

# MY OASIS

Therapeutic Alternative Provision

## Alternative Provision Policy 2026/2027

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CHARLOTTE LOWE  
PSYCHOLOGICAL SERVICES LTD



MY OASIS  
THERAPEUTIC ALTERNATIVE PROVISION

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## Introduction

### What is Alternative Provision?

Alternative Provision (AP) refers to education arranged for students who, because of exclusion, illness, emotional or behavioural challenges, or other complex circumstances, cannot access full-time mainstream education.

For My Oasis Therapeutic Alternative Provision (TAP), this means providing a safe, nurturing, and therapeutic learning environment where each young person can continue their education while receiving specialist emotional, mental health, and wellbeing support.

My Oasis is designed to:

- Prevent disengagement or exclusion from education.
- Re-engage students through personalised, trauma-informed teaching and care.
- Address underlying barriers to learning — social, emotional, behavioural, or mental health-related.
- Enable positive progression towards reintegration into mainstream education, specialist provision, training, or employment.

### Our Context and Ethos

My Oasis is part of Charlotte Lowe Psychological Services Ltd. It's an Independent Special School registered with the Department for Education (DfE) to serve students aged 11–16.

We specialise in supporting students with Social, Emotional and Mental Health (SEMH) needs and other neurodiverse profiles, including those with autism, ADHD, or trauma-related difficulties. Many of our students have Education, Health and Care Plans (EHCPs) or are undergoing assessment for additional support needs.

Our provision is therapeutic by design — meaning therapy and education are fully integrated rather than separate. Each student’s timetable combines academic, vocational, and therapeutic elements to meet individual needs and promote holistic development.

The My Oasis approach is rooted in the following principles:

- Trauma-informed practice: understanding behaviour as communication and creating emotionally safe environments.
- Relational support: prioritising positive, consistent, and trusting relationships between staff and students.
- Personalisation: building bespoke learning and therapy plans that adapt to each student’s progress and circumstances.
- Therapeutic education: blending academic learning with counselling, psychological input, and wellbeing interventions.
- Inclusion and reintegration: ensuring that students remain connected to their home schools, local authority networks, and future learning or work pathways.

## Statutory Context and Guidance

My Oasis Therapeutic Alternative Provision (TAP) operates in accordance with all current statutory guidance and legal frameworks that govern the education, safeguarding, and welfare of children and young people in alternative provision.

Our policies and practices are informed by the following key documents and legislation:

### **Department for Education (DfE) Guidance**

- Alternative Provision: Statutory Guidance for Local Authorities (2013, updated 2023) outlines expectations for the commissioning, quality assurance, and monitoring of AP placements.
- Keeping Children Safe in Education (KCSIE) (2025), statutory safeguarding guidance for all schools and alternative providers, setting out duties around safer recruitment, child protection, and promoting the welfare of students.
- SEND Code of Practice (2015) provides guidance on supporting children and young people with special educational needs or disabilities, ensuring personalised support and reasonable adjustments.
- Behaviour in Schools: Advice for Headteachers and School Staff (2022) emphasises positive, relational, and inclusive approaches to behaviour management.
- Working Together to Safeguard Children (2023), statutory guidance on multi-agency responsibilities to protect children from harm.

- Ofsted Education Inspection Framework (EIF) (2023) establishes inspection standards for quality of education, behaviour and attitudes, personal development, and leadership and management.

### **Legislative Frameworks**

- Children and Families Act (2014), defines duties for supporting students with SEND and managing Education, Health and Care Plans (EHCPs).
- Equality Act (2010) requires public bodies and schools to prevent discrimination, advance equality of opportunity, and foster inclusion.
- Health and Safety at Work Act (1974) places duties on employers to ensure, so far as reasonably practicable, the health, safety, and welfare of staff and students.
- Data Protection Act (2018) and UK GDPR set standards for processing and safeguarding personal information.

