

## Internal Alternative Provision - Ely College

<b>Version Number:</b>	2
<b>Applicable To:</b>	Ely College
<b>Committee:</b>	Academy Council
<b>Approved By Academy Council On:</b>	February 2025
<b>Review Cycle:</b>	Yearly
<b>Date of Next Review:</b>	February 2026

Ely College aims to ensure that every pupil attains standards of achievement that are the highest of which they are capable. We offer our pupils a broad and balanced curriculum which also promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. We acknowledge that our pupils have a wide range of social, emotional, physical, medical and mental health needs and that our curriculum must be inclusive and accessible to all.

### **What is alternative provision?**

The definition of alternative provision is “education arranged .... for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.” DFE Alternative Provision Statutory guidance for local authorities January 2013

At Ely College we provide alternative provision for students who are unable to access full-time mainstream education for the reasons given in the definition above or for those who are unsuited to the mainstream provision on offer. By using alternative provision, our programmes of learning may be designed to meet the needs and interests of the individual pupil. This makes it more likely that pupils will engage with learning and succeed in education.

### **Rationale**

The Internal Alternative Provision Unit at Ely College was therefore created with a view to enable the delivery of a bespoke and tailored curriculum for a small number (8-10) of students.

There are three overarching priorities for the provision:

- Develop life skills to support self-confidence and social competency.
- Avoid the risk of students becoming NEET through supporting WEX placements.
- Support academic achievement in core subjects with a view to enhancing life chances.

Alongside supporting students’ holistic development, the Internal Alternative Provision offer aims to reduce the impact of anti-social behaviours and disengagement in college. It is acknowledged that those

students accessing Internal Alternative Provision within the college will have been having a negative mainstream experience demonstrated through poor attendance, truancy, behaviour points, removals, and suspensions.

### **When might a pupil at Ely College be considered for Internal alternative provision?**

There are a number of reasons why a pupil may be referred for internal alternative provision by the school. Some common examples are:

- A pupil may not be attending school regularly and a previously unidentified or emerging need is then identified with the student requiring additional support in accessing the curriculum in a supportive learning environment
- There may be continued poor behaviour in school which fails to meet our expectations and that has not improved with the supportive pastoral process put in place.
- The pupil may have a diagnosed medical/physical/mental/ special educational need which is not being met through the mainstream curriculum on offer.
- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.

### **Entry Process & Criteria**

Entry to internal Alternative Provision within the college will be managed directly by The Assistant Principal for Behaviour & Culture in direct consultation with the Principal of the college. Any decision to place a student within the Internal Alternative Provision at Ely College will need to be agreed by parents as part of an initial consultation meeting.

Students will typically be in years 10 & 11, although year 9 students may be considered in extreme circumstances. Houses should direct any request for Internal AP to the Assistant Principal for Behaviour and Culture for consideration. Spaces within the AP provision at Ely College are limited to a maximum of 10.

The following criteria may result in the request / consideration of a place in Internal AP:

- Emotional Based School Avoidance linked to behavioural concerns means a student is not accessing mainstream education.
- Students' removal and/or behaviour points are significantly above the rest of the cohort over a period of 2-3 terms (Termly and Annualised reviews).
- Following stage 3 suspension or 5-day suspension period.
- EHCP supports placement in alternative provision to support the meeting of student need.

### **What is the Internal Alternative Provision at Ely College**

The Internal Alternative Provision at Ely College will be underpinned by the following commitments:

- The programme will be led by one key adult who will act as tutor for the students and build a relationship to support learners whilst within the provision.
- Core Subject delivery (Maths, English, English Lit & Science) will be delivered by teaching staff to support the ongoing access to GCSE qualifications.
- Students will work with their tutor to independently complete provided activities to support continuation of up to 2 GCSE subjects.

- Students will receive standalone age-appropriate sessions from their tutor in PSHE & Careers.
- PE, ICT, and Catering sessions will be delivered to support life skills although formal qualifications in these subject areas will not be undertaken.
- Students will undertake 1 day a week of WEX in an industry of interest.

