

# St Thomas More

## Catholic Academy

### St Thomas More Catholic Academy Alternative Provision and Adapted Curriculum Policy

Date of publication	October 2022
Date of review	October 2024
Headteacher	Mr M Rayner

#### Links to other policies:

- **Safeguarding/Child Protection**
- **SEND**
- **Anti-Bullying**
- **Attendance**
- **Behaviour for Learning**

## ***United in Faith, Love and Learning***

### **Mission Statement**

*Christ is at the heart of our community, where everyone is known and loved.  
In fulfilling our mission we are a school of prayer. We live as a community of love, peace and reconciliation, valuing everyone's dignity as a child of God to promote and celebrate the growth and achievement of the whole person.*

This document is designed to ensure that young people on roll at St Thomas More Catholic Academy who attend alternative provision are safeguarded and to ensure placements are quality assured to the same standard.

### **Principles and Context**

Alternative Provision is educational provision for students who are not accessing mainstream and/or adapted curriculum offers including AIM, education for a variety of reasons.

These are the main reasons for choosing Alternative Provision:

- To support students with complex Special Educational Needs and or Disabilities (SEND)
- To fulfil Educational Health and Care Plan (EHCP) provisions.
- To support students with medical difficulties (including mental health) to access education.
- To provide provision which reduces the risk of a student being permanently excluded from school, and where AIM is not appropriate.
- Reintegrating a student back into mainstream school following a period of sustained absence.

The use of alternative provision will only be considered if it is in the best interests of the student, or in order to enhance our offer of education for that individual. Any agreement will be monitored and reviewed at regular intervals to ensure that this continues to be the case once the placement has started.

The final decision to refer a student for alternative provision is at the discretion of the Headteacher after consulting relevant colleagues, professionals, parents/carers and the student for the views. The following will also be considered:

- Whether the provision meets the student's needs.
- The quality and safety of the provision.
- Costs and value for money.

Full time education is generally accepted to be 25 hours a week. All young people must receive full time provision in total whether in one setting or more, unless a young person's medical condition or social circumstances make full time education inappropriate.

### **Alternative Providers**

Alternative provision could take the form of part time/full time or a combination of provision alternative with a variety of providers.

St Thomas More Catholic Academy uses a range of providers of alternative education in Stoke-on-Trent and surrounding areas. These providers offer a range of courses from trade subjects (mechanics, construction, hairdressing, etc.) to specialist areas (business, catering, childcare, fashion, music, drama, and art) to therapeutic interventions to GCSE or key skills classes.

Alternative Provision for Students with EHCPs is very carefully considered. SEND LA is informed as part of an annual review, emergency or interim review. Quality provision is sourced to address specific needs. These are related to relevant broader areas of need, with outcomes related to progress against EHCP outcomes.

### **Quality-Assurance**

In order to ensure the quality of the alternative provision, the following arrangements are in place:

- A full record of placement details are held centrally
- The Attendance Officer will track and record attendance for each student daily
- The DDSL will maintain regular contact with the placement, including making regular visits
- Regular contact with the student/parent/career will be maintained
- Progress reports will be completed and shared by the provider
- Close collaboration with other relevant agencies will be maintained

### **Safeguarding**

The provider will:

- Provide the relevant safeguarding documentation, including DBS information and CP/Safeguarding training details and documentation
- Inform school when a young person does not attend the provision.
- Follow their safeguarding procedures but also inform St Thomas More Catholic Academy of any concerns, directly to the DSL/DDSL.
- Inform parents/carers and STMCA of any first aid treatment.

The School will:

- Send an appropriate member of staff to the provision ahead of the student attending.
- Complete all relevant checks (see table included – appendix 1).
- Share information that is in the student's best interest to share, around their needs (including medical conditions and individual healthcare plans if in place) and strategies to support them to achieve.
- Record and track the use of alternative providers using our Single Central Record.

### **Attendance**

Tracking attendance at alternative providers will be completed daily by the Attendance Officer for St Thomas More Catholic Academy. Student absence will be recorded within sims, and any continued/patterns/unexplained/unauthorised absence will be dealt with in accordance with the Attendance Policy for St Thomas More Catholic Academy. This may include action, where relevant, by the Education Welfare Officer.

## **Adapted Curriculum / Part Time Timetables**

St Thomas More is committed to developing and maintaining an effective whole school strategy with regards to attendance and punctuality. The DfE Working Together To Improve Attendance 2022 guidelines state that attendance *“is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.”*

*“At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)”*

*“For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)<sup>3</sup> and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)”*

St Thomas More is committed to supporting the excellent attendance of all pupils.

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable will only ever be in place for the shortest time necessary and not be treated as a long-term solution. Any part time timetable agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. At the point of the implementation of a part-time timetable, an Adapted Curriculum Agreement will be completed between school, parents and the pupil, and will be regularly reviewed throughout. In agreeing to a part-time timetable, school has agreed to a pupil being absent from school for part of the week or day and therefore will record absence as authorised. See Appendix 2 for Adapted Curriculum Agreement.

## Appendix 1 – Letter Sent To Providers

Dear

In line with the expectations and guidance contained within Keeping Children Safe in Education 2022, where a school places a pupil with an alternative provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

We therefore require written confirmation that appropriate safeguarding checks have been carried out on individuals working at your establishment.

