

The Royal Borough of Windsor and Maidenhead

Use of alternative provision strategy 2026-2028



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The Royal Borough of Windsor and Maidenhead's (RBWM's) alternative provision (AP) strategy is co-created with schools, social care, health and other partner services, including the Information Advisory Service and special educational needs and disabilities (SEND) parent carers forum (SEND Voices RBWM).

Executive summary

Alternative provision (AP) settings are places that provide education for children who are unable to attend mainstream or special school and who are not educated at home. Alternative provision includes pupil referral units (PRUs), AP academies and AP free schools, hospital schools, as well as a variety of independent, registered, unregistered and further education settings.

Alternative provision will only be explored by professionals when there is an agreement that full-time education in school is not suitable at that time. Alternative provision will not ordinarily be used as a child's final education destination and will be used for an interim period only with the ambition of children returning to school where appropriate.

The definition of alternative provision is: education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. Alternative provision can also be used by schools for children on a suspension (fixed period exclusion), and for children being directed by schools to off-site provision to receive education intended to improve their emotional regulation, meet short-term needs and ultimately engagement in school. **Arranging alternative provision: a guide for local authorities and schools** (Department for Education (DfE) February 2025).

Alternative provision may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons.

In RBWM, we recognise the term 'alternative provision' can also mean different things to different people and can also include:

- education provided off-site by staff not based in the school, through external training providers, agencies and at a different venue
- schools arranging off-site education for pupils on their school's roll, this may include pupils experiencing emotionally related school avoidance (ERSA), behaviours that challenge, medical vulnerabilities or other reasons
- schools arranging education for pupils who have been issued a suspension over five consecutive days and off-site direction
- specialist commissioned special educational needs and disabilities (SEND) provision to meet the needs of children and young people with an education, health and care plan (EHCP)
- local authority arrangements for alternative provision from the sixth day of a pupil's permanent exclusion
- local authority arrangements for alternative provision for pupils who are unable to access mainstream or special provision due to being medically vulnerable or other reasons, and who would not otherwise receive suitable education

For the purpose of our strategy, all these points are equally important to ensure success. Our ambitions are to ensure:

- every child who accesses alternative provision is in the right setting for their needs
- every child in alternative provision receives a good education and interventions aimed at informed outcomes that are mutually agreed by all stakeholders including the child
- every child can make a successful transition in and out of alternative provision in a time limited fashion and that alternative provision is used as an intervention and not a destination
- children and young people are supported with a more flexible and innovative needs-led approach
- children's additional needs are identified early and alternative provision is sourced as a targeted and preventative support where necessary, and ordinarily available provision is not meeting the needs of the child at that point in time
- stakeholders involve parents in decision-making processes, but also acknowledge and address the potential barriers of participation by building relationships and providing accessible communication channels
- alternative provision becomes, and is recognised as, an integral part of our successful education system
- alternative provision succeeds through meaningful collaboration between parents, carers, and stakeholders, with the child's needs at the heart of every decision
- the impact of off-site direction on a child's learning and engagement, we prioritise parental involvement in the process, recognising that while not mandatory, such collaboration is integral for promoting engagement in the process

Legal and policy context

This strategy is informed by the following key legislation and guidance.

- **Education Act 1996:** sets out the legal framework for education, including provisions relating to alternative provision.
- **Children Act 1989 and 2004:** focuses on safeguarding and promoting the welfare of children.
- **Equality Act 2010:** protects individuals from discrimination, including in education.
- **SEND Code of Practice:** provides guidance on identifying and supporting children and young people with special educational needs and disabilities.
- **Schools suspension and permanent exclusions guidance:** suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance for maintained schools, academies, and pupil referral units in England.
- **Arranging alternative provision - a guide for local authorities and schools:** sets out the statutory responsibilities of local authorities in relation to alternative provision.
- **Keeping children safe in education 2025:** statutory guidance on safeguarding children in education.
- **Non school alternative provision voluntary national standards:** sets out the voluntary compliance requirements.