### Example timetable

WEEK A	Monday	Tuesday	Wednesday	Thursday	Friday
	8.00am-8.25am Prep for the day				
8.25-8.50	Registration: Tea & Toast (Rota for making & cleaning TBC)				
	Weekly News (BBC News discussion) (LNI)	LRC:reading (LNI)	Active walk (LNI)	LRC:reading (LNI)	Games Morning / Quiz (LNI)
8.50-9.50	SCIENCE	PE	Maths	English	WEX
	SCR A16	BCR	NMC A16	SCR A16	*Student Check in 2 hours
9.50 - 10.20	Break Time: with wider college community				
10.20 - 11.20	Options (2)	DT	Options (2)	ICT	<i>3 students biweekly</i>
	LNI A16	DON - T1	LNI A16	TAD A16	
11.25-12.25	Maths	SCIENCE	English	PSHE	WEX
	NMC A16	SMA SC01	SCR A16	LNI A16	*AP Reports & Emails home
12.25 - 12.55	Break Time: with wider college community (Can be lost as a result of poor behaviour either at break or during morning sessions)				
2.55 - 13.55	ASDAN	Options (2)	New ASDAN	DT	
	SBA (A16)	LNI A16	SBA A16	DON - T1	
4.00-15.00	English	Maths	DT	SCIENCE	WEX
	GHU A16	SMA A16	DON - T3	SCR A16	*AP Reports & Emails home

WEEK B	Monday	Tuesday	Wednesday	Thursday	Friday
	8.00am-8.25am Prep for the day				
8.25-8.50	Registration: Tea & Toast (Rota for making & cleaning TBC)				
	Weekly News (BBC News discussion) (LNI)	LRC:reading (LNI)	Active walk (LNI)	LRC:reading (LNI)	Games Morning / Quiz (LNI)
8.50-9.50	SCIENCE	PE	English	DT	WEX
	SMA A16	BCR	GHU A16	DON - T1	*Student Check in 2 hours
9.50 - 10.20	Break Time: with wider college community				
10.20 - 11.20	DT	DT	Maths	SCIENCE	<i>3 students bi weekly</i>
	DON - T1	DON - T1	SMA A16	SMA A16	
11.25-12.25	Maths	English	SCIENCE	Catering Skills	WEX
	SMA A16	SCR A16	SCR SC05	RUP (T8)	*AP Reports & Emails home
12.25 - 12.55	Break Time: with wider college community (Can be lost as a result of poor behaviour either at break or during morning sessions)				
12.55 - 13.55	ASDAN	Options (2)	Careers	Options (2)	
	SBA (A16)	LNI A16	A16 - LNI	LNI A16	
14.00-15.00	English	Maths	Options (2)	ASDAN	WEX
	GHU A16	NMC A16	LNI A16	SBA (A16)	*AP Reports & Emails home

### WEX as part of internal Alternative Provision

Where appropriate a pupil can undertake a period of extended work experience as part of their Internal Alternative Provision offer. This is expected to run alongside a tailored curriculum, so pupils might have one day per week experience. Before a pupil can undergo work experience, certain safeguarding measures need to be in place:

- The work provider must have shared their Public Liability Insurance details.
- The work provider must hold a current DBS check.
- A risk assessment of the role and a site visit must take place (Approval by the LA: SOP form)

## **Review Process**

### ***IAEP***

As part of the ongoing review of the effectiveness of the Internal Alternative Provision IAEP paperwork must be completed and regular checks- once per half term will need to occur. This will include a representative from the college (either Assistant Principal or AP Manager), the student and their parent / carer.

The school will liaise fully with the Local Authority allocated Education Inclusion Officer (EIO) when a student is to be referred to Internal Alternative provision. The students accessing Internal Alternative Provision will be recorded on the half term County Register return.

