**Education, Leisure**

**and Lifelong Learning**

**Guidance for schools on the use of Pastoral Support Programmes, Reduced Timetables and Alternative Provisions**



**Autumn, 2022**

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**Pastoral Support Programmes (PSPs)**

**Introduction**

Welsh Government Guidance *Inclusion and Pupil Support* (Welsh Government 2016) outlines the framework within which schools would implement a Pastoral Support Programme (PSP). Due regard should be given to the guidance on educating and reintegrating excluded child/young persons; contained in *Exclusion from schools and pupil referral units* (Welsh Government 2019).

This document has been created to support schools in preparing a PSP and furtherdevelop a consistent approach across Neath Port Talbot.

This guidance is underpinned by our commitment to children’s rights and specifically Articles 12 and 29 of the United Nations Convention on the Rights of the Child (UNCRC). Article 12 states that children and young people have a right to say what they think should happen when adults make decisions that affect them and have their opinions taken into account. Article 29 states that a child or young person’s education should develop their personality and abilities as much as possible. It also encourages respect of others rights and values.

**Purpose of the Pastoral Support Programme (PSP)**

A PSP is a time limited school-based intervention that is designed to support children and young people (CYP), at risk of disengagement and/or exclusion, when existing school interventions/strategies have not been effective.

The PSP is developed using a multi-agency approach and includes engagement from the CYP and parents/carers.

A PSP should identify need, support mechanisms and strengths to set realistic, achievable outcomes. They will need to be time limited and regularly reviewed. Welsh Government guidance states reviews should be at least every **six weeks** and more frequently initially, to ensure that it remains relevant to the child/young person’s needs. It should be overseen by a nominated senior school member of staff and the school’s Additional Learning Needs Co-ordinator (ALNCo) should be made aware and where appropriate included in discussions.

Any arrangement for a reduced timetable (part-time provision) or alternative provision must be established through a PSP, (see section on Reduced Timetables Page 14 and Alternative Provisions Page 22).

The PSP can support children and young people with additional learning needs, in particular those with behaviour emotional and social development needs, this can include children and young people who are withdrawn and disengaged and/or displaying unregulated behaviours.

A PSP does not replace the statutory guidance outlined in The Additional Learning Needs Code for Wales 2021, although it may form part of planning for children and young people with ALN. It should align and contribute to the Individual Development Plan (IDP) outcomes, if there is an IDP in place. The Equality Act (2010) states clearly that schools are required to make reasonable adjustments to all aspects of school life, including identifying anticipatory need and reviewing behaviour policy and practice.

All schools will have received training on the impact of adverse childhood experiences (ACEs) and trauma on children and young people’s capacity to self-regulate. It is important that for those children and young people the PSP must be trauma–informed.

The PSP is a valuable tool for identifying need and building on strengths, so that children and young people can experience success within education and are able to achieve.

**The Pastoral Support Programme as a Collaborative Process**

An effective PSP is one that has been produced in collaboration through a constructive planning meeting with the child/young person, the family and other relevant external support agencies.

In the first instance, the school will need to organise a meeting to discuss the PSP. The Education Welfare Officer (EWO) must be involved when attendance is an issue or there is a reduced timetable. Other attendees should include representatives of any other relevant agencies/services, the parent/carers or carers and involve the child/young person where appropriate.

Outcomes within the PSP need to be driven by actions set for all the stakeholders involved to ensure a holistic approach. PSPs are not effective when they are experienced by child/young persons and families as a strict sanction with unrealistic targets imposed on them.

**Recognising different roles:**

**The School**

The school has the primary responsibility for identifying when a PSP is needed. They have the responsibility to:

* Nominate a senior member of staff to oversee the development, implementation and review of the PSP.
* Hold regular reviews of the PSP at least every 6 weeks and more frequently initially.
* Support the outcomes identified in the PSP.
* Ensure their safeguarding policy and procedures are implemented and arrangements are put into place to monitor the child/young person’s safety in all arrangements.
* Involve the Additional Learning Needs Co-ordinator (ALNCo) in discussions and inform all other relevant school staff of the development of any PSP.
* Send a copy of the signed PSP to the Local Authority upon its agreement to psp@npt.gov.uk

**The Local Authority**

The Local Authority has a responsibility to monitor the use of PSPs. Copies of PSPs must be forwarded to the Local Authority. The PSP Monitoring Group will meet on a termly basis.

