

Alternative Provision: Vision for Reform

NNPCF Conference, 29th November 2021, 7-8.30pm



Session Outline

Purpose of session: to hear your views on our vision for AP reform

Introduction to AP and Reform Context (slides 3-6)

20 mins

- To provide an overview of **what AP is** and **who uses AP**
- To introduce the **AP reform context** and **connection to the SEND Review**

Discussion (slide 7)

60 mins

- What do you think **good behavioural support in mainstream and special schools** looks like?
- What do you think a **good placement in AP** looks like?
- How can we best support children and young people who are **reintegrating** back into mainstream?
- How should children, young people and their families be involved? What might good **coproduction** look like?





What is Alternative Provision?

Alternative Provision (AP) is a diverse sector that supports a wide range of pupils who would not otherwise have a **suitable mainstream or special school place**, for example through illness or exclusion. It includes Pupil Referral Units (PRUs), AP academies and free schools, independent settings, FE, hospital schools, and bespoke unregistered provision.

Why might a child or young person require AP?

Alternative Provision (AP) can be used for different purposes:

- Local authorities will arrange AP for children or young people who have been **permanently excluded**
- Local authorities will arrange AP for children or young people who are too unwell to attend school
- Schools will arrange AP for children or young people who have been **suspended** for more than 5 days
- Schools can arrange AP for children or young people to **improve their behaviour**



What do we know about the children and young people who require AP?

- **Around 80% of pupils in AP have been identified as having SEND.**
- **In 2016/17, around 5% of AP pupils achieved 9-4 passes in English and maths GCSE, compared to 64% in the state sector overall¹**
- **In 2016/17, 14% of pupils that ended KS4 in APs were not in education, employment or training (NEETs) at 16, compared to 2% in the state sector overall¹**
- **The FLARE group of children and young people also told us that AP can provide a more supportive environment that caters for a diverse range of needs**



¹ [House of Commons Library, 2018](#)

We want AP to focus on early intervention, so that children and young people access the right support at the right time



- As part of the **SEND Review**, we have been looking at what reforms are needed so that **AP can play an important role in providing expert behavioural support** to those pupils who need it.
- We want to look at **how AP can provide leadership and expertise across the whole school system** through:
 - **Early interventions and advice available ‘on call’** to supplement mainstream offer – e.g. crisis moment de-escalation, identifying needs etc.
 - **Targeted “short stays”** with a clear aim and plan for reintegration to mainstream
 - **Longer term alternative curriculum and support for a more focused/smaller group of pupils** who need a high support and/or high flexibility offer and who will not return to their mainstream school

We'd really appreciate hearing your views and ideas

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- How should children, young people and their families be involved? What might good coproduction look like?