Please can you confirm:

DSL Name:	
DSL Contact Number:	
LAC Lead Name:	
LAC Contact Number:	
First Aider:	
All staff have an enhanced DBS check with a barred list check?	
Is there a staff and volunteer record - single central record of qualifications, recruitment and vetting checks?	
All staff have received Level 1 Safeguard training & know how to refer if they are concerned?	
All staff have received CSE training?	
All staff have received Prevent training?	
All staff have read KCSIE 202?	
All staff have read sexual harassment and sexual violence guidance?	
Ofsted Registered (Yes or No)	
Ofsted Rating:	
URN Number:	
Insurance Certificate supplied	
Number of students on site (EHCP/LAC)	
Ratio of staff:student	
Has the venue been visited and key members of staff met by STM staff?	
Has a quality of venue check been carried out?	
Are all risk assessments in place, as relevant?	
Are all policies and procedures in place to keep young people safe.	
If you are unregistered provision can you confirm you are not operating as an illegal school – An illegal school is one which provides full time education to 5 or more students of school age or to a child with an EHCP or a child who is CLA.	

Name of person completing the form:

Signed:

Date:

Position:

Please return the signed form to: [jstubbs@stmca.org.uk](mailto:jstubbs@stmca.org.uk)

Kind regards,

Mrs J Stubbs

Assistant Head Teacher, DSL and LAC Lead

## Appendix 2: Adapted Curriculum Plan

Date:

Dear parent/carers,

As you are aware, the government guidance states that *“the law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.”* We are also sure that you will agree that attendance is essential for students to get the most out of their school experience, including their attainment, wellbeing and wider life choices. At St Thomas More Catholic Academy, attendance is a central part of the school’s vision, values and ethos, underpinning our motto of ‘Aspire to be More’.

We are also aware that some students face greater barriers to attendance than their peers and that, in exceptional circumstances, it is in the student’s best interests to implement an adapted curriculum timetable in order to best meet individual needs. In such instances, we will only ever implement an adapted curriculum for a short, measurable period, as part of a wider pastoral support programme, and in order to re-engage a student fully and positively with their education.

The formal arrangements for an adapted curriculum are detailed in the Adapted Curriculum Learning Plan below/attached, and will be formally reviewed, with parents/carers, at the date outlined within it.

The decision to implement an adapted curriculum is always made in the best interests of the student, as a result of every other avenue being explored, and is only taken when we are assured that suitable arrangements are in place to meet the student’s care needs when not at school. The statutory responsibility for safeguarding and promoting the welfare of students remains firmly with St Thomas More Catholic Academy, and robustly underpins any decisions being made regarding the identified adaptations.

An adapted curriculum will never be treated as a long-term solution, and a clear, short-term time limit is included within the Adapted Curriculum Learning Plan in conjunction with all other support strategies to reintegrate your child.

The adapted curriculum is being implemented following communication with you, as parents/carers, and to support your child in fully and positively engaging with full-time education. We therefore thank you for your continued support, and look forward to reviewing the successful impact of the adapted curriculum in due course.

Yours sincerely,

Mrs J Stubbs  
Assistant Headteacher

### St Thomas More Catholic Academy: Adapted Curriculum Agreement

<b>Student</b>	
<b>Year/Tutor</b>	

<b>Date/time of meeting:</b>					
<b>Staff present:</b>					
<b>Parent/carer present:</b>					
<b>Reason for Referral (please tick)</b>					
<b>Inclusion</b>	<input type="checkbox"/>	<b>Timetable Adaptations</b>	<input type="checkbox"/>	<b>Academic Need</b>	<input type="checkbox"/>
<b>Date Originally Agreed by SLT</b>					
<b>Signed off by SLT</b>  Head of Year/DDSL/SENCo retain ongoing responsibility for coordinating work for the period of time that the student is placed on timetable adaptations					
<b>Review Date</b>					

<b>Current Attendance:</b>	
<b>Previous Year Attendance:</b>	
<b>Current Progress:</b> (Any subject areas of concern)	
<b>Any SEN needs:</b>	
<b>Current Presenting Needs:</b> (State any areas of concern)	
<b>Current Barriers:</b> (include any trigger points if relevant)	
<b>Concerns from Family:</b>	

Strategies Already Implemented/ Attempted					
In Class		Interventions			
Seating Plans		Incentives		Family Support	
Time Out Card		After School Clubs		Meet & Greet	
Class Change		Progress Lead Mentoring		Enrichment Programme	
SEND Pupil Passport		Pastoral Mentoring		Morning Mission SEND intervention	
Late start/ Early finish		Breakfast Club		Behaviour Report	
Leadership Programme		Buddy		Head of Year / Parent Meeting	
SEND testing		Keyworker		SLT / Parent Meeting	
Nurture Group		Pastoral Support Plan		Responsibilities	
Support in Lesson		Rising Stars		Honours Programme	
AIM		Personal Safety Plan		SEND interventions	
Services in Place					
Inclusive Learning Service		Assessment and Monitoring		SEND Services	
Virtual School		LA Exclusions Officer		YOS (Preventative)	
YOT		Educational Psychologist		Education Welfare Officer	
CAMHS		Stay Well Service		Mental Health Support Team	
Family Support Worker		Early Help Plan		Social care involvement	
Police		Ruff and Ruby		Catch 22	
New Era		School Nurse		Child Causing Concern Form	
				Other:	
Monitoring					
Form Tutor		Head of Year		SENCo	
DDSL		SLT		Mental Health Lead	
Any Further Information:					

Action Plan					
	Action	By Whom	Review Date	End Date	Achieved?
1.					
2.					
3.					
4.					
5.					
6.					