Once the need for an IAEP is established the AP Lead and/or Assistant Principal will;

- meet with the pupils and parents as soon as possible to discuss the need for the IAEP and agree the form of the provision.
- Explain to the pupil and parents at the meeting the purpose of the alternative provision and help them understand what is required. Details of where the provision will take place, the pastoral support in place, the timetable (which may be reduced), WEX arrangements (if appropriate) and the timings of the school day will be confirmed and agreed. Pupils must attend the alternative provision as agreed and parents are expected to support this. Failure not to attend as agreed will carry the same consequences as non-attendance within mainstream school provision.
- Parents/carers will be informed of the expected outcome of the support being received in alternative provision. A timeframe of the provision will be agreed as will the date of the first review meeting. Review meetings will take place every 6 weeks but may be more frequent if required. Regular contact with parents/carers throughout this process and provision will be encouraged.

The IAEP will clearly set out:

- The individualised timetable – The aim being to provide 25 hours of education per week, subject to the pupil's ability to access this. The minimum provision should be 15 hours.
- Measurable academic goals
- Attendance requirements
- Methods and time frame for evaluating the pupil's progress
- A date for the next review point.

The main aim of the IAEP will be to try and integrate the pupil with the appropriate support back into the mainstream education.

## ***Weekly Reporting***

Alongside the formalised IAEP review process each week the AP Lead will share a weekly overview of student activity across the course of the week. These reviews will be shared with the AP for Behaviour and culture along with parents. The report will detail a session-by-session overview of the:

- Subject and content covered.
- Effort
- Quality
- Independence

## **Transition**

As part of the ongoing review process consideration of supporting transition back into mainstream can include:

- A full return to mainstream provision
- Possibility of a return to a hybrid curriculum utilising both AP and mainstream lessons.

Any transition needs to be considerate of student needs, the objectives set out in the AP and the likelihood of successful reintegration. Any transition plan should be clearly documented within the IAEP with goals that reflect outcomes that constitute success.

Definition of success within the alternative provision, that may constitute the consideration of a return to mainstream as outlined above should consider progress against the below indicators:

- Academic Achievement is inline or progressing towards age related or student-based targets.
- Attendance is above or inline with National expectations of 90%.
- Learners have demonstrated consistently positive behaviours throughout social times such as break and lunch within the college environment.
- Students have successfully engaged with 12 weeks of WEX and a clear transition plan is in place for post 16 study (To be referenced within IAEP documentation).
- Students have demonstrated across a 6 week period consistently high engagement to learning scores within the weekly report.

## **External Commissioning**

As part of our ongoing commitment to fostering positive relationships with local schools we will explore the opportunity for a maximum of 50% of available spaces to be filled by other providers. This will be undertaken on a Dual registration basis, details of which can be located in the shared Service Level agreement.



## Alternative provision – Weekly Report

Name:

Week: 2

Session: A

	Overview of Work completed.	Effort 1-5	Quality 1-5	Independence 1-5
<b>Monday</b>	Tutor – LNI – Weekend catchup – <b>Trainers.</b> P1 – Science – SCR – Blood & Veins. Break – Main school. P2 – Options – Tassomai – Daily challenge & 50%. P3 - Maths – NMC – End of topic test. Break – Main school. P4 – ASDAN – SBA – Human Rights. P5 – English – Romeo & Juliet -	4 4 4 4 4	4 4 4 4 4	4 4 4 4 4
<b>Tuesday</b>	Tutor – LNI – BBC News. P1 – PE – BCR – <b>No Kit</b> Break – Main school. P2 – DT – DON – Practical – Finished making Candy machine. P3 – Science – SMG – Ionic Compounds – Practical Break – Main school – <b>Got hit in the eye with an Apple – sent to A&amp;E</b> P4 – N/A P5 – N/A	4 4	4 4	4 4
<b>Wednesday</b>	Tutor – LNI – Behaviour talk. P1 – Maths – NMC – End of topic test. Break – Main school. P2 – Fire Service. P3 – Biology – SCR – Heart dissection Break – Main school. P4 – ASDAN – SBA – Societal Values – <b>Fell asleep.</b> P5 – DT – DON – Cover – LNI – Designing silver ring.	4 4 4 1 4	4 4 4 1 4	4 4 4 1 4
<b>Thursday</b>	Tutor – Quiz. P1 – English – SCR – Speech – Fight them on the Beaches. Break – Main school. P2 – ICT – TAD – Excel Budget sheet. P3 – PSHE – LNI – Contraception. Break – Main School.	4 4 4 4	4 4 4 4	4 4 4 4

