

# **Free Schools in 2014**

## **Application form**

**Alternative provision Free  
Schools**

# Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information available [here](#).

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to **[alternativeprovision.fsapplications2014@education.gsi.gov.uk](mailto:alternativeprovision.fsapplications2014@education.gsi.gov.uk)**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial templates**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

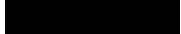

#### **Data Protection**

Personal data is collected on this form in order to consider an application to set up an alternative provision Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed under the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

# Application Checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <b>Existing providers which are registered as independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Existing providers only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:alternativeprovision.fsapplications2014@education.gsi.gov.uk">alternativeprovision.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of <b>Section A</b> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: 
2.	Address:  School Partnership Trust Academies Unit 2 Carolina Court Wisconsin Drive Lakeside Doncaster DN4 5RA
3.	Email address:  
4.	Telephone number: 01302 379 240
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input checked="" type="checkbox"/> An Academy chain</li> <li><input type="checkbox"/> A federation or cluster of schools</li> <li><input type="checkbox"/> An existing provider</li> <li><input type="checkbox"/> A state maintained school/Academy</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details:

	We are aiming to open a mainstream single form entry primary provision academy Free School on the site at [REDACTED], Cheshire West – Cheshire in 2014.	
11.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
<b>Details of company limited by guarantee</b>		
13.	Company name: School Partnership Trust Academies	
14.	Company address:  School Partnership Trust Academies Unit 2 Carolina Court Wisconsin Drive Lakeside Doncaster DN4 5RA Telephone: 01302 379 240	
15.	Company registration number and date it was incorporated: Registration number: 07082675 Date incorporated: 23 <sup>rd</sup> September 2010	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details:  <b>East</b>  <b>Secondary Academies:</b> Hull Trinity House Academy, Hull John Whitgift Academy, Grimsby Melior Community Academy, Scunthorpe The Vale Academy, Brigg  <b>Primary Academies:</b> Macaulay Primary Academy, Grimsby Strand Primary Academy, Grimsby Weelsby Academy, Grimsby Willows Primary School, Grimsby Worlaby Academy, Brigg Wybers Wood Academy, Grimsby	

	<p><b>South</b></p> <p><b>Secondary Academies:</b>  Ash Hill Academy, Hatfield, Doncaster  De Warrene Academy, Conisbrough, Doncaster  Don Valley Academy, Doncaster  Queen Elizabeth’s Academy, Mansfield  Rossington All Saints Academy, Rossington, Doncaster  Serlby Park Academy, Bircotes, North Notts</p> <p><b>Primary Academies:</b>  Crookesbroom Primary Academy, Hatfield, Doncaster  Grange Lane Infants Academy, Rossington, Doncaster  Hatfield Woodhouse Primary School, Hatfield, Doncaster  Highfields Primary Academy, Doncaster  Kingston Park Academy, North Nottinghamshire  Pheasant Bank Academy, Rossington, Doncaster  Rowena Academy, Conisbrough, Doncaster  Wainwright Primary Academy, Mansfield</p> <p><b>West</b></p> <p><b>Secondary Academies:</b>  De Lacy Academy, Knottingley, Wakefield  Garforth Academy, Garforth, Leeds  Hanson Academy, Bradford  Manor Croft Academy (Earlsheaton), Dewsbury  The South Leeds Academy, Leeds</p> <p><b>Primary Academies:</b>  Green Lane Primary Academy, Garforth, Leeds  St Botolph’s Cof E Academy, Knottingley, Wakefield  Park View Primary Academy, Cross Flatts, Leeds  Simpsons Lane Academy, Knottingley, Wakefield  The Vale Primary Academy, Knottingley, Wakefield  Whetley Academy, Bradford  Willow Green Academy, Knottingley, Wakefield</p>
<p><b>Company members</b>  <b>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company’s articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>	
18.	Please confirm the total number of company members: 4
19.	Please provide the name of each member below (add more rows if

	necessary):	
	<b>1. Name:</b>	
	<b>2. Name:</b>	
	<b>3. Name:</b>	
	<b>4. Name:</b>	



**Company directors**  
 Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: To Be Confirmed

**Related organisations**

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul>
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24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):
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**Existing Providers**