**Support Agencies**

In constructing a PSP, schools should liaise with all relevant agencies and consolidating planning and monitoring meetings wherever possible. Partner agencies could include:

* The Wellbeing and Behaviour Service
* Support for Learning Team
* Educational Psychology Service
* Education Welfare Service
* School Based Counselling Service
* Health Services
* Housing Services
* Team Around the Family
* Careers Wales
* Children and Young People’s Services
* Youth Justice and Early Intervention Service
* Parenting Team
* Youth Service
* Any third sector organisation providing support
* Education Support Service
* Vulnerable Learners Service

Involvement from relevant partners are key to ensuring holistic support needs are identified and outcomes shared. This will give the best possible chance of success.

**The Family**

Involving the family is an important part of the process. Where this is difficult advice can be sought from the Inclusion Service or any other relevant service, as appropriate. Parent/carer views must feed into the process and they should agree and sign the final PSP. It may be necessary to hold an additional meeting with a smaller number of participants to ensure parents/carers feel comfortable to communicate their views.

**The Child/Young Person**

The most important person to be actively involved in the PSP process is the child or young person. Their voice should be evident within their PSP. A member of staff who has a good relationship with the child/young person should work with them to enable them to contribute. This could include working with them to express their views, identify their strengths and formulate solutions to inform outcomes.

**The Stages of a Pastoral Support Programme**

The PSP should be led by a senior member of school staff and/or the ALNCo. This professional will then co-ordinate each of the following stages:

|  |
| --- |
| **Stage One: Deciding on a PSP** |
| The needs of the child/young person should already have been assessed and a graduated response adopted, drawing on a range of internal expertise within the school and external support. If a child/young person has ALN it is expected that there will be at least one developed and if possible reviewed Individual Development Plan (IDP) unless there has been a sudden change in circumstances and need. If the reason for the PSP is because the child/young person is at risk of permanent exclusion then the Wellbeing and Behaviour Service should be made aware. |
| **Stage Two: Information Gathering** |
| Before convening the PSP meeting, the co-ordinator will have to collate information to inform the plan. This should include:* Evidence from school staff
* Child/young person contribution
* Parent/carer contribution
* Evidence of all existing and previous interventions, including any IDP.
* Summary of current support from any agency involved.
 |
| **Stage Three: Organising the meeting** |
| A planning meeting should be arranged with sufficient notice so that all relevant professionals can attend. If parents/carers are attending then a suitable venue/room should be identified to ensure it is a comfortable as possible. The child/young person should be asked which adult, in addition to their parent/carer, they would like to attend in order to represent their views.  |
| **Stage Four: Conducting the meeting** |
| The agenda for this meeting is set by the PSP itself*.* Everyone present should have the opportunity to contribute to the plan as it develops during the course of the meeting. Consideration should be given to the range of factors which could be impacting on the child/young person when developing the plan. These could include:* Health/Disability
* Child/young person wellbeing/mental health

• Adverse Childhood Experiences (ACEs)• Home circumstances• Learning needs and attainment levels• Educational history• Significant personal relationships• Relationships with staff and fellow children/young people• Significant events• Individual perceptions of all involved• Specific behaviours and any patterns• Attendance• Attachment issuesDeveloping personal, specific and measurable outcomes are essential. The Outcome Sequence is a tool to enable this. The Support Sequence Tool helps explore how to achieve the outcome. (A copy of the Outcome and Support Sequence Workbook can be found below). Where possible the PSP should be signed and copies shared at the end of the meeting. If not possible the PSP needs to be circulated as soon as possible after the meeting. Once the PSP has been completed a copy should be emailed to the Local Authority (psp@npt.gov.uk). A record of the PSP is maintained by the school and the EWO (where attendance is an issue), Deputy Safeguarding Officer (if there is a reduced timetable) and monitored by Local Authority PSP Monitoring Group termly. |
| **Stage Five: Review and monitoring** |
| All PSPs should be reviewed every six weeks and more frequently initially. A copy of the review should be sent to the Local Authority (psp@npt.gov.uk).A member of staff, with whom the child/young person has a good relationship, will meet the child/young person frequently to review progress towards the PSP. This will give the child/young person the chance to identify what is working and what is not working. These reviews should be weekly and be conducted in a solution focused/outcomes focused way. The co-ordinator will need to contact parents to discuss options if the school feels the plan needs amending between review periods. At the end of the review process the impact of the PSP should be evaluated and next steps considered. This could include: * Continue with PSP where there is evidence that progress is made and interventions are effective;
* Adapt or amend the PSP to meet need;
* Ceasing the PSP as outcomes have been achieved;
* Discussing next steps with the relevant professionals.
 |