1. Objectives of the alternative provision

- To establish a robust school-led process and pathway for access to alternative provision for those children at risk of exclusion, with medical needs or who experience emotionally related school avoidance which has prevented them from attending school despite targeted and purposeful action.
- To ensure sixth day provision for those children permanently excluded that improves life chances and has a robust defined pathway back into mainstream education where appropriate.
- To commission alternative provision that is fit for purpose in meeting needs, improving outcomes and which leads to longer term, positive post-16 education, employment or training (EET) destinations.
- To ensure all commissioning stakeholders have access to a robust quality assurance process and ensure all necessary due diligence is in place prior to commissioning. This will include ongoing support and reintegration back into mainstream settings to foster the 'sense of belonging' in their home school.
- To reduce the need for long term alternative provision and ensure all settings have equitable and inclusive access by investing in early intervention, improving ordinarily available provision and preventative measures within mainstream schools, including:
 - improved support for pupils with SEND
 - enhanced trauma informed and attachment aware training for schools
 - targeted mental health support through early help, 'experts at hand' and in-schools provision
 - targeted support for pupils at risk of exclusion and emotionally related school avoidance



2. Aim and vision

RBWM is ambitious for all pupils with additional needs and vulnerabilities, including those with a social, emotional or mental health (SEMH) need. This is illustrated in our [five year SEND strategy](#). The alternative provision strategy is embedded in the local authority's overall approach to supporting children with a range of behaviours associated with additional needs.

The strategy highlights the need to ensure that systems are in place for early identification of additional needs. We also then want to ensure that there is the capacity within schools to meet these needs through ordinarily available provision and when needed, targeted support. We are committed to ensuring that there is sufficient specialist provision within the borough to meet the needs of this vulnerable group of pupils.

We will work collaboratively across schools, the local authority and health using the relational model to ensure that, where possible, we respond to children's needs before they escalate and require alternative provision. If it becomes apparent that a child requires specialist provision, it is our aspiration that they are swiftly moved to a provision that can meet their needs. This is supported through the EHCP process and 'pupils educationally at risk panel' (PEAR).

For some children, it is understood that their education journey may require a different approach to their education and curriculum to ensure their needs are being met. Following the pandemic, RBWM has witnessed changes in pupil behaviour, mental health, resilience and attendance, and data confirms this.

To support our vision, RBWM is developing a good, robust and varied alternative provision offer and pathway for children to access. We recognise that this will be ongoing and develop as the needs and experiences of our children change over time, and will be influenced by external forces. Our strategy sets out the principles by which RBWM will commission, provide access to and review its approach to alternative provision to fulfil our vision.

The strategy will be reviewed annually through the SEND Board so that children and their families experience an equitable approach to alternative provision that is fit for purpose. We are developing our SEND provision and pathways alongside the SEND reforms announced with the [every child achieving and thriving](#) white paper.

We will achieve this vision by:

- sharing and communicating our strategic plan for alternative provision and our broader inclusion support
- setting high aspirations for our pupils to enable them to flourish and reach their full potential
- ensuring successful placement and outcomes for pupils in alternative provision by fostering a shared responsibility between schools, alternative provision providers, the local authority, and partner agencies
- integrating collaborative practices between the alternative provision and mainstream

education, SEND, early help and social care, and local healthcare services

- creating and sharing quality assurance evaluation documents to enable schools and partner agencies to ensure local alternative provisions are compliant with all quality assurance and practice
- inviting and coordinating a local alternative provision network of providers to share best practice and peer support
- inviting all alternative provision providers to the termly designated safeguarding lead training and networks as well as the social emotional and mental health and attendance leads network meetings
- scrutinising the provision offer and quality assure local alternative provision providers where the local authority is the commissioning agent
- constructing a flexi-schooling protocol to ensure support for headteachers and schools and enable data tracking of flexi-school children
- providing an alternative provision audit from the local authority to support schools with compliance, due diligence and commissioning processes
- providing intervention plan proformas to ensure commissioners are active agents in the impact and reintegration of the child accessing the alternative provision and that all stakeholders identify shared outcomes for the child
- aligning quality assurance proformas to the new Ofsted framework for the DfE registered alternative provision and the voluntary national standards for non-school alternative provision
- coordinating this strategy, the alternative provision policy, processes and practices with neighbouring local authorities and national networks.
- coordinating the pupils educationally at risk panel
- supporting children back into mainstream school when this is achievable and in the best interest of the child
- ensuring all children accessing alternative provision make expected or better progress in outcomes identified by commissioners and the alternative provision



3. Key drivers

The demand for alternative provision within RBWM is influenced by both suspensions and permanent exclusions, as well as students' social, emotional, mental health, emotionally related school avoidance or complex health needs that have led to a child being medically unfit for their current provision. EHCPs are not required for students to access alternative provision. Furthermore, a small number of students need alternative curriculum pathways, often vocational, to the traditional GCSE route.