25.	Is your organisation an existing provider wishing to	<input type="checkbox"/> Yes
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	convert to a Free School?	<input checked="" type="checkbox"/> No
25.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or  b) one or more such pupils with a statement of special educational needs (SEN); or  c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	N/A
30.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p> <p>N/A</p>	
31.	If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	N/A

32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p><b>School Partnership Trust Academies</b>  <b>Our Organisation (Company Registration number: 07082675)</b></p> <p>The School Partnership Trust Academies (SPTA) is an exempt charity which operates as a single multi-academy sponsor and in that capacity is one employer across all the Academies which it sponsors.</p> <p>The SPTA has a proven track record, as well as the educational expertise, capacity and experience to secure transformational change and sustainable academy improvement in the schools which it supports through sponsorship. It is currently responsible for the leadership and governance of a number of academies including infant, primary, secondary and free schools.</p> <p>With a predecessor educational trust history going back to 2004, the SPTA, has an impressive record in school improvement and has established an organisation which provides a 21<sup>st</sup> century model for collaboration within the public sector and is a 'not for profit' organisation with public accountability.</p> <p>Our mission is to enable all of the academies and free schools within our group to reach the same level of excellence and quality of provision, and for all our young people to achieve their full potential.</p> <p>All of the Academies within the SPTA group share the following objectives:-</p> <ul style="list-style-type: none"> <li>• Institutions with high expectations both for the individual and where there is a collective responsibility for raising community aspirations.</li> <li>• Caring academies. Academies based upon social responsibility, honesty, equality and consideration for others.</li> <li>• Highly successful academies where self-help, self-determination and self-improvement is encouraged.</li> <li>• Innovative and energising learning centres which develop lively and enquiring minds for both students and staff.</li> <li>• Academies which promote inclusion rather than exclusion, which by working in partnership with local agencies, after a personalised curriculum for all students. This enables academies to adopt a zero exclusion policy.</li> <li>• Academies where courtesy, co-operation, enterprise and initiatives and paramount and where tolerance rather than intolerance is practised.</li> <li>• To be at the centre of the community as a resource, in its service</li> </ul>

to others and in promoting community cohesion.

### **Our Values**

At its core the SPTA values outstanding educational provision for learners of all ages. Firmly rooted in the context at the local community, we seek to provide excellence in teaching through the encouragement of high expectations and adherence to traditional values and standards.

The SPTA's values are based upon its four founding principles: Quality, Partnership, Responsibility and Aspiration.

### **What We Do**

SPTA operates as a single trust multi-academy sponsor, which is governed by a Board of Directors which includes [REDACTED], its [REDACTED], and other trustees.

The SPTA Academies Board appoints the majority of governors in each of its academies, usually drawn from local communities. To encourage innovation the SPTA delegates extensive powers from the School Partnership Trust Academies Board to Local Governing Bodies. Each board outworks its responsibility and is expected to challenge and monitor the performance of its academy, securing excellent educational provision, by adding capacity and challenge the SPTA seeks to secure excellent educational provision for both students and staff.

One of the benefits of academy status is the freedom to innovate. With the School Partnership Trust working as sponsor and providing the capacity to help transform the institutions into focused learning organisations we deliver better outcomes for children and families and provide improved life opportunities for all students. Each of the School Partnership Trust Academies retains its autonomy and unique identity while committing to a climate of mutual support and partnership within the SPTA group of academies.

### **How We Operate**

The School Partnership Trust provides professional support and advisory services to ensure its academies receive appropriate guidance and support in delivering improved standards of educational achievement. This Core Improvement Team of educational professionals ensures consistent methods of operation and quality assurance for academies within the group. The Core Team adds capacity for raising standards and challenges practice, pedagogy and methodology. Its key focus is always school improvement. The Core Improvement Team is constituted separately and is managed by its [REDACTED], [REDACTED]. It currently consists of over 30 specialist staff, consultants and advisors dedicated to supporting its academies. However, the greatest resource for raising standards lies within the

networked partnership of schools, providing peer led support and challenge in all areas.