 **Reduced Timetables**

**Purpose**

This guidance is intended to support all Neath Port Talbot schools in the appropriate use of reduced timetables. It is in place to protect both pupils and schools within the current legal and safeguarding framework. This guidance does not refer to the ‘staggered’ introduction of reception-aged pupils.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the wellbeing of all children and young people and reduce the likelihood to the school of allegations made in respect of a failure to educate or use of illegal exclusions.

Schools must ensure that any reduced timetable is time limited and that reintegration to full-time education occurs swiftly and is appropriate to the pupil’s personal needs, abilities and circumstances.

**Introduction**

In exceptional circumstances schools may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed period ( please see PSP guidance). As the pupil’s ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be reintegrated into full-time education, following the agreed PSP.

Any arrangements for a reduction in hours spent in education must be done in consultation and agreement with the parent/carer, school, key professionals and local authority officers generally through the PSP process. One exemption for the need of a PSP would be when a reduced timetable is required purely due to healthcare/medial needs, such as during a post-operative recovery period, which will need to be referenced within the individual Healthcare Plan.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes. Likewise, Local Authorities have a statutory responsibility to identify and track any pupils missing education. The Local Authority has a duty to ensure children/young people are accessing or have plans in place to access full-time education. Any pupil on a reduced timetable is deemed to be at risk of missing education and a potential safeguarding concern.

It is essential to consider the potential safeguarding risks associated with absences authorised by the school in terms of where the pupil is, what they are doing and whether they are safe.

All children of compulsory school age are entitled to a full-time education in line with legislation.  It is unlawful for a school to discriminate against a pupil related to their disability.

**Definition**

For the purposes of this guidance, a reduced timetable means that, in agreement with the parent/carer, school and other relevant professionals, the number of hours spent in education is reduced for a time limited period of usually no more than 12 weeks. Schools should consult with all appropriate agencies involved with a pupil when considering whether a reduced timetable is appropriate. It is considered good practice to liaise with the local authority before implementation.

A pupil who spends time at an LA/School maintained pupil inclusion centre, either full or part-time; internal or external to the school is not considered to be on a reduced timetable for the purpose of this guidance document.

**What constitutes a full-time education?**

All pupils should receive full-time education consistent with their Key Stage.

The Welsh Government recommendations are that the school offer for the taught curriculum on a weekly basis should be no less than:-

* Reception and Years 1 to 2 (children aged 5 to 7): 21 hours
* Years 3 to 6 (children aged 7 to 11): 23.5 hours
* Years 7 to 10 (children aged 11 to 15): 24 hours
* Year 11 (children aged 15 to 16): 25 hours

Anything less than the hours above would be considered a reduced timetable and likely to require a PSP.

**When should a reduced timetable operate?**

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

* During or following an extended period of absence due to ill-health or other medical reasons;
* As a temporary, fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet those needs or to coordinate with therapeutic intervention or other professional services;
* As part of a planned reintegration into school following an extended period of exclusion, non-attendance, as part of a gradual period of transition into a new school or to facilitate a managed transfer between schools (although rare for managed moves).

Careful consideration should be given to any Additional Learning Provision (ALP) in place for the child/young person to ensure they can still access it.

