

Alternative Provision Compliance Policy

Version 1.0

1. Purpose

This policy sets out how Learn with Confidence (LwC) meets all statutory and regulatory requirements relating to Alternative Provision (AP). It outlines our commitment to delivering safe, high-quality, trauma-informed education for young people who are unable, or choose not, to attend mainstream school. It also demonstrates compliance with the latest Department for Education (DfE) guidance, including the 2025 updates relating to unregistered AP and in-school AP units.

2. Legislative and Statutory Framework

This policy is informed by the most recent versions of:

- Alternative Provision Statutory Guidance (latest update 2025)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Children's Act 1989 & 2004
- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2010
- Education Act 2011
- Mental Capacity Act 2005
- GDPR (UK GDPR)
- Promoting the Education of Looked After Children
- Local authority inclusion, equality and diversity strategies

LwC is committed to full compliance with all relevant legislation and statutory expectations.

3. Definition of Alternative Provision

Alternative Provision refers to education arranged for students who:

- Cannot attend mainstream school for medical, emotional, behavioural, or SEND-related reasons
- Are experiencing Emotional Based School Avoidance (EBSA)
- Require respite or short-term intervention
- Are home educated and accessing structured learning
- Are placed by local authorities or schools for personalised education

LwC provides AP that is personalised, safe, inclusive, and academically meaningful, with clear pathways to qualifications and future opportunities.

4. Compliance with 2025 AP Guidance Updates

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4.1 Unregistered Alternative Provision

The 2025 update strengthened expectations around unregistered AP. LwC complies by ensuring:

- Full transparency with commissioning schools and local authorities
- Clear documentation of curriculum, safeguarding, staffing, and quality assurance
- Robust safeguarding procedures aligned with KCSIE and Working Together
- Trauma-informed practice and safe learning environments
- Regular review meetings with families, schools, and local authorities
- Clear communication about the nature of our provision and the support offered

LwC welcomes increased oversight and maintains high standards that exceed minimum expectations.

4.2 In-School AP Units

The updated guidance emphasises quality and accountability for in-school AP units. While LwC is an external provider, we work closely with schools to ensure:

- Continuity of learning between school-based AP and LwC provision
- Shared planning, progress monitoring, and safeguarding communication
- Trauma-informed approaches consistent with the SEND Code of Practice
- Clear reintegration or progression pathways where appropriate

5. Safeguarding and Child Protection

LwC prioritises student safety and wellbeing. We ensure:

- Full compliance with KCSIE and Working Together
- Regular safeguarding training for all staff
- Clear reporting procedures for concerns
- Safe, calm, low-sensory environments
- Staff who are trained to work with vulnerable learners, including those with SEN, SEMH, EBSA, trauma histories, and neurodiversity

Safeguarding is embedded in every aspect of our AP delivery.

6. Curriculum, Teaching and Learning

LwC provides:

- Personalised learning plans
- Qualified, experienced teachers
- Trauma-informed and flexible teaching approaches
- Access to national qualifications through our registered exam centre
- A curriculum that supports academic progress, confidence, and future pathways
- Regular feedback and half-termly written reports
- Opportunities for enrichment, social development, and wellbeing support

Our curriculum is designed to be accessible, meaningful, and aspirational.

7. Support for Students with SEN, SEMH and EBSA

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LwC meets its duties under SEND legislation by:

- Conducting individual assessments
- Providing reasonable adjustments
- Offering anxiety-aware and trauma-informed teaching
- Collaborating with external agencies
- Involving families in all decision-making
- Ensuring students' voices are central to planning and review

8. Quality Assurance and Monitoring

To ensure high standards, LwC:

- Conducts regular internal reviews of teaching, safeguarding, and curriculum
- Holds review meetings with families, schools, and local authorities
- Tracks attendance, engagement, progress, and wellbeing
- Uses student voice activities to inform development
- Completes equality impact assessments on policies and practice
- Maintains transparent communication with commissioners

9. Commissioning and Placement Expectations

Schools and local authorities commissioning AP with LwC can expect:

- Clear referral processes
- Transparent information about provision, staffing, and safeguarding
- Regular progress updates
- Opportunities to attend review meetings
- Evidence of impact and outcomes
- Support with reintegration or onward transition

LwC also expects commissioners to provide accurate information about student needs, risks, and previous provision.

10. Data Protection and Confidentiality

LwC complies with UK GDPR by ensuring:

- Secure handling and storage of personal data
- Lawful and transparent processing
- Clear communication with families about data use
- Restricted access to sensitive information
- Confidentiality in all safeguarding and AP processes

11. Complaints and Concerns

Concerns relating to AP should be directed to the Head of Provision. Complaints will be managed according to the LwC Complaints Policy, ensuring fairness, transparency, and timely resolution.

12. Review of Policy

This policy will be reviewed annually or sooner if statutory guidance changes. Feedback from staff, families, students, and commissioning bodies will inform updates.

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