Some children, particularly those children and young people who are care-experienced or receiving support from statutory social work teams, are more likely to be suspended and permanently excluded. As corporate parents, prioritising our most vulnerable children is crucial. This is achieved through ordinarily available provision and ensuring excellent alternative provision only when necessary. To fully understand our work in these areas, several cross service strategies should be read alongside this strategy.

Social care

It's widely recognised that care-experienced young people often face significant challenges in traditional educational settings. Therefore, alternative education approaches are crucial to support their unique needs. There follows a breakdown of key considerations.

Challenges faced by care-experienced young people

Trauma and emotional needs:

- many have experienced trauma, which can impact their ability to learn and engage in school
- emotional and mental health needs are often higher

Instability and disruption:

- changes in placements can disrupt their education, leading to gaps in learning
- they may lack consistent support and stability

Higher risk of exclusion:

- care-experienced young people are disproportionately likely to be excluded from school
- traditional disciplinary approaches may not address their underlying needs

Lower educational attainment:

- they often experience lower educational outcomes compared to their peers

Key elements of effective alternative education

Personalised learning:

- individual support plans that cater to care-experienced children's needs with reasonable adjustments and curriculum adaptations
- flexible approaches that allow for catch-up and address gaps in learning

Trauma-informed practice:

- understanding the impact of trauma and creating a safe, supportive learning environment
- providing access to therapeutic support and counselling

Strong support networks:

- collaboration between educators, social workers, carers, and virtual school headteachers
- consistent mentoring and guidance

Focus on emotional wellbeing:

- prioritising mental health and emotional support alongside academic learning
- developing social and emotional skills

Alternative provisions:

- pupil referral units and other alternative provision and settings that provide specialised support
- vocational training and skills development to prepare for future employment

Virtual school headteachers (VSHs):

- VSHs play a vital role in advocating for and supporting the educational needs of looked after, post looked after and children with a social worker; they help to ensure that appropriate educational provision is in place

Key considerations

It is vital that alternative educational provisions are not seen as a place to just put children that are hard to manage. But that they are places of nurturing, and growth, that are tailored to the individual.

It is very important that the emotional needs of these young people are met, as this is a large factor in how well they can engage in any form of education.

By implementing these strategies, educational systems can better support care-experienced young people and help them achieve their full potential.

Early help

There are a range of early help services in the community (from our voluntary, community sector) and delivered by Achieving for Children (for example, the Wellbeing Team and the Family Hub Service) These services can support families and children to prevent escalation to statutory services. Access to appropriate education, including alternative provision signposting, is key to a child's success and wellbeing, and this strategy closely aligns with our early help strategy. [Early Help Strategy 2023-2026](#).

Virtual school (corporate parenting strategy)

Nationally, virtual schools have a statutory responsibility for looked after children, adopted children and children with a special guardianship order. From September 2025, virtual schools statutory role extends to children on a child protection plan, child in need and children in a kinship arrangement.

Concerns regarding any of these children will be directed to the AfC Virtual School to advise and support from an early stage.

We are challenged as corporate parents to consider 'would this be good enough for my own child' and virtual schools' role is to represent the voice of the child and to advocate for their school stability across multi-professional partners.

Our offer to schools includes:

- training, for example: Attachment Aware Schools Award, designated school lead meetings, deputy teacher meetings
- leading research, for example: Kinship Project with St Mary's University
- transition hub provision to support children with persistent absence
- educational psychology input
- welcome programme providing English for speakers of other languages qualifications (ESOL) for unaccompanied asylum seekers

What to do if a child is at risk of exclusion?

Contact AfC Virtual School and together we will look at a package of support to avoid triggering a cycle of events that can be caused by a permanent exclusion.

Children who have a trauma background life changes are significantly impacted by a permanent exclusion, for example, they are twice as likely to carry a knife. Children who receive a permanent exclusion are more likely to be persistently absent, have mental health difficulties, be unemployed and go to prison. The permanent exclusion negatively impacts on their sense of belonging and reinforces trauma and rejection.

Useful documents

[Attachment Aware Schools Award Brochure](#)

[2023-24 AASA School Projects](#)

[2024 AASA Evaluation](#)

[2023 AfC Virtual School Attendance Brochure](#)

Mental health and wellbeing

RBWM offers a range of integrated, person-centred mental health and wellbeing services for children, young people, and families, aligned to the [THRIVE Framework](#) which emphasises early intervention and prevention. It is structured into four needs-based groupings.