**Process for considering a reduced timetable**

In circumstances where the school considers that it may be necessary to establish a reduced timetable for a pupil the school should:

* be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil;
* ensure a reduced timetable is only pursued in full consultation with parents, any relevant agency currently involved with the child and the Education Welfare Officer. Reduced timetables developed by the school as a single agency without parental agreement are likely to be considered unofficial exclusions which are unlawful. In this case, as the parent has not requested leave for their child the school could be regarded as preventing the pupil from accessing the curriculum;
* safeguarding arrangements have been considered and by establishing a reduced timetable the school are not knowingly putting the pupil or any other person in any harm;
* establish a Pastoral Support Programme (PSP) for the pupil in accordance with (page 3);
* advise the Local Authority at the commencement of every reduced timetable;
* send a copy of the signed reduced timetable, as part of the PSP, to the Deputy Education Safeguarding Officer upon its agreement. The PSP should record the arrangements for a reduced timetable including the period of reduction and reintegration;
* ensure that the regular monitoring of a reduced timetable is led by a named senior member of staff of the school.
* In exceptional circumstances where the duration of a reduced timetable extends for more than 12 weeks, this will require the authorisation of the Director for Education Leisure and Lifelong Learning. This will be facilitated through the Local Authority PSP Group.

**Use of Alternative provision as part of the Reduced Timetable**

Welsh guidance states that any arrangement for part-time provision out of school must be established through a PSP. The PSP must make clear what work the pupil is expected to do and its purpose. Both out of school placements and those which are internal to the school must have as their clear objective the reintegration of the pupil as soon as is practicable.

Schools should be satisfied that appropriate safeguarding measures are in place in any alternative provision (please refer to Alternative Provision Page 22)**.**

**Monitoring and reviewing a reduced timetable**

The school will:

* record the pupil’s attendance, using the appropriate registration code, in order that both the school and Local Authority can monitor when the pupil began and ended their reduced timetable and satisfy safeguarding arrangements. Ordinarily an absence from any form of education provision agreed as part of this guidance this should be a “C” code;
* If, as part of the reduced timetable, the pupil is in alternative provision, attendance must be checked and this should be recorded with a “B” code. Work being sent home to a pupil to complete whilst on a reduced timetable **IS NOT** considered an alternative provision and should not be coded with a “B” code. Discuss with your EWO if necessary;
* establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff;
* ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil’s full reintegration to school.

Neath Port Talbot County Borough Council will:

* monitor attendance registers to ensure that pupils on reduced timetables are appropriately recorded for safeguarding purposes;
* maintain a central record of all pupils not accessing a full-time learning provision;
* bring to the attention of the school any concerns it has over the improper use of reduced timetables;
* review the use of reduced timetables in line with the audit matrix (appendix 2).

**Safeguarding Duties**

Schools have a safeguarding responsibility for all pupils on their roll and, therefore, must be aware that even with parents/carers agreement to a reduced timetable arrangement they retain the responsibility that appropriate safeguards are in place. If evidence suggests that the child or young person will be exposed to significant risk if not in school, then a reduced timetable should not be considered as an option – this includes being satisfied the pupil is not being put at greater risk within their own home, or in the community, when they could be in school. The school must ensure their safeguarding policy and procedures are implemented and arrangements are put into place to monitor the child/young person’s safety in all arrangements.

Within the planning meeting with parents/carers and partner agencies there should be agreement about who will be responsible for the safeguarding and wellbeing of pupils during times when the pupil is not in school.

**Keeping Learners Safe**, statutory guidance, highlights the requirements for schools to meet their obligations under section 175 of the Education Act 2002:

*All schools, including independent schools, and Further Education (FE) institutions have statutory duties to operate in a way that takes into account the need to safeguard and promote the welfare of children. This is a statutory duty for local authorities and governing bodies of maintained schools and FE institutions under section 175 of the Education Act 2002.The arrangements that local authorities and schools have in place to comply with these statutory duties need to ensure:*

* *reasonable measures are taken to minimise risks of harm to children’s welfare*
* *appropriate actions are taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.*

**Notifying the Local Authority about pupils of compulsory school age who are on a reduced timetable.**

Please return:

* Check list for reduced timetables (Appendix 1)
* Pastoral Support Programme (PSP), if appropriate
* Healthcare Plan, if appropriate

To: Neath Port Talbot Local Authority.