The Core Improvement Team members consist of senior to middle managers. These key leaders devote whatever time is needed to each academy. Specialists provide support for the sharing and comparison of data, monitoring and intervention, developing personalised learning pathways, inclusion and behaviour as well as advising on teaching and learning. In addition, teams of AST's and SLE's Teaching School Alliance are deployed across the SPTA academies to provide a structure for the sharing of expertise and the delivery of learning opportunities at key times such as training days, preparation for inspections and intervention events. Curriculum leaders, special needs specialists and support staff from the SPTA regularly meet and are deployed at key times to provide the leadership and the energy for school improvement. This mechanism of support is flexible and capable of expansion and positions within the Core Team after career progression and opportunities for all SPTA employees.

### **How We Work**

Operationally, it is the Core Improvement Team (CIT) of professionals that lead on the raising of educational and attainment standards with key colleagues in member academies and SLE's. It takes into account local context but endeavours to deliver a consistent responsible strategy in all schools and academies. This approach challenges and supports the local senior leadership team in each school and academy and sets the methodology for improving student attainment.

The Core Improvement Team is characterised by the following actions:-

- The Chief Executive co-ordinates the work of the Core Team across all member schools, sets strategies for school improvement, establishes attainment targets and holds the principals to account for the actions of the local Senior Leadership Teams.
- The Chief Executive quality assures the performance of each academy's Senior Leadership Team and assesses and monitors the effectiveness of the CIT.
- The Principals of the member schools and academies meet regularly with the Chief Executive to ensure consistent delivery of Senior Leadership Team principles and practices and to review the strategy for school improvement both locally and across the group.
- The CIT supports and informs the production of the schools and academies Improvement Plans and Self Evaluation Forms. The CIT Development Plan reflects the priorities of the group members and is reviewed and adjusted annually against improvement priorities set by the SPTA Board and the Local Governing Bodies.
- The Chief Executive reports to the Local Governing Bodies at

appropriate times throughout the school and academic year. These reports will complement and enhance the School Improvement Partner reports and provide information on the progress of the local institution and the outcomes set by the CIT.

- The Chief Executive is held to account by the SPTA Board.
- Teaching School Alliance and co-ordinated CPD

In addition to school improvement, the Core Improvement Team of professionals deliver centralised services supporting the non-teaching operations of the member schools and academies and assures consistent working practices and best value for the group.

Centralised services include:-

- Financial management, centralised purchasing and payroll
- HR and legal advice
- ICT strategy
- Curriculum design
- Post 16 leadership
- Business services
- Facilities management
- Staff deployment
- Recruitment of all teaching and non-teaching staff
- Audit services
- Data and Sims support

**Please tick to confirm that you have included all the items in the checklist.**



### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

██████████

**Position: Chair of company / Member of company (please delete as appropriate).**

**Print name:** ██████████

**Date: 21<sup>st</sup> December 2012**

**NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**

## Section B: Outline of the school

1.	Proposed school name:	School Partnership Trust Alternative Provision Academy (TBC)
2.	Proposed academic year of opening:	2014/15
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other  If Other, please specify:  3-19
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below)  If Other, please specify: <ul style="list-style-type: none"> <li>• Newly arrived pupils with additional needs that prevent them from accessing mainstream education.</li> <li>• Pupils arriving on the lower end of the autistic spectrum</li> <li>• Persistent absentees</li> <li>• Statutory Assessment Placements</li> </ul>
5.	Proposed number of pupils when at full capacity:	Full time (FT): 40  Part time (PT): 420 FTE  Total full time / FTE : 460 pupils*  * Our Audit of Need identifies a cohort of up to 60 potential post 16 students who would still be in need of support from the Alternative Provision Academy whilst pursuing their post programmes primarily at their home academies.



		Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.
6.	Date proposed school will reach expected capacity in all year groups:	Academic year 2014/15
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	N/A
11.	If you have a preferred site, please give details, including the post code:	<p>We will be using 3 sites to provide physical provision in addition to the outreach work which will form the bulk of the alternative provision.</p> <p>The 3 sites are: [REDACTED], Garforth, Leeds  [REDACTED], [REDACTED] Great Coates, Grimsby  Doncaster, [REDACTED].</p>
12.	Please tell us how you found this site:	These 3 sites are [REDACTED] and all are suitable for providing discrete Alternative Provision.
13.	Is the site:	<input checked="" type="checkbox"/> a private building? (Fusion Court) <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?