This includes the following.

Getting advice: for mild, temporary community-based needs

Getting help: for focused, evidence-based support via the Wellbeing Service, Getting Help Team, and Mental Health Support Teams (MHSTs) in schools, with referrals often routed through the Achieving for Children Early Help Hub

Getting more help: for complex needs requiring more extensive intervention, provided by the Systemic Wellbeing Service which accepts referrals from social care after discussion with a senior consultant psychotherapist

Getting risk support: for those unable to use other services and remaining a risk to themselves or others.

Health

There have been a number of additional key drivers for alternative provision to be an area of priority that have influenced this strategy. The [Neighbourhood Health Service](#) reforms ensure focus on collaborative working is kept a central focus.

- The 'delivering better values' (DBV) projects: the local authority builds on other school-based initiatives such as DBV and Partnership for Inclusion of Neurodiversity in Schools (PINS) which focus on whole school self-evaluation and action planning for the development of a school's ordinarily available provision. This links to the wider co-produced Berkshire Neurodiversity Transformation Plan which follows a needs-led model, including needs and strengths assessments completed by those closest to the child or young person. It aims to improve identification of needs, care and support.
- The marked increase in children not attending school due to ERSA: these children or young people will, under the integrated therapies contract, be receiving therapeutic input that was not available for speech and language previously. There is also an occupational therapy help line that gives immediate access to an occupational therapist's advice.
- Individuals with medical conditions, who require them, are provided with individual health care plans by professionals that can be used in all educational settings including alternative provisions.
- Nursing teams within Berkshire Healthcare Foundation Trust have undertaken training to inform local authorities about those children who have medical needs that may require additional support in education establishments, including alternative provision. Further work will work concurrently with this strategy to form a framework around delegated health care tasks.
- Section 19 requires local authorities to make arrangements to provide 'suitable education at school, or otherwise than at school, for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them'. [RBWM/AfC Section 19 protocol](#). An information session took place to alert primary care colleagues, including GPs, about Section 19, the graduated approach and the requirements of health colleagues. Work to improve links between hospitals, schools and the local authority to include discharge planning will continue across this strategy's timeframe.

4. Key principles

Every child accessing alternative provision will have access to the following.

Equality of access:

All pupils in all schools have access to alternative provision based on a thorough assessment of the pupil's needs, abilities, and aspirations, with input from the child and their parents or carers if and when required

Inclusivity:

For the vast majority of pupils, the aim of alternative provision, with the placement being flexible and adaptable to the changing needs of the pupils and tailored to meet the individual learning needs and interests, is to enable the pupil to maintain their current mainstream placement

Empowerment:

The use of alternative provision should always be designed to empower a child to achieve their potential and increase their life chances

Agency:

Alternative provision works best when its use is part of a 'team of support' around a child and family rather than an isolated intervention

A sense of belonging:

The child will always feel welcomed by the 'home' school, having their social, emotional and mental health needs taken into consideration alongside academic outcomes

Collaborative quality and strategic provision

To ensure all children and young people receive high-quality, safe, and appropriate educational provision, this three-year strategy prioritises proactive networking and co-construction with neighbouring local authorities.

The proliferation of non-registered DfE providers, coupled with the increasing demands of elective home education (EHE) and flexi-schooling requests, necessitates a robust, regional approach to oversight and commissioning.

We are committed to co-constructing a consistent quality assurance framework and a shared, transparent approach to the commissioning, practice and procedures of our off-site alternative provision, both registered and unregistered. This joint approach will enhance due diligence, minimise the commissioning of unvetted or unsuitable settings, and strategically map provision to meet demand, ensuring that any alternative provision is an intervention focused on re-engagement, not a long-term destination.

Innovation in educational delivery: artificial intelligence (AI)

This strategy recognises the transformative potential of AI as an educational delivery system within AP settings. AI tools offer innovative solutions to the challenges of individualising the curriculum for vulnerable learners and can provide necessary flexibility for EHE and flexi-schooling arrangements.

We will explore the integration of AI-powered platforms to facilitate personalised learning pathways that adapt to each child's pace, needs, and interests, offering intelligent tutoring, immediate feedback, and automation of repetitive tasks.