psp@npt.gov.uk

**Appendix 1**

**Checklist for using Reduced Timetables**

|  |  |
| --- | --- |
| **School/Key Stage** |  |
| **Name of pupil** |  |
| **Date of Birth** |  |

|  |  |
| --- | --- |
|  | Yes/No |
| Have referrals been made to relevant agencies e.g. Social Services/TAF |  |
| Risk assessments completed and any risks managed  |  |
| Pastoral Support Programme (PSP) in place |  |
| Parental consent/signature as well as other professionals involved, N.B if the pupil is Looked After and the foster carer does not have delegated authority please ensure that the Looked After Social Worker authorises. |  |
| Are agreed suitable arrangements in place and documented to ensure the safeguarding and care of the pupil during the period when they would otherwise have been expected to be in school?  |  |
| Travelling and transport arrangements agreed with the parents/carers and, where necessary, with the LA. If a pupil is currently in receipt of travel assistance then then form “Home to School Travel Assistance ServiceRequest for Change to Current Travel Assistance Arrangements” found on page 28 must be completed and sent to educationtransport@npt.gov.uk |  |
| Is there a statement/IDP of additional learning needs? Liaison with ALNST for their input. |  |
| Is there an agreed plan for reintegration back to full-time education?  |  |

**Appendix 2**

**Audit Matrix**

|  |  |  |
| --- | --- | --- |
| **Green** | **Amber** | **Red** |
| The school has used the NPT reduced timetable guidance.The pupil is planned to be on the reduced timetable for no more than 12 weeks. | The school has extended the reduced timetable plan beyond 12 weeks | The school has used a reduced timetable inappropriately based on the evidence provided.There is no effective long term planning or ‘exit strategy’.The school is the single agency, with no input from other services  |
| **Indicators** |
| Satisfied that appropriate agreements from parent/carer and any other professionals is in place* Social worker for Child Protection or Care & Support cases
* Foster Carer if they have delegated authority for any Child Looked After (CLA), otherwise the social worker
 | There is little or no progression | The pupil is known to be at risk of significant harm from:* Child Sexual Exploitation (CSE)
* Child Criminal Exploitation (CCE)
* Radicalisation
* Abuse
* History of domestic abuse
* Pupil is Child Looked After (CLA), on the child protection register or subject to a care and support plan

There is non-attendance for a period of time |
| PSP in place with short and long term targets and review dates which are adhered to | No time increase |  |
| Time limited with and end date and exit strategy | Parental dissatisfaction or concerns expressed by other professionals |  |
| Local Authority Deputy Education Safeguarding Officer is aware that a reduced timetable is being implemented |  |  |
| LA officers involved with the pupil are regularly updated, invited to review meeting and to agree actions |  |  |
| Risk assessments completed and reviewed and updated as and when, including any safeguarding risks |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Start date of R/TT** | **Provisional end date of R/TT** | **Reason for R/TT** *(behaviour; ALN; safeguarding; mental health/wellbeing; medical)* | **Number of hours attending per day** |
|  |  |  |  |
| **If there is a safeguarding concern, regardless of reason for RTT, please tick this box:**  |  |

|  |
| --- |
| **Pastoral Support Programme**Initial Meeting |
| **Child/young person’s Name** |  |
| **Child/young person’s Date of Birth** |  |
| **School** |  |
| **UPN** |  | **FSM Y/N** |  | **CLA Y/N** |  |
| **School IDP Y/N** |  | **LA IDP Y/N** |  | **ALN Need** |  |
| **Attendance %** |  | **Number of exclusions** |  | **Number of days excluded** |  |
| **Date of Meeting:** |  |
| **PSP School Lead** |  |
| **Meeting attendees:** |
|  |
| **Reason for PSP?** (objective summary from all perspectives) |
|  |
| **Previous strategies and interventions?** (refer/attach any supporting documentation) |
|  |
| **What is working?** (Focus on strengths and current success. Use feedback from family, child/young person and other agencies) |
|  |
| **What is the positive change I want to achieve? (**Targets need to be specific, measurable, achievable, realistic & time based- SMART & solution focused, child/young person’s views.) |
| **1** |
| **2** |
| **3** |
| **The school agrees to:** (Proactive- what changes are needed to support. Reactive- how will setbacks be managed to ensure safety, reflection & learning) |
|  |
| **[Parent/carer name] agrees to:** (How can the family help achieve the targets) |
|  |
| **Other professionals agree to:** (name and agency) |
|  |
| **Signed by child/young person** |  | **Date:** |  |
| **Signed by school** |  | **Date:** |  |
| **Signed by parent/carer** |  | **Date:** |  |
| **Review Date** |  |

**Primary Timetable example**

|  |  |
| --- | --- |
| **Day** | **Activity and Venue** |
| Monday |  |
| Tuesday |  |
| Wednesday |  |
| Thursday |  |
| Friday |  |

**Secondary Timetable example- include activity and venue**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson- Wk 1\*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

\*Repeat for week 2 etc.