	P4 – DT – DON – PC work – Completing Candy machine design. P5 – Science – SCR – Coronary heart disease.	4	4	4
<b>Friday</b>	Tutor – LNI P1 – BBC Bitesize. Break - Main school. P2 – Tassomai – Daily Challenge & 50% P3 – Bit life – life cycle – life lessons. Break – Main school. P4 – Horrible History. P5 – TT Rockstars.	4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4

Guidance to scoring Effort, Understanding and Interaction			
	Effort	Quality	Independence
1	Attended lesson	Limited work attempted	Required significant guidance and advice to maintain work
2	Minimal	Poor	Required ongoing input to maintain work.
3	Satisfactory	Acceptable	Was able to work with few questions showing a good understanding.
4	Good	Good	Worked independently at task asking appropriate questions to support understanding.
5	Excellent	Outstanding /Above & Beyond	Completed task showing a high level of understanding, with questions asked to develop knowledge.

## INDIVIDUAL ALTERNATIVE EDUCATION PLAN (IAEP) AND REVIEW OF PLAN

To be completed at a meeting with parents/carers and student when a student is placed on an Alternative Education Provision programme – added to the Schools AEP Register and a copy sent to the Local Authority to be added onto the County AEP Register.

Student Details			
Name:		D.O.B	
Address:			
Name of Parent/Carer			
Parental responsibility (if not parent above):			
<b>School:</b>		Year Group:	
Member of school staff overseeing this plan:			
Other Professionals involved:			
Current and previous status: (Please tick as appropriate)	Current	Previous	
EHA			
PSP			
LAC			
FSM			
CIN/CP			
Details of reason for AP Provision:			
Alternative Provision Details			
Total hours per week:			
If the total number of hours is less than 25 please state the barriers to full time:			
Outline the plan to build up to 25 hours with timescale:			
Total number of hours on school site in internal alternative provision:			
Total number of hours off site in external alternative provision:			
Details of External Provider:			

Quality assurance details undertaken by the school:				
Has this Provider been quality assured by the Local Authority:		Yes      No      (Please circle)		
		If yes, what stage of quality assurance has been undertaken?		
		Stage 1   Stage 2   Stage 3   Stage 4 (Please circle.)		
<b>Desired outcomes for this plan:</b>				
<b>(Please circle)</b>				
Reduced risk of exclusion	Increased attendance	Reintegration to mainstream	Improved learning	
Reduced risk of becoming NEET	Improved outcomes	Others -		
<b>Timetable – attached</b>				
<b>Subject Details</b>				
Subject	Qualification working towards	Current level	Predicted grade	Provider (School or AP Provider)
English				
Maths				
Science				
<b>Support Required:</b>				
Who will provide pastoral support from school?				
Who will provide pastoral support from provider?				
Who will be the main contact in school for the provider and parents/carer?				
Who will be the main contact from the provider for school and parents/carer?				

Additional support required?	
Transport Arrangements:	
Arrangements for FSM (if student is eligible)	
<p><b>YR11 REQUEST FOR STA support</b></p> <p>If the student is in Y11 s/he may benefit from additional support from the District Team's Senior Transitions Adviser, who with specialist career knowledge, can assist with Post-16 EET plans for next year</p> <p>If you would like to be considered for this support, please tick this box and ensure that a <b>copy of the IAEP is sent to the relevant District Early Help Team</b> <input type="checkbox"/></p> <p><a href="mailto:Districtearlyhelpteam.stneots@cambridgeshire.gov.uk">Districtearlyhelpteam.stneots@cambridgeshire.gov.uk</a></p>	
<b>Review of plan details</b>	
Estimated duration of plan?	
Review date of plan – (date to be set at this initial meeting and should be no longer than six weeks' time.)	Review date:
Outline the plans for recording and feeding back daily attendance?	
Outline the plan for providing feedback regarding behavior, progress, achievements etc (To be provided weekly, by written report, verbally, at the review meeting?)	
Who should attend the review meeting?	
<b>Targets for next review period</b>	
1.	
2.	

3.

