John Blow Primary School

Internal Alternative Provision Policy

Policy updated: September 2026
Policy approved by: Governing Body
Date for Review: September 2027

1. Policy Statement

This policy outlines the implementation and management of an Internal Alternative Provision (IAP) within John Blow Primary School to support pupils who are struggling to engage with learning in the mainstream classroom. The IAP is designed as a short-term, focused intervention to break negative cycles of behaviour and support re-engagement with learning.

At John Blow Primary School, we are committed to inclusive practice and high expectations for all learners. The IAP is a proactive and structured support mechanism that provides targeted intervention, with the clear aim of successful reintegration into the classroom.

2. Definition of IAP

This policy aligns with *The Difference's* definition of Internal Alternative Provision:

"An Internal Alternative Provision is a formalised intervention, led by senior leaders, which takes place on a school site but outside the mainstream classroom. It is designed to provide short-term, targeted support for students who are at risk of exclusion or disengagement, with the clear intention of reintegrating them into mainstream education."

3. Aims of the IAP

- To provide a short, structured intervention that addresses barriers to learning and behaviour.
- To prevent exclusions and reduce time out of learning.
- To enable pupils to reflect, reset and re-engage with the curriculum.
- To ensure all pupils have equitable access to learning and support.
- To develop sustainable reintegration plans that promote long-term success in the classroom.

4. Access and Referral Process

Access to the IAP is managed by the SENDCo and SENDCo Assistant, based on the individual needs of the child.

Referral Criteria

Staff can refer pupils to the IAP by completing a *Cause for Concern Form*. Referrals may be made where:

- A pupil is demonstrating persistent disruptive behaviour.
- There is a noticeable decline in engagement, motivation or attendance.
- A pupil is at risk of exclusion or has been subject to a fixed-term exclusion.
- Learning or emotional needs are temporarily preventing the pupil from accessing the curriculum effectively.

Referral Process

1. Staff complete a *Cause for Concern Form* and submit it to the SENDCo/SENDCo Assistant.
2. The SENDCo reviews the referral, gathers relevant background information, and consults with key staff.
3. If appropriate, the pupil is placed on an IAP intervention plan.

5. Structure of the Provision

The IAP will operate on a short-term, time-limited basis (typically 2–6 weeks), depending on the individual needs of the pupil. It will include:

- A structured daily routine focused on core learning, social/emotional regulation, and behaviour reflection.
- Individualised support delivered by experienced staff.
- Regular 1:1 check-ins and restorative conversations.
- Engagement with family where appropriate.

6. Reintegration Planning

Central to the IAP is a Reintegration Plan, developed at the point of entry in collaboration with the pupil, staff, and parents/carers. This plan will:

- Outline the pupil's strengths, needs and agreed targets.
- Identify classroom strategies to support successful reintegration.
- Include a graduated return timetable if necessary.

The Reintegration Plan will be:

- Reviewed weekly during the intervention period.
- Adjusted based on progress, with input from the pupil, staff and parents/carers.
- Used as a working document to ensure long-term success.

7. Monitoring and Evaluation

The SENDCo and SLT will monitor the use and impact of the IAP through:

- Regular data analysis on referrals, duration, outcomes and reintegration success.
- Feedback from staff, pupils and families.
- Termly evaluation to ensure the provision remains effective, inclusive and aligned with best practice.

8. Safeguarding and Inclusion

All safeguarding procedures apply within the IAP. Staff working within the provision will be trained in trauma-informed approaches, de-escalation, and inclusive practice. The IAP will work alongside existing SEND support plans and behaviour policies.

9. Policy Review

This policy will be reviewed annually by the SENDCo and SLT at John Blow Primary School, or sooner if required due to changes in guidance or school context.