14.	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority area in which the proposed school would be situated:	Leeds LA Doncaster LA North East Lincolnshire LA
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Not applicable
17.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

## Section C: Education vision

Please refer to page 19 of the alternative provision 'How to Apply' guidance for what should be included in this section.

### **C1. Rationale**

#### **The Case for an Alternative Provision Free School**

Our audit of need across all of our current SPTA academies tells us that there is significant demand for provision beyond that which can be found within our mainstream schools.

2175 of our pupils have been identified as being categorised as either School Action Plus or are statemented (see Audit of Need Questionnaire – Annex1). Within this number academy Principals/SENCOs have indicated that 782 of those pupils “Have a level of need that is not being satisfactorily met by mainstream school provision, and who would benefit from additional specialist support”. (See section E p78)

By far the most prevalent category of need within these figures is the 234 students identified as having extreme BESD (Behavioural Emotional Social Difficulties). Additionally there are 52 pupils who are described as being at risk of permanent exclusion.

Our Alternative Provision Free School will, via a range of approaches including outreach work, staff CPD and Free School placements, seek to reengage our most challenging and vulnerable students so that they can make the progress of which they are capable and ultimately match mainstream floor targets.

Our assessment of the 782 pupils not being satisfactorily catered for indicates that a rigorous programme of CPD and targeted intervention work within all home academies coordinated and delivered by specialist outreach staff from the Alternative Provision Free School would see a significant proportion of these students enabled to access mainstream provision more successfully. The remainder, displaying such traits as school phobia, defiance, aggression and low self-esteem to a degree which is significantly detrimental to their own and their peers' academic progress would, together with the students identified as having autism, sensory impairment, speech, language and communication difficulties justify a Free School FTE of 460 places across the three projected regional hubs in the first instance.

The School Partnership Trust Academies group is currently a family of 36 infant, junior, primary and secondary academies clustered into 3 regional groups. The organisation is continuing to grow within the North of England and is set to expand into Manchester and Teeside during the current academic year. The SPTA is a single employer operating with a multi-academy funding agreement.

The close geographical proximity of our academies (Annex2) has facilitated a

strong teaching and learning alliance based upon a Core Team of specialist education advisers and associated support services. The SPTA network of Principals and staff, supported by the challenge of the Core Team, provides regular daily support to academies in the group, driving up standards in Teaching and Learning and Attainment. The well-defined regional structure is currently organised into the three local “clusters” with regional directors directly answerable to the CEO. These local clusters are focussed on West Yorkshire, East Yorkshire, North & North East Lincolnshire, and South Yorkshire (including Bassetlaw and North Nottinghamshire). The SPTA already has a fully inclusive “no exclusion” philosophy in operation in all our academies.

This organizational structure has dramatically raised standards in very difficult schools. During the Academic Year 2011/12 and 2012/13 (to date) eight academies underwent successful Ofsted inspections and group wide performance improved in August by, on average, 7% in 5\* A to C including English and maths GCSE. KS1 and 2 performance strongly improved in our Infant, Junior and Primary Academies and post 16 performance also improved within the group. The majority of our Academies showed a 10% + improvement in performance on the previous academic year across a broad range of measures.

However, it has become increasingly apparent that to add further substantial improvement to all our academies the Group offers to the most vulnerable and challenging pupils must be further improved.

## **C2. Vision & Ethos**

Our vision is to provide a high quality, effective and inclusive Alternative Provision solution for challenging and vulnerable young people with behavioural and emotional issues and for whom mainstream education fails to provide the appropriate opportunities and learning solutions. This will be provided within the School Partnership Trust Academies learning institutions which currently reach from Stockton in the North East of England as far south as Mansfield in north Nottinghamshire to Grimsby in the East and Bradford to the West.

The SPTA community of learners in our academies now exceeds 20,000 pupils. Within this group there is a significant number that will need additional learning provision at some time during their school career. The “all through” age range of the SPTA, coupled with its regional character presents an important opportunity to expand provision for all learners and provide a widened inclusive curricular offer in for the challenging and vulnerable young people with the SPTA learning communities for whom mainstream education fails to provide for.

