



## **THE ALTERNATIVE EDUCATION INTERNAL PROVISION POLICY**

### **INTENT**

The Alternative Education Internal provision works in partnership with the school, to provide a safe, secure and stimulating environment primarily for Key Stage Three pupils at risk of exclusion or pupils who experience significant barriers in a mainstream setting. It delivers high quality teaching and learning which is bespoke to the needs of the pupils educated there, and helps provide them with the skills to reintegrate into a mainstream setting.

### **High Expectations**

Pupils who are placed at The Alternative Education can be assured that we have very high expectations of them both day to day and for their future performance. This includes:

- Respect for all of the Shirley High community and upholding the Shirley Values.
- Being a Shirley Learner and ensuring they have an excellent work ethic / effort / attitude to learning as well as a pride in their completion of and presentation of work.
- 96% Attendance to school.
- 97% Punctuality to school.
- Excellent behaviour as well as excellent uniform and personal presentation.
- Achievement of expected academic outcomes.

### **IMPLEMENTATION**

The curriculum within the provision is designed to meet both the pastoral and academic needs of the pupils at a personalised level. The provision is managed by a trained teacher who delivers the majority of the curriculum but is supported by other teachers for specific subjects. Additionally, the pupils have access to support from pupil Support Assistants (SSAs) and mentors. The Assistant Principal Behaviour has the overview of the provision.

The Alternative Education Internal provision offers the following:

- A broad and balanced curriculum
- Personal development, Life Skills, Social Skills.
- Literacy (Bedrock).
- Specialist teaching for SEND pupils with SpLD.
- 1:1 behaviour mentoring.
- Group mentoring sessions – managing emotions, healthy relationships, practicing mindfulness.
- Pupil Support for pupils with identified SEND needs.
- Assessment on entry and exit (Lucid Exact & subject assessments as required).

The Alternative Education Internal provision offers the following extra-curricular opportunities:

- Access to specialist external agency intervention i.e. EP, SaLT
- Access to sport to aid social skills and promote fair play and team work e.g. table tennis and assorted board games
- Preparation for reintegration back to the main school.



## **Referral**

### **Criteria:**

Key Stage Three pupils (Years 7 – 9) and Key Stage Four pupils (Years 10-11) who may have issues with behaviour, social and emotional needs and/or attendance concerns.

Learning difficulties or medical needs that have led to a continued detrimental effect on their education in the main school and have placed them either at serious risk of permanent exclusion and /or at serious risk of significantly underachieving in line with their expected targets and / or are experiencing significant barriers in a mainstream environment and require specialist provision beyond what can be reasonably expected of a mainstream school. Also to help with a phased return to school for those classified as Persistent Absentees.

It must be recognised that timescales cannot be given for this intervention as each pupil is different and has different needs. Referrals to this provision are normally 6 weeks. Total duration of provision will be based on the individual cases however this is not seen as a long term solution.

This provision serves to prevent a pupil from:

- The negative effects of a permanent exclusion and the negative route that often follows once a pupil is assigned to a LA PRU. Statistics show that pupils who are permanently excluded from schools are disproportionately more likely to enter the criminal justice system than go to university or access professional work based opportunities.
- Becoming a persistent absentee and the route which leads to a pupil becoming NEET.
- Becoming involved in criminality and / or child exploitation and /or exacerbation of mental health issues which can impact the health and safety of themselves or others.
- Not achieving their academic potential in line with their expected progress and targets.
- Attendance concerns

### **Rewards and Sanctions:**

Pupils will be rewarded and sanctioned in line with the whole school behaviour policy. However, in The Alternative Education Internal provision there is the ability to also implement more timely rewards and sanctions and it has been shown that in environments such as this, this approach has far more effect on improving behaviour.

Therefore, as well as the normal school procedures, pupils can be rewarded with treats e.g. more games time, a food and / or drink treat or a special privilege such as being allowed to listen to their music. Where behaviour does not meet our expectations, the following may be put in place:

- Isolation in the Calm Zone.
- Detentions served after school on the day of the offence / breach of behaviour policy.
- On call to SLT and removal from the provision to be placed in Isolation.
- Parent / Carer contacted to collect their child from school (Suspension); ratified by the Principal.