### **Local Partnerships and Compliance**

My Oasis is registered with the Department for Education (DfE) and works in collaboration with:

- Wigan and Lancashire Local Authorities ensuring that all placements meet statutory standards for safeguarding, curriculum, and student welfare.
- Commissioning Mainstream Schools to maintain curriculum continuity, reintegration opportunities, and consistent communication about progress and well-being.

All policies, procedures, and daily practices within My Oasis are reviewed regularly to ensure compliance with these frameworks and the evolving expectations of Ofsted and local authority partners.

## **Objectives of the Policy**

The purpose of this policy is to define how My Oasis Therapeutic Alternative Provision delivers high-quality, inclusive, and therapeutic education for students who are unable to access full-time mainstream schooling.

The policy establishes clear principles for safeguarding, curriculum delivery, therapeutic intervention, and reintegration, ensuring that every young person receives a personalised and effective educational experience.

The key objectives of the My Oasis Alternative Provision Policy are to:

### **1. Provide Inclusive, High-Quality Education and Therapy**

Ensure that all students, regardless of background, need, or circumstance, have access to a safe and stimulating learning environment that promotes both academic achievement and emotional well-being. Education and therapy are delivered as integrated components of the curriculum, recognising the whole child.

## **2. Promote Emotional Resilience and Wellbeing**

Embed trauma-informed and relational practices throughout the provision to help students develop emotional literacy, resilience, self-regulation, and positive coping strategies. Every student is supported to build confidence, trust, and a sense of belonging.

## **3. Maintain Safeguarding Compliance and Safe Learning Environments**

Uphold the highest safeguarding standards in line with *Keeping Children Safe in Education (KCSIE)*, ensuring that students are protected from harm, that staff are appropriately trained, and that all statutory duties are met.

## **4. Deliver Personalised Academic and Vocational Pathways**

Provide a flexible and differentiated curriculum that includes core academic subjects, vocational opportunities, therapeutic programmes, and enrichment activities. Each student follows an individualised learning and wellbeing plan designed to meet their unique goals.

## **5. Support Reintegration, Progression, and Post-16 Readiness**

Work collaboratively with local authorities, mainstream schools, and further education providers to ensure that students are prepared for the next stage of their education, training, or employment. Reintegration is carefully planned and supported to ensure long-term success.

## **6. Ensure Accountability and Continuous Improvement**

Monitor, evaluate, and review the quality and impact of provision through regular assessments, data analysis, student feedback, and external quality assurance. The policy supports a culture of reflection and improvement across all areas of practice.

# Related Policies

This Alternative Provision (AP) Policy should be read alongside and operates in conjunction with the following My Oasis policies and statutory guidance documents:

1. Safeguarding and Child Protection Policy – Ensures the welfare and safety of all students, in line with KCSIE 2025.

2. SEND Policy – Provides guidance for supporting students with special educational needs and disabilities.
3. Behaviour Policy – Outlines expectations, strategies, and interventions for promoting positive behaviour.
4. Wellbeing Policy - Sets out how My Oasis supports the physical, emotional, and mental well-being of its students and staff.
5. Attendance Policy – Details procedures for monitoring, recording, and improving student attendance.
6. Health and Safety Policy – Covers risk assessment, emergency procedures, and safe learning environments.
7. Anti-Bullying Policy – Ensures a proactive approach to preventing and addressing bullying.
8. Data Protection and GDPR Policy – Governs the secure handling of student and staff information.
9. Exclusion and Reintegration Policy – Provides guidance for managing moves, temporary placements, and reintegration into mainstream provision.
10. DfE Alternative Provision: Statutory Guidance – National guidance setting standards for quality, monitoring, and accountability.

By referencing these policies, My Oasis ensures that its therapeutic, educational, and safeguarding practices are fully aligned and consistently applied across all areas of provision.

## What is an Alternative Provision?

### **Definition and Purpose**

Alternative Provision (AP) refers to education arranged for students who, because of exclusion, health issues, emotional or behavioural challenges, or other exceptional circumstances, cannot attend mainstream school full-time.

At My Oasis Therapeutic Alternative Provision, this means providing a high-quality, safe, and nurturing educational environment where learning and therapy work hand in hand. Our provision ensures that every student continues to access meaningful education while receiving the emotional, social, and psychological support necessary to re-engage and thrive.