**Th****e use of Alternative Provisions**

**Purpose**

This guidance is intended to support all Neath Port Talbot schools in the appropriate use of alternative provisions. It is in place to protect both pupils and schools within the current legal and safeguarding framework.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment and to safeguard the well-being of all children and young people and the school itself.

**Introduction**

Welsh Government do not currently provide any specific guidance or policy on the use of alternative provisions. The guidance in place refers more broadly to ‘Education Otherwise Than At School’ (EOTAS).

The Local Authority recognises that for some pupils school’s engagement with alternative providers may support pupils to achieve their best outcomes. Whether this is because of the specific needs of the pupil or the recognition that vocational training is the most appropriate option for that individual.

The Welsh Government does not consider it appropriate for schools to commission external provision for the purposes of addressing behavioural issues, for example, home tuition for school refusers.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes.

**Definition**

It is important to note that the term ‘alternative provision’ **is not** defined in Welsh law. For the purposes of this guidance alternative provision is described as *an educational provision away from the traditional school setting*. Attendance at a LA/School maintained pupil inclusion centre, either full or part-time; internal or external to the school, is not considered as an alternative provision.

Alternative provisions may be used as part of a reduced timetable (see reduced timetable page 14) or as a standalone full-time provision offered to the pupil.

**Use of Alternative Provision**

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education regardless of their circumstances or the settings in which they find themselves.

Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

* good academic attainment on par with mainstream schools – particularly in core subject areas with appropriate accreditation and qualifications;
* that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
* improved pupil motivation and self-confidence, attendance and engagement with education; and
* clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

**Process for considering use of alternative provisions**

When identifying and engaging with alternative providers the school should:

* be satisfied that the provision is appropriate to the needs of the pupil. There must be a clear and evidenced rationale for considering the use of an alternative provision aimed at supporting the needs of the pupil;
* ensure an alternative provision is only pursued in full consultation with the pupil, their parents/carers and any relevant agency currently involved with the pupil;
* establish a Pastoral Support Programme (PSP) for the pupil, in accordance with Local Authority PSP guidance (page 3);
* ensure that attendance and outcomes at the provision are subject to regular monitoring by staff from the base school.

**Use of alternative provision as part of a reduced timetable**

Welsh guidance states that any arrangement for part-time provision out of school **must be established through a PSP**. The PSP must make clear what work the pupil is expected to do and its purpose. All out of school placements must have as their clear objective the re-integration of the pupil as soon as is practicable.

Schools should be satisfied that appropriate safeguarding measures are in place in any alternative provision (refer to Reduced Timetable guidance page 14)**.**

**Monitoring and reviewing an alternative provision**

The school will:

* undertake checks to ensure the provision is a safe environment for the pupil in terms of safeguarding and wellbeing as well as in terms of health and safety;
* record the pupil’s attendance on a daily basis using the appropriate registration code in order that both the school and Local Authority can monitor attendance and satisfy safeguarding arrangements. Ordinarily a positive attendance should be recorded with a “B” code. Speak to your EWO if necessary;
* work being sent home to a pupil to complete whilst on a reduced timetable IS NOT considered an alternative provision and should not be coded with a “B” code;
* establish robust arrangements for monitoring attendance and outcomes by a named member of staffof the home school;
* ensure effective communication with parents or carers and key professionals with regard to progress of the pupil at the alternative provision, making arrangements for regular reviews involving all parties;
* Notify the Local Authority of all alternative providers being used at the commencement of the placement. (Sara Jones, Deputy Education Safeguarding Officer sfs@npt.gov.uk)

It is important to remember that ALL pupils placed with alternative providers remain the full responsibility of the base school at all times.

Neath Port Talbot County Borough Council will:

* monitor the safeguarding use of alternative provisions by individual schools;
* maintain a database of all providers;
* undertake safeguarding reviews/visits to alternative provisions to fulfil its role of ‘checking the checker’;
* bring to the attention of the school any concerns it has over the safeguarding of pupils in the alternative provision;
* Periodically report to elected members and schools on the use of alternative providers and general safeguarding outcomes from its check the checker role.

