



Elemore Hall School

Area Overview

PACC Alternative Provision

Intent

Carefully selected alternative provision is used for PACC pupils for part of the week to compliment learning in centre, offer vocational and practical opportunities not available on the PACC site, create bespoke and personalised timetables for pupils and to broaden the social experiences of pupils attending a very small provision.

Implementation

Alternative placements are used to compliment onsite provision at PACC. Pupils access one or more placements for part of the week and attend PACC on other days. The number of days, and mix of placements are agreed on an individual basis, planned around the interests and aspirations of pupils, and discussed with parents and carers.

Pupils may access one, two, or three days per week at one placement, or a combination of different providers.

Providers are carefully selected, based on what they can offer and how this supports and enhances provision in PACC, their experience of working with pupils with SEMH needs and what works well for individual pupils.

Current placements offer vocational skills such as bricklaying, cookery and catering, tiling, horticulture, joinery, motorbike maintenance and safe riding, additional sports and physical education. Some focus on therapeutic benefits such as outdoor learning and animal care.

There is an expectation that all PACC pupils will access an alternative provision as part of their timetable. However, it is also recognised that some pupils may not be ready to access an alternative placement on referral, due to anxiety or a lack of confidence. PACC will support pupils to build up towards engaging in the right AP.

Placements are monitored regularly, including checks of insurance, DBS and risk assessment, regular telephone contact and announced and unannounced monitoring visits.

Pupils have individual AP records where targets are set and progress is monitored and recorded.

Placements are not permanently fixed and a flexible approach is taken. Pupils days, mix of AP and centre time and the AP attended may be changed and adapted to continue to best meet individual needs, post16 aspirations, and support social development.

Impact

Most pupils engage well with an AP.

Pupils at some placements work towards and achieve qualifications led by the provider, and evidence generated at placements can support accreditation delivered by PACC.

Pupils have the opportunity to mix and socialise with a wider range of adults and pupils, supporting preparation for transition to post16 education and training which for most will mean adjusting to a larger setting and a wider peer group.

Pupils have the opportunity to learn vocational skills, supporting decisions about post16 destinations and careers education.

AP supports attendance at school and attendance at placements is generally as good, or for some pupils better than attendance at centre. When attendance at placement is not as expected, this is addressed and changes are made to improve this.

Evidence

AP visit monitoring records

Individual AP records

Attendance data for AP

Pupil work

Pupil academic outcomes

Self-evaluation

AP is visited, monitored and reviewed frequently, both as an overall provider and for individual pupils. Most pupils enjoy their AP placement and will speak with PACC staff when there is an issue. Several providers have worked successfully with PACC for a number of years. For some pupils AP is essential in engaging disaffected pupils and developing confidence and social skills in other settings.

Some providers deliver their own qualifications and PACC pupils who attend achieve recognised accreditation. There are some links between learning in PACC and knowledge and skills developed on AP, and these are being developed further, for example evidence gathering for BTEC programmes delivered by PACC.

There are limitations on the use of AP for our pupils. Not all AP available locally is suitable for PACC pupils, there are limitations on places and high demand from other schools and education providers in the area. Placements can sometimes break down.

Suggested areas for inclusion in future School Improvement Plan

Identify additional placement providers and develop working relationships with new or existing AP to create a larger bank of suitable providers.

Further strengthen links between learning in centre and on AP.