## **The Department for Education (DfE) defines Alternative Provision as:**

*“Education arranged by local authorities for students who, because of exclusion, illness, or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a fixed-period exclusion; and students being directed by schools to off-site provision to improve their behaviour.”*

*(Alternative Provision: Statutory Guidance for Local Authorities, DfE 2023)*

## **My Oasis Context**

Within My Oasis, Alternative Provision is therapeutic in nature and designed for students aged 11–16 who experience barriers to learning that may include:

- Social, emotional, or mental health (SEMH) needs
- Anxiety, trauma, or school refusal
- Behavioural or relational difficulties that have disrupted education
- Diagnosed or emerging neurodevelopmental conditions (e.g., autism, ADHD)
- Health-related absence or reduced capacity to attend mainstream education
- Transition or reintegration following exclusion, managed move, or placement breakdown

We aim to provide both short-term, intensive interventions and longer-term placements, depending on each student’s needs, assessment outcomes, and local authority agreement.

## **Types of Placements**

My Oasis may receive students through several routes:

- **Off-site Direction:**

A temporary placement arranged by a mainstream school, usually to address behaviour, emotional needs, or attendance challenges. The student remains dual-registered, and reintegration planning is built into the placement.

- **Managed Move:**

A voluntary, time-limited arrangement between schools, giving a student the opportunity for a fresh start in a new setting. My Oasis may provide therapeutic assessment or bridging support during this transition.

- **Commissioned Alternative Provision Placement:**

A placement formally commissioned by a Local Authority or mainstream school to provide full-time or part-time education for a student whose needs cannot be met in mainstream settings. These placements are typically for students with complex SEMH or medical needs.

### **Purpose of Placement**

Students may attend My Oasis for a range of reasons, including:

- To prevent permanent exclusion from mainstream education.
- To support reintegration following exclusion, illness, or extended absence.
- To stabilise emotional and behavioural needs through therapy-led interventions.
- To complete academic and vocational learning in a smaller, specialised environment.
- To prepare for post-16 education, training, or employment.

Each placement begins with a comprehensive assessment to determine the most effective combination of academic, therapeutic, and pastoral support. Every student receives a Personal Learning and Wellbeing Plan (PLWP), setting out measurable outcomes in education, therapy, attendance, and behaviour.

### **Quality and Compliance**

In accordance with the *DfE Alternative Provision Statutory Guidance (2023)*, My Oasis ensures that all alternative education provided is:

- Suitable: designed to meet each student's individual needs, interests, and aspirations.
- Safe: compliant with *Keeping Children Safe in Education (KCSIE 2025)* and *Working Together to Safeguard Children (2023)*.
- High-quality: led by qualified teachers, therapists, and support staff; regularly reviewed to monitor progress, impact, and student outcomes.

All placements are recorded, monitored, and reviewed in partnership with the referring school, local authority, parents or carers, and the young person themselves.

## **Admissions and Referrals**

### **Referral Process**

My Oasis Therapeutic Alternative Provision accepts referrals from:

- Mainstream schools that are seeking a short-term or part-time placement to support reintegration or prevent exclusion.
- Local authorities (LAs) commissioning places for students with identified SEMH or SEND needs.
- Parents or carers, in consultation with the student's current education provider and/or the local authority.

To make a referral, please contact the school via telephone or email.

### **Eligibility and Placement Criteria**

My Oasis provides therapeutic education for students aged 11–16 who:

- Experience social, emotional, or mental health (SEMH) barriers to learning.
- Are unable to access full-time mainstream education due to anxiety, trauma, medical or behavioural reasons.
- Require a smaller, nurturing environment with therapeutic and psychological support.
- May have an Education, Health and Care Plan (EHCP) or be in the process of statutory assessment.

Placements may be:

- Full-time (for students on roll with My Oasis).
- Part-time / Dual-registered (for students remaining on roll at their mainstream school).

