school will ensure that parents/carers of any student that is being considered for AP will be informed and communicated with prior, during and after provision has been selected and confirmed. The school will therefore communicate with parents, so they have knowledge and understand about the following details that relate to AP:

- They will understand what AP is.
- They will be informed of how AP could benefit their child, and why they have been identified.
- They will be aware that AP means that their child will be educated off- site.
- They will be made aware of all new arrangements, and be assured of their child's safety in the new educational setting.
- They will be aware of details such as location of training centres, travel arrangements, any cost involved and if there is any specific clothing their child will require.
- They will have to provide their consent for the provision prior to an application form being submitted by the school.

Details of all meetings and discussions with parents/carers should be recorded on the WRL tracking document by the most senior member of staff managing the student's case.

## **7. Pre-Interviews**

Pre-interviews will take place prior to the student starting the course. The CAP Coordinator will arrange to take the student to the setting. Alternatively, to meet parents and students at the setting. This informal meeting will enable providers to meet with the students, and have knowledge of the student's needs before having them on site. It will also provide an opportunity for the student to meet relevant personal, ask any questions and help to make a final decision before an application form is submitted. Details of pre-interviews will be recorded by the CAP Co Ordinator on the tracker

## **8. Applications**

The CAP application form will be completed by the CAP Co-ordinator supported by the student's Pastoral Manager and will provide as much information as possible. All information will be correct and up to date. If there are any changes once it has been submitted these will be emailed directly to the CAP team.

Once an application has been completed a copy will be uploaded to the CAP Tracker on SharePoint

If any additional documents are requested or required then these must be attached to the application form. These must be valid documents with up to date information.

## **9. Inductions**

All students will receive an induction from the relevant training providers. This induction will cover the general practices of the centre, expectations, Health & Safety and Initial Assessments as a minimum.

The parent/carer will also be provided with a copy of the Code of Conduct that their child is expected to abide by.

It is the responsibility of the parent/carer/ CAP Co-Ordinator/ CAP Team to discuss this Code of Conduct with their child prior to the start of the CAP programme.

## **10. Attendance**

The school has access to the Collaborative Learning Manager (CLM) system for provision enabled through Coventry City Council's CAP. This system allows schools to see the details of the provisions that students are accessing, their attendance throughout the course and the progress they are making.

The schools CAP Co-ordinator will log in daily to view attendance of students. Attendance marks processed on CLM will be recorded on school in house systems to maintain a consistent record of the student's attendance across all educational provisions. The school will process any absences from 'unexplained' to either 'Authorised' or 'Unauthorised'. All attendance issues will be recorded accurately and updated accordingly.

The CLM holds the student's profile where their course details, personal details and attendance are all recorded. Qualifications and progress can also be closely monitored through the system. This information is shared with the student's college team and can be used to inform parents/carers.

The CAP Monitoring Officer will liaise with The CAP Co-ordinator on a regular basis to review attendance and engagement. Actions will be agreed and implemented in an attempt to try and improve student engagement. If a student is not present for 4 consecutive weeks despite CAP and school efforts to re-engage them, they will become temporarily withdrawn. At this point, the College Director should consider the best cause of action for the individual.

## **11. Safeguarding**

To ensure a successful, collaborative approach, the school's Designated Safeguarding Leads (DSL) will establish positive relations with CAP. This will require attendance of a DSL at meetings throughout each academic year in an effort to share best practice, review systems and listen to school's points of views. It is the responsibility of the school to ensure that they are represented at these meetings or if this is not possible, that they are accessing minutes.

The school's DSLs will provide CAP with contact details for schools to provide a clear understanding of who needs to be contacted in the event of a safeguarding incident occurring. These will need to be updated throughout the academic year to ensure we are correct information is provided.

Designated Safeguarding Leads have a Data Locker account to ensure safe file transfers are made at any time. Information sharing is required to ensure all students as safe as possible throughout their time accessing CAP

If a Safeguarding concern is raised for a student on CAP, providers must complete all relevant paperwork (safeguarding form), make any necessary referrals (MASH) and report this incident to the CAP DSL and school DSL as soon as possible in a secure manner.

The school will ensure they keep a record of these incidents that are reported as they are legally responsible for the students at all times.

## Appendix 1: Measuring success

There are a number of ways to measure the success of a placement, see below for suggestions.

- Student engagement
- Attendance/punctuality
- Happy students
- Making good progress
- Achievements and gaining qualification/s
- Good relationships with staff and peers
- Social development
- Positive behaviour
- Positive progression following training
- Improvement of basic skills (all students take Initial Assessments in Functional Skills upon start of training)
- Attendance
- Improved behaviour and communication in school when attending

Many of the above factors can be maintained through CLM.

Professionals from schools are encouraged to visit their learners when at training. This can help school staff to see how the student's behaviour may differ from that displayed in the school setting.

## Appendix 2: Checklist

To support this policy, CAP have created a checklist of things that should be readily available in regards to Alternative Provision:

- Access to the student records in school where the mapping and identifying needs process is recorded accurately.
- Copy of original application made by school for CAP
- Copy of any supporting paperwork that had been provided to CAP (risk assessments, behaviour support plans)
- A clear understanding of which providers are being accessed by your school. (a list of providers easily accessed)
- Clear understanding of the qualifications each student is working towards and expected outcomes of the programme
- Knowledge of systems used by CAP and confidence in your ability to obtain relevant attendance and behaviour records. (CLM)
- Contact details for the CAP team, providers and DSLs
- KCSIE letter provided by CAP to be recorded.
- Copies of any cause for concerns, incidents or safeguarding concerns to be obtained and recorded correctly.
- A copy of the CAP Partnership Agreement.
- Student progress and reports. (CLM)
- Access to CAP website - policies and procedures
- CAP calendar
- Any other relevant information from Careers Leader, SENCO, Director of the Hub, Safeguarding DSL & any other relevant staff members.