This innovative use of AI could enhance curriculum accessibility, support schools to build a sense of belonging in vulnerable children and ensure continuity of learning, thereby maximising the re-integration prospects for young people in alternative provision.



5. RBWM goals

In RBWM, we will strive to undertake the following.

Increase the number of children and young people supported in mainstream provision, reducing the need for off-site alternative provision, registered and unregistered

Reduce the number of suspensions and permanent exclusions from and within our schools

Improve the rate of successful reintegration of students from alternative provision into mainstream education

Improve understanding of all stakeholders around practices and procedures for children who need to access education through Section 19

Enhance the educational and wellbeing outcomes for children and young people attending alternative provision

Increase the number of young people in education, employment or training and reduce those not in education, employment or training

Gain a better understanding of alternative provision pupils' needs and outcomes, and apply consistency of opportunity across RBWM

6. Children in alternative provision

Alternative provision is currently delivered through the following providers.

Haybrook (The RISE)

In September 2018, RBWM (AfC) and Haybrook College Trust partnered to provide pupil referral unit services. These services, delivered by Haybrook College, aim to provide high-quality education to students who have been permanently excluded from school or are medically unable to attend mainstream schools, while also supporting their eventual return to mainstream education. RBWM and Haybrook College Trust have worked collaboratively to develop key stage 3 and 4 provision situated at Haybrook College sites and a primary provision based at Eton Wick primary school. The contract and quality of provision is scrutinised by the RISE management committee, consisting of headteachers and local authority officers. The Ofsted reports for **Haybrook** and **The RISE** exemplify the strong relational cross service working between the alternative provision and the local authority.

PEAR

The pupils educationally at risk panel is multi-agency and includes specialist teachers as well as representatives from education, early help, social care, education welfare, health, virtual school, and the Inclusion Team. It provides support, advice and guidance to schools, but also can agree to support the funding of an alternative provision, where outcomes are identified up to £3,000 a year, for a pupil at risk of non-attendance due to them being:

- medically vulnerable
- at risk of permanent exclusion
- or are experiencing emotionally related school avoidance

It also manages access to the following services:

- SEMH Intervention Service, including drawing and talking therapy (pilot years 2024 to 2026)
- **The Anchor readiness hub**

The PEAR panel does not financially support pupils who do not reside in RBWM nor those children with an EHCP.

This process is intended for part-time, short-term intervention, the result of which will see the pupil reintegrate back into school and schools can access an intervention plan template.

Fair access protocol

The fair access protocol is updated annually by RBWM in accordance with statutory guidance. The fair access panel, which includes an independent chair and middle, secondary, and upper school leaders from Windsor, Maidenhead, and Ascot, meets monthly to ensure that vulnerable children and those experiencing difficulty securing a school place in-year are allocated a place as quickly as possible. The primary fair access panel convenes when necessary, as cases arise, and the panel follows the same protocol. School leaders within the locality where the child resides are requested to attend.

SEND commissioned alternative provision

RBWM has an established process for commissioning alternative provision for children with EHCPs. This process, which is part of the strategic lead for Children's Services Commissioning, ensures that children have access to appropriate provision through partnerships with Department for Education registered and quality assured unregistered alternative provision providers.

Education other than at school (EOTAS)

This is the education or special educational provision of children and young people outside of a formal educational setting. EOTAS is made possible through Section 61 of the Children and Families Act 2014. It allows for the local authority to have the power to consent to a child with social, emotional, behavioural, medical, or other issues who, without its provision, cannot access suitable education.

Achieving for Children believes that children and young people learn best when they attend their local school or college, are educated by teachers and learn amongst their peers. In exceptional circumstances only, when all other options have been considered and we agree that it would be inappropriate for all or any education and support to take place in an educational setting, we may agree to 'education other than at school' (EOTAS) or 'education other than in college' (EOTIC). EOTAS or EOTIC will only be agreed upon in the following circumstances:

- the child or young person has an education, health and care plan
- where the local authority is satisfied that it would be inappropriate for all or any of the required special educational provision to be delivered within any formal educational setting

Supporting and preventative services through ordinarily available provision

Ordinarily available provision includes a range of support services designed to prevent children and young people from needing full-time alternative provision. This support is usually provided in mainstream schools and is a key part of the overall ordinarily available provision system. The support is need-specific and could include outreach services offered by a range of organisations. These services are commissioned by the local authority, and schools can also make their own arrangements.