All placements are agreed through consultation with the referring body and confirmed in writing via a Placement Agreement outlining expectations, duration, and review arrangements.

### **Pre-Placement Assessment**

Before a placement is confirmed, My Oasis undertakes a comprehensive pre-admission assessment to ensure the provision can safely and effectively meet the student's needs. This includes:

- Review of academic progress and prior attainment.
- Therapeutic and emotional needs assessment.
- Risk assessment covering safety, supervision, and behavioural considerations.
- Review of any SEND documentation, EHCP, or professional reports.

Where appropriate, the student and parent/carer will be invited for a pre-placement visit to familiarise themselves with the setting and meet key staff.

### **Induction Process**

Each student receives a personalised induction designed to support a smooth and positive transition into the setting.

This includes:

- Introduction to key staff and routines.
- A tour of the site and explanation of expectations, safety, and support.
- Initial well-being check and baseline assessment.
- Agreement of individual learning and therapeutic goals.

Parents/carers are provided with a Parent Information Pack outlining the school day, contact procedures, safeguarding responsibilities, and how progress will be shared.

### **Communication with Referring Schools and Local Authorities**

My Oasis maintains open, regular communication with all referring schools and commissioning authorities.

- Weekly attendance and progress updates are shared via secure channels.
- Half-termly review meetings monitor student progress, therapeutic engagement, and next steps.
- Any safeguarding concerns are reported immediately in line with statutory guidance and referral protocols.

Where students are dual-registered, My Oasis collaborates with the mainstream school to ensure continuity of curriculum and assessment.

### **Required Documentation**

Before a placement can commence, the following documentation must be received and reviewed:

- Completed Referral Form and Placement Agreement.
- Recent school reports, attendance data, and behaviour records.
- Any relevant SEND/EHCP documentation.
- Current risk assessment (if applicable)
- Safeguarding information and contact details for DSLs
- Medical information, care plans, or specialist reports where relevant

All documentation is handled in accordance with Data Protection (UK GDPR) requirements and securely stored.

## **Curriculum and Therapeutic Model**

### **Curriculum Model**

My Oasis Therapeutic Alternative Provision (TAP) delivers a broad, balanced and personalised curriculum that blends academic learning, vocational ASDAN programmes, and therapeutic development.

Our curriculum ensures that every student:

- Re-engages positively with learning.
- Experiences success through achievable, accredited outcomes.
- Develops the confidence, skills and emotional resilience needed for future education, training, or employment.

Each student follows a bespoke timetable tailored to their needs, strengths and aspirations. The timetable is reviewed regularly through multi-agency meetings to ensure progress across academic, therapeutic and personal development areas.

### **Academic Core Subjects**

All students have access to a core curriculum which includes:

- English – developing literacy, communication and comprehension.
- Mathematics – practical numeracy and problem-solving for life and work.
- Science – promoting curiosity and investigation.
- PSHE and RSE – developing self-awareness, wellbeing and respectful relationships.
- Life Skills – covering personal finance, independent living, and employability.

Where appropriate, students are entered for Functional Skills or GCSE qualifications, depending on individual learning plans and prior attainment.

### **Vocational and Enrichment Pathways (ASDAN Programmes)**

Vocational learning at My Oasis is delivered through ASDAN-accredited courses, which provide flexible, practical, and engaging routes for students to develop real-world skills and achieve recognised certification.

Typical ASDAN pathways offered include:

- Personal and Social Development (PSD)
- Work right / Employability Skills
- Personal Progress
- Short Courses in areas such as:
  - Health and Beauty
  - Construction and Building Maintenance
  - Creative Arts and Design
  - Sport and Fitness
  - Animal Care or Equine Studies

- Food, Nutrition and Hospitality
- Environmental Awareness or Outdoor Learning

ASDAN courses promote both academic and personal achievement, helping students build portfolios that evidence learning through practical, project-based activities. They also support key outcomes in communication, teamwork, problem-solving and independent living — essential for successful post-16 transition.

### **Therapeutic Components**

Therapeutic provision is fully integrated into the daily life of My Oasis. The environment, curriculum and staff interactions are designed to be trauma-informed, relational, and emotionally safe.