Parents / carers are expected to be fully involved in the education, as well as support the policies and procedures of the School House, from referral to reintegration.



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

### Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

### IMPACT

All pupils will have their placements reviewed half termly. This may require a meeting with parents / carers and The Alternative Education Internal provision staff. The outcome of the review will either be to remain in the School House for another half term period or to return to the Main School. Support programmes and plans are also regularly reviewed to ensure they remain fit for purpose.

#### Success Criteria:

- pupils are able to successfully return to the main school and consistently demonstrate the improvements made in the areas needed, thereby allowing them to achieve their expected outcomes.
- pupils are able to successfully transfer to another mainstream environment and make advantage of the fresh start, thereby allowing them to achieve their expected outcomes.
- pupils are successfully placed in a specialist provision where their needs can be better met, thereby allowing them to achieve their expected outcomes.
- Significant increase in attendance

### GENERAL INFORMATION

#### School House Day

The School House has an alternative school day to the main school. This facilitates the arrival to and the departure from school to be different to that of the pupils in the main school as well as offering a slightly shorter day more in keeping with this type of provision. The timings are as follows:

Arrival	8:50
AM Registration	8:50 - 9.00
Lesson 1	9.00 - 9.30
Lesson 2	9.30 - 10.20
Break	10.20 - 10:40
Tutor time	10.40 - 11.10
Lesson 3	11.10 - 12.00
Lesson 4	12.00 - 12.50
Lunch	12.50 - 1.30
Lesson 5	1.30 - 2.20
Lesson 6	2.20 - 2.45

(Please note that afternoon registration will be taken after lunch to ensure that we are fulfilling our safeguarding and health and safety expectations)

An Example of The School House Timetable:

WK A	MON	TUES	WEDS	THURS	FRI
AM REG	DISCUSSION	PD	READING	NEWS	NEWS QUIZ
1	SOCIAL SKILLS	PD	RS	LIFE SKILLS	FUNC SKILLS
2	GEOGRAPHY	PD	RS	GEOGRAPHY	FUNC SKILLS
	B	R	E	A	K
3	FOOD TECH	SCIENCE	ENGLISH	SCIENCE	ENGLISH



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4	FOOD TECH	FRENCH	ENGLISH	SCIENCE	MUSIC
	L	U	N	C	H
5	MATHS	HISTORY	PE	SUPPORT	DRAMA
6	MATHS	HISTORY	PE	SUPPORT	DRAMA

WK B	MON	TUES	WEDS	THURS	FRI
AM REG	DISCUSSION	PD	READING	NEWS	NEWS QUIZ
1	ENGLISH	RS	MATHS	LIFE SKILLS	FUNC SKILLS
2	ENGLISH	RS	MATHS	SCIENCE	FUNC SKILLS
	B	R	E	A	K
3	GEOGRAPHY	SCIENCE	FOOD TECH	ART	MATHS
4	HISTORY	SCIENCE	FOOD TECH	ART	MUSIC
	L	U	N	C	H
5	ENGLISH	FRENCH	SUPPORT	PE	DANCE
6	SOCIAL SKILLS	MATHS	SUPPORT	PE	DANCE

## Meals

- Food for break is not provided and if required must be brought in by the pupil.
- Lunch (using the school menu) is ordered from the canteen and delivered to the School House in readiness for the pupils’ lunch time. Monies will need to be placed on Parent Pay for payment. Pupils can also bring a packed lunch if preferred.

## Uniform & General Expectations

- The school uniform expectations for the Main School are the same for The Alternative Education Internal provision
- pupils must have a reading book with them every day
- pupils are not allowed mobile phones. pupils must adhere to the main school policy and phones placed in the pouch provided. This will be unlocked at the end of the day.

Mr Nicholson (Assistant Principal – Behaviour); [nicholson@shirley.croydon.sch.uk](mailto:nicholson@shirley.croydon.sch.uk)

Ms Crammer (Director of Inclusion & Pupil Support/SENDCo); [sendco@shirley.croydon.sch.uk](mailto:sendco@shirley.croydon.sch.uk)

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We want all at SHS to believe in and maintain the values of our school:

