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**Alternative Education**

**Statement of Purpose**

We recognise that most of our learners are referred to us having become disengaged from learning and not seeing the value of education; they often have gaps in their knowledge and understanding because they have experienced disruption to their schooling. They likely exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress.

Linked-Learning Ltd strives to identify a tailored, personalised curriculum to meet each individual need, and one which we hope will also capture their interests and prepare them for the next stage of their educational journey, and prepare them for adulthood.

Our aim is always to broker the highest quality provision and intervention, and also ‘a fresh start’ and provide a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all our young people:

* become confident individuals who are able to live a safe, healthy and fulfilling life.
* recognise core values of, moral, social, cultural, physical and mental development, and their contribution to healthy individual well-being.
* recognise the value of Education.

Our curriculum therefore, is flexible, inclusive and aims to offer continuity. It aims to motivate and provide challenge for all young people whatever their ability and promote achievement for all so that ‘we make a difference’.

# Implementation

The curriculum offer is discussed with learners and their parents/carers at our initial meeting following referral, and it is always made very clear that regardless of whether their young person’s that we are a stepping stone for the future. We like to think that we are a mechanism for re-integration where possible.

All full-time learners have access to 15 hours of education. Some learners, their needs may be best met by a flexible timetable for a period of time; this may be due to their emotional wellbeing; their ability to cope with full time provision (especially for those who have been out of education for some time) or due to challenging personal circumstances not connected with school. Where this is the case, it is always identified, in agreement with whoever makes the referral, as the best means of a therapeutic return to a full-time curriculum.

All provisions are reviewed regularly. Each of our learners has a support plan for their next steps, clearly defined timescales and systems to put planning into action.

# Curriculum Entitlement and Choice

Our students attend provisions where they can access a wide variety of academic and vocational courses that reflects their academic abilities and interests. All students have the opportunity to complete Functional Skills or GCSEs in English and Maths dependent on their level of ability. In addition to their academic progress, students are supported in their personal development through a range of PSHE and Careers opportunities.

# Placements

Linked-Learning Ltd works in conjunction with several referrers, including Gloucestershire County Council, Gloucestershire Children’s Services and directly with maintained and non-maintained schools. Our learners, for example, will study:

* Maths and English Functional Skills
* Construction Skills Cerification Scheme
* Sports Leadership
* Level 1 Health & Social Care
* Award in Construction Skills
* Level 1 Music Production
* Level 1 Creative Arts Personal
* Social Development Skills

Students may engage in more than one qualification (or attend more than one provider) but this is dependent upon the number of days an individual attends our education.

All bespoke packages are agreed with pupils and parents/carers and are implemented to best meet the needs of the individual student. Subsequently, ensuring a positive educational experience, raising aspirations, and providing a post 16 pathway.

# Safeguarding – we are happy to be audited by any referrers who wish to satisfy their own Safeguarding processes. This includes:

1. Safeguarding and/ or Child Protection Policy (Including sexual violence and harassment)
2. Safer Recruitment information
3. Prevent Policy
4. Anti-bullying Policy (including cyber bullying)
5. E-safety (Including social networking/mobile phone usage)
6. Health and Safety
7. Behavior Policy
8. Staff code of conduct
9. First Aid Policy
10. Site RA /Fire Policy / RA
11. Driving/Trips/Visit Policy

# Progress

The progress of all learners is monitored carefully through regular visits and weekly communication with our providers. Parents are regularly updated and are always involved in discussions where a concern is identified, or a curriculum/provision may be adjusted to better meet the student’s need.

# Impact

Linked Learning Ltd prides itself on the very positive relationships with our students, We therefore focus on the following measures:

* Percentage of pupils progressing in education or employment after key stage 4 (destination)
* Percentage of pupils achieving the threshold in English and Mathematics (basics)
* Progress, from key stage 2, towards their identified destination pathway and entry requirements to prevent them from becoming NEET.

# Success stories/destinations

Our aim for each of our pupils is that they transition to the next stage of their education or training with as much potential to achieve their best outcomes as possible.

Alternative provision at Linked-Learning Ltd aims to be extremely successful.

Bespoke packages are implemented to ensure pupils have access to a varied curriculum that:

* Increases attainment – our students have left with qualifications identified in the placements above
* Increases attendance –attendance for Linked Learning Ltd – we aspire to be at least in line with the national average.
* Reduces the number of suspensions and disruptive incidents a pupil is involved in – students previously receiving high numbers of fixed term exclusion have now settled and built strong relationships with providers.
* Reduces involvement in offending behaviour
* Improves pupil’s self – esteem, confidence, motivation, and sense of direction
* Supports pupils to build and sustain positive relationships with professionals, family and friends which includes the ability to communicate, cope with authority and work with others.
* Raises aspirations
* Provides a post 16 pathway

Consequently, having a positive impact on expected outcomes and life trajectory.

# Appendix 1: Report Form

**Public Interest Disclosure (Prescribed Persons) (Amendment) Order 2003 Statutory Instrument 2003 No. 1993.**

**STRICTLY CONFIDENTIAL**

**Public interest disclosure (whistleblowing) form**

|  |  |
| --- | --- |
| **REPORT FORM** | |
| Name of employee making report  (You are encouraged to insert your name, but may choose not to - the recipient of the Form will attempt to preserve confidentiality) |  |
| Centre where reporting employee works |  |
| Person(s) reported |  |
| Concerns reported  (Give full details of the background to the concern; names, dates and places; and the reasons why you are concerned - Attach a separate sheet if necessary) |  |

|  |  |
| --- | --- |
| Concerns reported (cont.) |  |
| **Date** |  |
| **Signed**  (If employees’ name appears above) |  |

Legislative requirements contained within the Public Interest Disclosure Act 1998, and the Employment Rights Act 1996 are embedded within the Whistleblowing Policy (available from our website). This gives the Whistleblower protection from reprisals and victimisation provided that the disclosure is made in good faith and relates to a concern set out in the policy. For good practice, we include Linked-Learning Ltd within the Public Interest Disclosure Act 1998.