Therapeutic support may include:

- Individual or small-group counselling and psychotherapy.
- Cognitive Behavioural Therapy (CBT) techniques and emotional regulation work.
- Mentoring and coaching through mentoring sessions.
- Mindfulness, sensory and relaxation activities.
- Creative therapies such as art, music or movement therapy.
- Family support and parental workshops where appropriate.

Therapeutic interventions are planned collaboratively between educational and clinical staff, ensuring students' emotional needs are addressed alongside their academic progress.

### **Assessment, Progress Tracking and Reporting**

Each student has a Personal Learning and Plan (PLP) that outlines:

- Academic targets and qualifications (GCSE, Functional Skills, ASDAN).
- Therapeutic goals.
- Social and emotional development aims.

Progress is reviewed half-termly, using a holistic approach across three domains:

1. Academic progress – attainment, engagement and accreditation.
2. Therapeutic development – wellbeing, emotional regulation and engagement in therapy.
3. Personal growth – behaviour, attendance, relationships and self-management.

Reports are shared with parents/carers, referring schools and commissioning authorities, ensuring accountability and collaborative planning.

### **Integration with Referring Schools**

For dual-registered students, My Oasis works in close partnership with the mainstream school to:

- Align curriculum coverage and qualification routes.

- Share assessment data and attendance information.
- Agree and review reintegration plans.
- Coordinate safeguarding and pastoral support.

When reintegration is the intended goal, the transition is planned gradually and supported therapeutically to ensure stability, confidence and sustained engagement.

## Safeguarding and Welfare

### **Commitment to Safeguarding**

My Oasis Therapeutic Alternative Provision (TAP) is committed to safeguarding and promoting the welfare of every student. We recognise that many of our young people have experienced trauma, anxiety, or other vulnerabilities that require a sensitive, relational, and trauma-informed approach.

Safeguarding at My Oasis is embedded in our daily practice and culture. All staff understand that safeguarding is everyone's responsibility, and that the emotional safety of students is as important as their physical safety.

Our procedures fully comply with:

- *Keeping Children Safe in Education (KCSIE) 2025*
- *Working Together to Safeguard Children 2023*
- *Children Act 1989 and 2004*
- *Education Act 2002 (Section 175)*
- *Prevent Duty Guidance 2015 (updated 2023)*
- Local Safeguarding Partnership procedures

### **Designated Safeguarding Leads (DSL)**

- Designated Safeguarding Lead (DSL): Charlotte Lowe
- Deputy DSL(s): Julia Zielonacka, Sehar (Lilian Ahmed)

The DSL has overall responsibility for maintaining and implementing safeguarding procedures, liaising with external agencies, overseeing staff training, and ensuring concerns are managed in line with statutory guidance. A DSL or deputy is available at all times during operational hours.

### **In-House Therapeutic and Pastoral Support**

Safeguarding and well-being are strengthened through My Oasis's in-house therapeutic provision, led by Charlotte Lowe, a qualified psychologist and psychotherapist with extensive experience in mental health and trauma-informed practice, alongside an external safeguarding training provider.

Charlotte provides supervision, consultation and therapeutic input across the staff team to ensure every student's emotional needs are understood and supported appropriately.

Day-to-day pastoral and emotional care is delivered by our team of trained mentors, who receive specialist training in:

- Trauma-informed practice and attachment awareness.
- Behaviour regulation and restorative approaches.
- Mental-health first aid and safeguarding.
- De-escalation and positive behaviour support.
- Professional boundaries and reflective supervision.

This integrated support network ensures that students' safety, mental health and wellbeing are promoted through consistent, nurturing relationships within school.

### **Safer Recruitment and Staffing**

All recruitment and staffing processes follow *KCSIE 2025* and *Safer Recruitment in Education* guidance.