The vision is to provide one Alternative Provision Academy facility for each cluster each serving approximately 12 schools. The facilities will add substantially to the offer for the most vulnerable and provide a widening inclusive curriculum extending and/or replacing the mainstream offer where appropriate. There will be three facilities or “Hub Centres” but they will be organised and managed as one AP Academy thereby achieving considerable

economies of operation.

Complimenting this main source of provision is an outreach model of Learning Advocates and educational specialists working alongside pupils and students with identified additional needs in their home academies thus providing a coherent and structured model of support in a familiar setting. This approach will be particularly evident in KS1 and 2 where the benefits of keeping contact with the home academy wherever possible are especially important.

SPTA is therefore planning to widen the provision for learners that experience challenge in mainstream provision. This includes children that experience one-off, short-term or rare difficulties through to extreme SEBD pupils and pupils on the low end of the Autistic Spectrum. In addition the proposed provision will also provide additional capacity for vulnerable, disadvantaged, disaffected and disengaged pupils who are not sustaining age related progress and are at risk of exclusion. At any time this fluid group represents around 10% of the national cohort, meaning for the SPTA this would currently represent around 2000 potential pupils. Research conducted across the SPTA (see Section E2 – Evidence of Commissioner Demand) indicates, however, this figure is closer to 5-7% (460 pupils) this is the number of students we wish to target in this proposal. The provision would also seek to proactively target learners with poor attendance and/or Persistent Absentees with multi-agency support contributing to programmes of re-integration.

### **Fulfilling the Recommendations of Recent Government Research**

In his recent report on Alternative Provision Charlie Taylor noted that many children who are referred to PRUs and AP come from the most deprived background. He also stated that they often come from chaotic homes in which problems such as drinking, drug taking, mental health issues, domestic violence and family breakdown are common. We are aware that many of these young people slip through the net of the school and care systems and become permanently excluded from education because the provision available to them cannot meet their complex needs. We also understand that many of these young people drift into lives of crime and unemployment, giving rise to a whole section of the community that is unable to lift itself out of the poverty and despair it finds itself in.

The purpose of the AP Academy will be to provide an inclusive and personalised programme providing additional and specialist provision tailored for each individual pupil with continuity of education in the home academy as a key feature. Information will be shared across the partner academies via the common SIMS system and the SPTA VLE using the already successful model pioneered within the Doncaster Alternative Provision Pilot commissioned by Doncaster LA and involving 4 SPTA partner academies and Hayfield Academy.

The prime aim is to identify access and set up personalised provisions which remove barriers to learning, reengage and raise pupil attainment.

The communities around many of our academies in Leeds, Conisbrough,

Rossington, and Hatfield in Doncaster, Grimsby, Hull, Bradford, Wakefield, Bassettlaw, Scunthorpe, Mansfield, and Dewsbury, have many of the characteristics that make a considerable number of children and young people disengaged and at risk. (See location Map – Annex 2)

Our vision is to provide high quality, effective and inclusive Alternative Provision for these challenging and vulnerable young people. Our targets for this cohort are clear in that no pupil should be permanently excluded from any SPTA Academy and its local family of schools. Attendance will be in line with national expectations and the cohort will achieve progress in English and maths that is at least in line with their expected predicted progress rates. We believe these young people deserve the time, effort, commitment and expertise of dedicated professionals working in well organised, well-resourced and responsive settings.

Our proposed Alternative Provision Academy, APA, will widen the opportunities to succeed and achieve for learners who experience challenge in mainstream provision. This includes children who are subject to one off, short-term or rare difficulties through to extreme SEBD pupils, and pupils on the low end of the Autistic Spectrum. In addition the proposed provision will provide additional capacity for vulnerable, disadvantaged, disaffected pupils who are not sustaining age related progress and are at risk of exclusion.

In essence this Inclusive & Personalised Model is to provide additional and specialist provision while maintaining pupils with appropriate registration arrangements and high aspirations. The prime aim is to identify, assess and set-up personalized provisions which remove barriers to learning, re-engage and raise pupil achievement. This proposal responds to the SEND Green Paper's 'Support and Aspiration' 2011, which recommends increased innovation in curriculum, pedagogy, policy, provision and practice. In the same way the New Ofsted Framework, 2012, seeks to raise standards for SEND provision in the light of evidence of a wider gap between SEND and mainstream pupils' learning and progress. The recent report by Blatchford, 2012, on the role and deployment of teaching assistants in the mainstream classroom, reveals that TA's assist teachers, but not pupils' progress.