**Safeguarding Duties**

Schools have a safeguarding responsibility for all pupils on their roll and must be satisfied that appropriate safeguards are in place in any alternative provision. The safeguarding and wellbeing of pupils at the alternative provision must be discussed fully within the planning meeting. This will include gaining the agreement of parents/carers and partner agencies.

The safeguarding declaration for alternative providers (appendix 1) is essential before placing pupils in a provision.

In addition, schools must notify the Local Authority of any new provisions used so that safeguarding reviews/visits to alternative providers can also be undertaken.

**Keeping Learners Safe**, statutory guidance, highlights the requirements for schools to meet their obligations under section 175 of the Education Act 2002:

*All schools, including independent schools, and Further Education (FE) institutions have statutory duties to operate in a way that takes into account the need to safeguard and promote the welfare of children. This is a statutory duty for local authorities and governing bodies of maintained schools and FE institutions under section 175 of the Education Act 2002.The arrangements that local authorities and schools have in place to comply with these statutory duties need to ensure:*

* *reasonable measures are taken to minimise risks of harm to children’s welfare appropriate actions are taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.*

**Notifying the Local Authority about any alternative provisions used.**

Please return the completed Safeguarding declaration for Alternative Provision (appendix 1)

To:

Sara Jones, Deputy Education Safeguarding Officer

Neath Port Talbot Local Authority.

sfs@npt.gov.uk

**Appendix 1**

**Safeguarding Declaration for Alternative Provision**

|  |
| --- |
| Organisation’s Name:  |
| *I confirm that all staff who are employed in this provision have undergone strict safeguarding checks, including*: |
| An enhanced DBS check in the last three years (which raises no concerns of a child protection/safeguarding nature) |  |
| A minimum of two satisfactory reference checks on appointment  |  |
| Regular enhanced certified/accredited safeguarding training (updated at least annually)  |  |
| I have no concerns regarding their suitability for working with children  |  |
| We will inform the school’s Designated Safeguarding Officer of all safeguarding concerns immediately.  |
| Signed: Print Name:Position: Date: |

***This agreement must be signed by a senior member of the organisation, then scanned and emailed back to (name of school).***

**Home to School Travel Assistance Service**

**Request for Change to Current Travel Assistance Arrangements**

*(this form should only be completed if the pupil has completed the HTST online application process and has received confirmation of an entitlement to home to school travel assistance)*

*(Section to be completed by the school)*

Name of person requesting the change:

Name of School:

Position within the school:

Contact email:

Contact telephone number:

*Signature:*

*Date:*

*(Section to be completed by the school)*

Name of pupil request is for:

Pupil’s D.O.B:

Pupil Address:

Proposed start date of requested change:

Proposed end date of requested change:

What is the requested change (please provide full details):

|  |  |  |
| --- | --- | --- |
| **Day** | **Time of Arrival** | **Time of Departure** |
| **Monday** |  |  |
| **Tuesday** |  |  |
| **Wednesday** |  |  |
| **Thursday** |  |  |
| **Friday** |  |  |

Reason for the request (please provide full details):

*(Section to be completed by the relevant service within NPT Additional Learning Needs/Pupil Wellbeing Services and/or relevant Health Service)*

Name of person sanctioning the change:

Name of service area:

Position within the service:

Contact email:

Contact telephone number:

Reason for sanctioning the request (please provide full details):

*Signature:*

*Date:*

***completed forms should be emailed to:***

***educationtransport@npt.gov.uk***

***NOTE****: The Home to School Transport Service accommodates pupils getting to and from school in line with school start and finish times and is not intended to provide for changes due to reduced timetables or for transition arrangements.  Therefore, even if it is determined that there are exceptional circumstances which apply, and a need for change to the usual transport arrangements is required, this is not a guarantee that transport can be procured to the specification required.  This is because, the Local Authority will need to secure a new contract with the new terms with a suitable transport operator. Transport contracts are procured according to school start and finish times and as a consequence any changes to the established contract requires the procurement of a new contract. This incurs significant additional costs and changes are often extremely difficult to accommodate because transport operators do not always wish to provide the service outside of usual school times because of their commitments to other external contracts.*

*Home to School Transport contracts are subject to the Local Authority’s procurement rules and evidence of contract establishment must be available for auditing purposes*