We ensure:

- Enhanced DBS and barred-list checks for all staff and volunteers, as well as all statutory safeguarding checks completed prior to appointment.
- Verification of identity, qualifications, and employment history
- Ongoing supervision and annual re-declaration of safeguarding compliance
- Regular safeguarding and professional conduct training for all employees

### **Risk Assessment and Safety**

Comprehensive risk assessments are completed for:

- Individual students (including medical, emotional, and behavioural risks)
- All on-site learning areas and therapy spaces
- Off-site activities and vocational placements; and
- Emergency procedures (fire, lockdown, first aid).

Assessments are reviewed regularly or whenever a student's circumstances change. Any identified risks are managed collaboratively by staff, parents and external agencies to ensure safety at all times.

### **Health, Safety and Student Welfare**

We maintain a safe physical and emotional environment through:

- Daily site checks and termly safety audits.
- Trained first-aiders on site.
- Secure premises and visitor procedures.
- Clear healthcare and behaviour plans for individual students.
- Swift communication with parents and professionals regarding well-being concerns.

Each student has an allocated key mentor who conducts daily well-being check-ins and liaises with the therapeutic team to monitor progress and support emotional regulation.

### **Staff Training and Supervision**

All staff complete mandatory annual training in:

- Safeguarding and *KCSIE* updates.
- PREVENT and online safety.
- Behaviour management and positive handling.
- Trauma-informed and mental-health awareness.
- Equality and diversity.
- Emergency first aid.

Charlotte Lowe provides clinical supervision and reflective practice sessions for mentors and teaching staff, supporting professional wellbeing and maintaining a high standard of trauma-informed care across the provision.

## **Behaviour, Attendance and Re-Integration**

### **Behaviour Expectations**

At My Oasis Therapeutic Alternative Provision (TAP), behaviour is understood through a relational and trauma-informed lens. We recognise that behaviour is a form of communication and that students may express underlying emotional distress, unmet needs, or previous adverse experiences through their actions.

Our approach prioritises connection before correction — creating safe, trusting relationships that enable students to regulate emotions and re-engage with learning.

All staff model positive, respectful, and consistent behaviour, supporting students to:

- Understand the impact of their actions.
- Develop empathy and self-awareness.
- Learn strategies for self-regulation and problem-solving.

Expectations for conduct are clear, fair, and communicated positively. Students are encouraged to take ownership of their choices through structured support and restorative practice, not punishment.

### **Therapeutic Behaviour Management**

Behaviour management at My Oasis is therapeutic, restorative, and reflective. Our approach integrates the principles of trauma-informed education and positive behaviour support.

Key features include:

- De-escalation and emotional coaching rather than confrontation.
- Restorative conversations following incidents to rebuild relationships and repair harm.
- Reflective mentoring sessions to explore triggers and develop coping strategies.
- Personalised behaviour support plans for students requiring additional guidance.
- Collaboration with families, mentors, and therapeutic staff to ensure consistent responses.

Where behaviour places a student or others at risk, a structured risk assessment and review process is initiated, ensuring decisions are made in the student's best interests with multi-agency input where necessary.

### **Attendance Monitoring**

Regular attendance is a key indicator of engagement, safety, and well-being. My Oasis maintains rigorous attendance monitoring in partnership with referring schools and local authorities.

- Attendance is recorded twice daily (AM and PM) using the DfE registration codes.
- The following codes are typically used for off-site or dual-registered students:
  - Code B: Approved off-site educational activity (e.g., attending My Oasis).
  - Code D: Dual-registered at another establishment (mainstream school).
  - Code C: Authorised absence.
- Any unexplained absences are followed up immediately by the Attendance Lead or designated mentor.
- Referring schools and LAs receive weekly attendance reports and are notified of any safeguarding concerns the same day.

Where attendance difficulties are linked to anxiety or mental health needs, a graduated reintegration plan is developed collaboratively with the student, family, and professionals to ensure support is flexible and compassionate.

### **Reintegration Planning**

The long-term goal for every student is successful reintegration — whether back into mainstream education, another specialist setting, or onward into post-16 training or employment.