Supporting this research, recent studies collated by Durham University 2012 in partnership with the Sutton Trust, identify evidence for current inclusive and SEND provision in mainstream schools as being ineffective in raising pupil attainment. They demonstrate that the most effective strategies used in schools which are shown to raise achievement are 'Effective Feedback' and 'Teaching pupils about how they learn' (Meta-Cognition). Both of these strategies are at the heart of the Personalisation Agenda which empowers both the pupil and school with knowledge of how to best develop autonomous, self-directed and self-regulated learners. This emphasises the need for a radically new and more and effective SEND/Inclusion Strategy which focuses on identifying and treating causes of low achievement by uncovering the barriers to learning, then equipping pupils with the ability to become independent learners once these barriers are removed. Further details of our curriculum are explained in the next section of this application.

This SPTA Specialist Academy Model addresses these key issues by investing

heavily in the Preventative Model of Intervention. This 3-19 provision seeks to identify need early; establish and build the foundations for emotional, social and intellectual development at KS1 and KS2. This would enable early intervention through a rigorous and up-to-date assessment process, leading to higher levels of engagement and thereby achievement at all phases. This higher level of investment at the early Key Stages of education would minimize the costs of a reactive model of intervention at later Key Stages. At the same time, mainstream academies at higher Key Stages are and will be supported by improved quality of teaching and learning, an improved and high quality of CPD training and advice via the SPTA's Teaching School Alliance.

### **Key Principles**

Further in alignment to the SEND Green Paper's recommendations, is the policy for the Additional Provision Centre (APA) to increase parental choice and involve the pupils and parents in the decision making process at every level.

The new provision is underpinned by a set of key educational principles, namely;

- Provision will be additional to mainstream
- Outreach work with home academies will be a key feature of our provision
- It will enhance, compliment and further personalize the Academy curriculum
- Focus in the core of all extended activity on English and maths
- Retain the pupil on the Academy role if appropriate with arrangements for registration in the AP Academy tailored to the nature of the additional provision
- Have fixed term time limited personalized programmes, evaluated and assessed at regular intervals
- Will operate a continual "revolving door" approach to provision with pupils experiencing additional provision relative to their age and the variable nature of need.
- Maintain, even in the most challenging occasions, relevant and practical links with mainstream provision
- Compliment and support the mainstream inclusion strategy in operation across the SPTA group
- Involve pupil, parent and carers and take a multi-agency approach where appropriate, commissioning specialist provision when needed.

The proposed additional specialist provision will be placed in the centre of each "Cluster" community supported by such local University partners as Leeds, Sheffield Hallam and Lincoln who will provide undergraduate mentor support as well as post graduate research. Local business partners will provide progression opportunities for these particularly vulnerable young people. The specialist additional provision proposed by the SPTA will serve as a beacon for raising levels of aspiration and achievement across the communities they serve.

Setting up the Alternative Provision Academy within the SPTA Multi-Academy Trust (MAT) provides an accountable organisation responsible for the delivery of Additional Provision for the group (and for other children of schools working alongside the SPTA pyramids of schools). It is proposed that this Academy will be based on regional Hub Centres each located within one of the SPTA clusters and serving the mainstream academies within that area. The Hub Centres will provide capacity for specialist support for learners, an environment for mentoring and counseling, and provision for intensive learning support in Key Skills. They will also be Base Centres for pastoral support for pupils and their families. Other curriculum provision will be delivered by commissioned specialist providers, thereby reducing the need for specialist facilities in the Hub Centres.