Flexi-schooling

Flexi-schooling constitutes a formal agreement between parents, carers and a school, whereby a child of compulsory school age remains on the school roll while receiving a combination of school-based provision and elective home education. To ensure consistency across the borough, RBWM is developing standardised data capture protocols and procedural guidance to assist school leaders in evaluating and authorising these bespoke arrangements.

Online provision

Any online provision commissioned is DfE registered and attendance coded in line with the **'working together to improve school attendance'** guidance.

Direct commissioning by schools

Where schools identify that alternative provision will enhance engagement in learning, attendance or meet the needs of a child at risk, they can commission an alternative provision directly. RBWM is working with neighbouring local authorities to share a 'working with' list of alternative provision that is quality assured and commissioned through the local authority.

Schools are required to inform the local authority of any commissioned alternative provision they use and the duration for the child. If the school is receiving funding through the pupils educationally at risk panel, the school is required to submit the quality assurance evaluation framework and the intervention plan for the child. It is best practice to have the consent of parents for any alternative provision, but schools are legally required, in the case of an off-site direction, to notify the parents no later than two days before the commissioned placement is due to commence.



7. Demand and placement

Alternative provision in RBWM necessitates a collaborative system, integrating educational institutions, community and health services, and educational support services to effectively respond to and support vulnerable children's reintegration into school.

This approach shifts away from perceiving alternative provision as a marketplace of services or commissioned placements.

Demand for alternative provision is influenced:

- by schools' approaches to behaviour and inclusion
- by available support for inclusion
- through collective understanding of responses to social, emotional, and mental health needs
- due to behaviours that challenge
- through attachment aware and trauma informed relational practice across all services in the borough

It has been well documented that 'the more alternative provision that exists, the more it is filled' (**Integrated report, fewer exclusions better alternative provision 2020 pg. 64**).

This highlights the necessity of a comprehensive, systemic approach to address needs and integrate the strengths of registered and unregistered alternative providers.

RBWM conducted an audit of school commissioning arrangements and the quality assurance process that schools currently undertake. A comprehensive report will be compiled and inform the alternative provision strategy in this particular area across 2026 to 2028.

The pupils educationally at risk panel will be gathering feedback and evidence of impact of the alternative provision that are commissioned through schools. This will be used to ensure positive outcomes for the children accessing alternative provisions and ensure decisions the panel makes continue to be in the best interest of the child.

Over the academic years 2026 to 2028, data and intelligence regarding schools commissioning alternative provisions will be gathered and collated to track all children that access the provision. This will ensure triangulation of attendance data, reduced timetables, and part-time timetables.

8. Summary and implementation

In summary, we are aiming to ensure that alternative provision is understood across RBWM's stakeholders and services. It is a whole system approach to include young people in their school setting, as well as providing positive pathways for young people alongside their setting. This strategy sets out a number of developments we wish to see over the academic year 2026/27.

- Working with schools and academies to promote inclusion, support them to use models of inclusive practices and ordinarily available provision, so that fewer children need alternative provision to reach their potential. This will be through the coordination and communication across services, so that their strategies and operational practices are endorsed by all stakeholders.
- Continuing to develop the Inclusion Service as a coordinated early intervention that acts as a child and school centred preventative service aligned to a programme that supports in-school settings for children who are at risk of exclusion or in need of a personalised education.
- Coordinating the tracking of children not in full-time education, either through children missing education, elective home education, flexi-schooling, EOTAS, part-time timetables or alternative provision.
- Continue to develop working relationships and contractual obligations with Haybrook College and our special schools that ensure full educational placement capacity, as well as good quality outreach programmes for our children, and resource and inclusion bases through ordinarily available provision. The emphasis will be on providing temporary or short-term education, with a view to reintegration to mainstream settings, or swift transition into special schools, where appropriate and available. This includes oversight of our resource bases, SEN units, outreach services and school training offer.
- Setting out our alternative provision 'offer' clearly as part of the local offer.
- We will strengthen our network and relationships with unregistered alternative providers across RBWM to build shared values and ensure a consistent, high-quality approach across the sector.
- Developing local systems and processes to identify and track children accessing alternative provision. Data gathered will be analysed to understand the impact of alternative provision on children and young people's educational and wellbeing outcomes.
- Continue to develop alternative provision policy, processes, practice and procedures across neighbouring local authorities as well as aligning to national guidance and statutory duties.



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