Reintegration is a carefully managed process that involves:

1. Assessment of readiness – considering academic, emotional, and social progress.
2. Collaborative planning – with parents, referring schools, the student, and any professionals involved.
3. Gradual transition – building attendance or lesson participation in stages to ensure stability.
4. Regular review meetings – to evaluate progress, address barriers, and adjust support.
5. Continued therapeutic support – to sustain success and prevent relapse or disengagement.

All reintegration plans are documented and agreed upon by all stakeholders, ensuring clarity of expectations and shared responsibility for outcomes.

## Transport and Free School Meals

Where transport to My Oasis is arranged through the Local Authority or referring school, the details are confirmed prior to the start of the placement. The safety and punctuality of students during travel are a shared responsibility between the transport provider, parents/carers, and the school.

Students eligible for Free School Meals (FSM) continue to receive their entitlement during their placement. Arrangements are coordinated with the referring school or Local Authority to ensure provision is consistent and uninterrupted.

## Quality Assurance and Monitoring

### **Commitment to Quality**

Oasis Therapeutic Alternative Provision (TAP) is committed to maintaining the highest standards of education, care, and therapeutic support.

Quality assurance (QA) is built into every aspect of our work — from classroom practice and therapeutic delivery to safeguarding, governance, and communication with external partners.

Regular monitoring ensures that:

- Students make meaningful academic and emotional progress.
- Safeguarding and welfare standards are met consistently.
- Staff practice reflects our trauma-informed and relational ethos.
- Data is accurate, timely, and used to improve outcomes.

### **Quality Assurance Processes**

My Oasis operates a continuous quality assurance cycle, supported by digital tracking systems to ensure transparency and accountability.

Key processes include:

- Lesson and session observations to evaluate learning, engagement, and therapeutic support.
- Student voice and feedback, gathered through mentoring sessions and surveys.
- Parent and carer feedback during review meetings and via online forms.
- Half-termly monitoring visits by the Senior Leadership Team (SLT) and, where applicable, Local Authority partners.
- Termly reports to the Proprietor/Governance Lead summarising progress, attendance, safeguarding, and improvement actions.
- Annual self-evaluation aligned with the Ofsted *Education Inspection Framework (EIF)*.

Digital systems support monitoring and record-keeping:

- ClassCharts is used daily to log behaviour, engagement, and rewards. Staff record incidents, achievements, and interventions in real time, allowing patterns to be analysed and shared with parents and referring schools.
- HubMIS (Management Information System) is used to centralise academic data, attendance, and progress tracking.
- Cpoms is used to record and monitor all welfare, safeguarding, and child protection concerns. DSLs track actions, referrals, and follow-up interventions to ensure timely and appropriate support for students.

It provides the SLT and Proprietor with accurate reports for quality assurance, external review, and compliance monitoring.

These tools ensure that all information relating to student welfare and progress is current, evidence-based, and securely stored in line with *Data Protection (UK GDPR)* requirements.

### **Monitoring and Evaluation Metrics**

Provision effectiveness is measured across a range of indicators:

- Academic progress: attainment, accreditation (GCSE, Functional Skills, ASDAN).
- Attendance and punctuality: consistency, engagement, and patterns of improvement.
- Behaviour and well-being: positive conduct, emotional regulation, mentoring feedback.
- Safeguarding: case management, incident resolution, and early help engagement.
- Destinations: reintegration success, post-16 transition, training or employment outcomes.

Regular analysis of these metrics informs termly development plans and staff CPD priorities.

## **Roles and Responsibilities**

Quality assurance and safeguarding are collective responsibilities shared across all roles within the school.

### **The Headteacher**

- Provides strategic leadership, ensuring compliance with statutory and My Oasis Community Learning requirements.
- Oversees the QA and improvement cycle using data from ClassCharts, HubMIS, and CPOMS.
- Leads safeguarding culture, curriculum development, and staff performance.
- Reports termly to the Proprietor and commissioning partners on outcomes and priorities.