**ADDITIONAL NOTES**

This IAEP has been drawn up to define the Alternative Education programme agreed at a meeting attended by the parent/carer, the student, the designated representative of the school and where appropriate, the Provider. A copy of the plan has been provided for the parent/carer and a copy will be retained to inform IAEP review and quality assurance processes.  
Details of the updated IAEP will be recorded on the schools and the Local Authorities County AEP Register.

**Students/Parents Carers views/comments**

Students views/comments on the proposed IAEP:  
(To be reviewed at the next meeting)

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Parents/Carers views/comments on the proposed IAEP:  
(To be reviewed at the next meeting)

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**SAFE GUARDING:**

As part of this agreed plan your son/daughter may be accessing a part-time provision to ensure that they are receiving education and are able to study for appropriate qualifications.

May I take this opportunity to remind you that during the school day, if a student is not at (agreed provision)....., parents /carers must ensure their child is not present in a public place during school hours without reasonable justification.

By agreeing to this education plan you are taking responsibility for the safeguarding of your son/daughter should there be periods of time where they are expected to be at home.

Students signature: Copy of this plan provided		Date:	
Parent/Carers signature: Copy of this plan provided		Date:	
Signature on behalf of the school:		Date:	
Signature of Provider if present:		Date:	

In School		Outside Agencies	
Meeting with Parents		Family Worker	
Pupil Support Plan (PSP)		Young Person Worker	
EHA Referral		Youth Offending	
Risk Assessment		Education Inclusion Officer	
CCE Assessment		Senior Transitions Advisor	
Safety Plan		Local Authority Attendance Officer	
Medical Plan		CAMH	
Alternative Provision (IAEP)		Education Psychologist	
Referral for Parenting Course		CHUMS	
Report		CASUS	
Mentor		GP	
Key Worker		Consultant	
TA in lessons		Kite Trust	
Behaviour Contract		Other (please specify)	
Time Out Card			
Target/Reward			
Dropped Option			
Amended start/finish			
Strategies e mailed to teachers			
Other (please specify)			

**REVIEW OF IAEP PLAN 2023 - 2024**

Name of Student:		DOB:	
Date of IAEP Review:			
Date of Initial IAEP:			
Address:			
Name of Parent/Carer			
Parental responsibility (if not parent above):			
School:		Year Group:	
Member of school staff overseeing this review :			
Other Professionals involved:			
Students views/comments on current provision:			
Parent/Carers views/comments on current provision:			
Schools views/comments on current provision:			
Providers views/comments on current provision:			
<b>Review of Alternative Provision Details</b>			
Total hours per week:			
If the total number of hours is less than 25 please state the barriers to full time:			
Review the plan to build up to 25 hours with timescale:			
Total number of hours on school site in internal alternative provision:			
Total number of hours off site in external alternative provision:			

Details of External Provider:		
Plan and timescales to return to mainstream provision:		
<b>Report on subject progress</b>		
Maths		
English		
Science		
Other subjects		
Report on attendance		
Behavior and attitude to learning		
Pastoral support		
Areas of concern		
Other areas to discuss		
<b>Notes</b>		

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**Details of any changes to be made to original provision/timetable**

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**Timetable – attached**

**Review of Current Targets**

	Met	Partially Met	Not Met	Comments

**New Targets For Next Review Period**

1.
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2.
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3.

Students views/comments on the reviewed IAEP:	
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Parents/Carers views/comments on the reviewed IAEP:	
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Date of agreed next review of IAEP:	
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**SAFEGUARDING:**

As part of this agreed plan your son/daughter may be accessing a part-time provision to ensure that they are receiving education and are able to study for appropriate qualifications.

May I take this opportunity to remind you that during the school day, if a student is not at (agreed provision)....., parents /carers must ensure their child is not present in a public place during school hours without reasonable justification.

By agreeing to this education plan you are taking responsibility for the safeguarding of your son/daughter should there be periods of time where they are expected to be at home.

Students signature: Copy of this review plan provided		Date:	
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Parent/Carers signature: Copy of this review plan provided		Date:	
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Signature on behalf of the school:		Date:	
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Signature of Provider if present:		Date:	
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