### **Designated Safeguarding Lead (DSL)**

- Holds overall responsibility for safeguarding and welfare in line with *KCSIE 2025*.
- Manages all concerns and referrals through CPOMS, ensuring swift and effective action.
- Liaises with external agencies, social care, and Local Safeguarding Partnerships.
- Provides staff training, supervision, and monitoring of safeguarding records.

### **SENCO / Therapeutic Lead**

- Oversees provision for students with SEND, SEMH, and EHCPs.
- Coordinates therapeutic interventions and evaluates their impact.
- Works with the DSL and mentors to ensure all plans and progress are accurately reflected on HubMIS.

### **Class Teachers and Mentors**

- Deliver personalised academic and therapeutic learning in line with each student's plan.
- Log attendance, behaviour, engagement, and pastoral notes daily on ClassCharts.
- Communicate with parents/carers and referring schools, using HubMIS for reporting and documentation.
- Contribute to reviews, QA feedback, and reflective supervision.

### **Support Staff**

- Provide practical and emotional support to students.
- Maintain accurate records of student wellbeing and day-to-day observations on ClassCharts or CPOMS (as appropriate).
- Participate in ongoing CPD, reflective supervision, and trauma-informed training.

## **Proprietor / Governance Lead**

- Holds overall accountability for quality, compliance, and safeguarding.
- Receives and reviews termly QA and CPOMS safeguarding summaries.
- Provides challenge and strategic oversight to ensure continuous improvement.
- Approves policies and monitors performance against statutory and My Oasis Community Learning expectations.

## **Students and Parents/Carers**

- Engage actively in learning, therapy, and review meetings.
- Communicate openly with staff about wellbeing and progress.
- Access ClassCharts and HubMIS to track attendance, rewards, and behaviour updates.
- Support reintegration and attendance plans collaboratively.

# Monitoring, Evaluation, and Review

My Oasis Therapeutic Alternative Provision (TAP) is committed to a continuous cycle of reflection, evaluation, and improvement to ensure that the quality of education, safeguarding, and therapeutic care remains consistently high.

## **Monitoring**

Monitoring takes place daily, weekly, and termly across all aspects of provision, using a blend of quantitative and qualitative measures.

Regular monitoring activities include:

- Daily data tracking through ClassCharts, HubMIS, and CPOMS to monitor attendance, behaviour, welfare, and safeguarding.
- Lesson and therapeutic observations carried out by the Senior Leadership Team (SLT) to evaluate teaching quality, student engagement, and adherence to therapeutic principles.
- Mentor and student check-ins to assess emotional well-being and engagement.
- Safeguarding reviews led by the DSL to ensure timely and effective responses to concerns.

Monitoring outcomes are discussed in weekly SLT meetings and shared with staff during reflective supervision and team briefings.

## **Evaluation**

Formal evaluation of the provision occurs on a half-termly and termly basis. This includes:

- Half-termly progress reviews of student outcomes (academic, therapeutic, and personal development).
- Termly quality assurance reports summarising key data on attendance, behaviour, wellbeing, safeguarding, and academic achievement.
- Feedback from students, parents, and commissioning partners to identify strengths and areas for development.
- Self-evaluation against the Ofsted Education Inspection Framework (EIF) to assess overall effectiveness, leadership, and student outcomes.
- Governance oversight, where findings are presented to the Proprietor or Governance Lead for scrutiny and strategic planning.

Evaluation findings are used to inform the School Development and Improvement Plan, ensuring that improvement priorities are evidence-based and measurable.

### **Review**

The Headteacher and Proprietor share responsibility for ensuring that all aspects of My Oasis's work are reviewed in line with statutory guidance and organisational standards.

- This policy and all associated procedures are reviewed annually, or sooner if there are changes in legislation, DfE guidance, or organisational structure.
- Outcomes of reviews are recorded in the annual Quality and Safeguarding Report to the Proprietor and made available to Local Authorities and commissioning schools upon request.
- Staff and stakeholders are consulted during policy updates to ensure that changes reflect both practical experience and statutory expectations.

Through this structured approach to monitoring, evaluation, and review, My Oasis ensures that the provision remains dynamic, responsive, and firmly focused on the safety, well-being, and success of every student.