These Hub Centres will provide:-

- Outreach workers linked to individual pupils and students providing bespoke programmes of support
- An ICT rich environment to support the delivery of personalized learning
- A practical, hands on, approach to learning that engages students through their own interests and relates to their lives.
- A focus on literacy, numeracy and ICT with access to a range of qualifications including GCSE, BTECs, outdoor education based such as sports leadership and Duke of Edinburgh Award, and work placement related certification e.g. food hygiene and first aid.
- High levels of skills support to help the young people develop appropriate behaviour and interpersonal skills.
- A focus on developing student skills for the work place.
- A base for a range of agencies, youth workers and specialist health / social care professionals.
- A workshop craft room for students to model their ideas for business and enterprise as well as skills based activities.
- Training and advice for other staff in the SPTA group.
- Parent support and training sessions.

The Academy will conform to the SPTA standard Governance arrangements and be accountable to the Board of Directors as any other Academy within the SPTA family is expected to do.

The Academy will have an Executive Principal who co-ordinates the cluster based hubs and ensures standards of performance. Each Hub will include a Centre Manager and locally based pastoral staff. The Principal will be directly accountable to the group CEO. (See section D3: Staffing Structure)

Additional and specialist provision will be coordinated through each cluster on a hub and spoke curricular model drawn against individual personalized learning programmes. At all times parents and carers and the mainstream academy will be involved. The principal will be responsible for the commissioning of all external capacity and monitoring the standards of delivery against well-defined expectations.

It is envisaged that the Academy will offer 460 full time / FTE places organized



through the cluster centres across the group. While working in support of the local cluster the single Academy organization will provide for greater accountability and sharing of expertise between the local centres. While 460 places will be made available it is expected that many of these will be filled by more than one pupil as much provision will be part time and, notably, provided for by the extensive outreach programme that is envisaged.

While the Academy will have its own GaG (based on the funding regime being introduced next financial year) a top-up facility of up to [REDACTED] per individual pupil will be employed to ensure the more complex needs are supported. This recharge will be based on the needs of the individual learner and will be specific to the learning contract between the AP Academy, and the pupil's mainstream provider. Schools and Academies that seek a place for children from outside the group will be evaluated in the same way as an SPTA academy.

#### Aspiration for Pupil Achievement:-

- We will expect all students to achieve a GCSE in English and Maths, and as a whole for the institution to achieve the targets set for combined English and Maths at GCSE A\* - C.
- Attendance will be sustained at least 94%.
- All students will progress to further training, education or employment.
- All students will meet personal development targets set by their Learning Advocate, often focussed around improving behaviour and developing resilience.
- Pupils will make progress between KS2 and KS4 in line with national expectations and benchmarks.

#### Measures of Success for Individual Pupils:-

- Making expected progress between KS2 and KS4 in English and Maths
- Progressing to post 16 education or training
- Reaching individual personal development targets (to include attendance and behaviour).
- Successfully completing a work-based learning placement and/or completed sustained accredited vocational courses with our partner FE College's settings.
- Studying a range of subjects that will lead to recognised qualifications and/or specifically meet personalised interests.
- Undertake a range of challenging activities which will form an integral part of our vision for the school and will demonstrate success through the acquisition of specific specialist skills in a context that aim to extend learners through exposure to risk and supporting them to gain experiences in areas that are new and beyond those of many of their peers.

## SPTA Target Setting

Key Performance Indicators	Floor Target	Upper Target
% Attendance	94%	100%
% Persistent Absence (15%)	7.5%	6.9%
% in Education or Employment	95%	100%
5A*-C including En/Ma	45%	58%
% 3 levels+ progress KS2-4 En	62%	67%
% 3 levels+ progress KS2-4 Ma	63%	68%
% 2 levels+ progress KS1-2 En	80%	84%
% 2 levels+ progress KS1-2 Ma	79%	83%
% 2 levels+ progress R-KS1 En (R)	70%	74%
% 2 levels+ progress R-KS1 En (W)	57%	61%
% 2 levels+ progress R-KS1 Ma	70%	74%

Outdoor Education activities such as:-

- Learning to sail, windsurf or canoe to level 2
- Learn climbing, walking or expedition skills.
- Explicitly learn communication and social skills in relation to challenges that require accessing and operating with new social and employment settings.
- Learn leadership and project management skills through sustained responsibility for work with peers or younger children.
- Undertake a personalized development project in relation to a specialist art form or sporting discipline.  
(See section D4 – Outdoor Education Model)

Distinctive Features of our Approach:-

The distinctive features of the school and our provision will be:

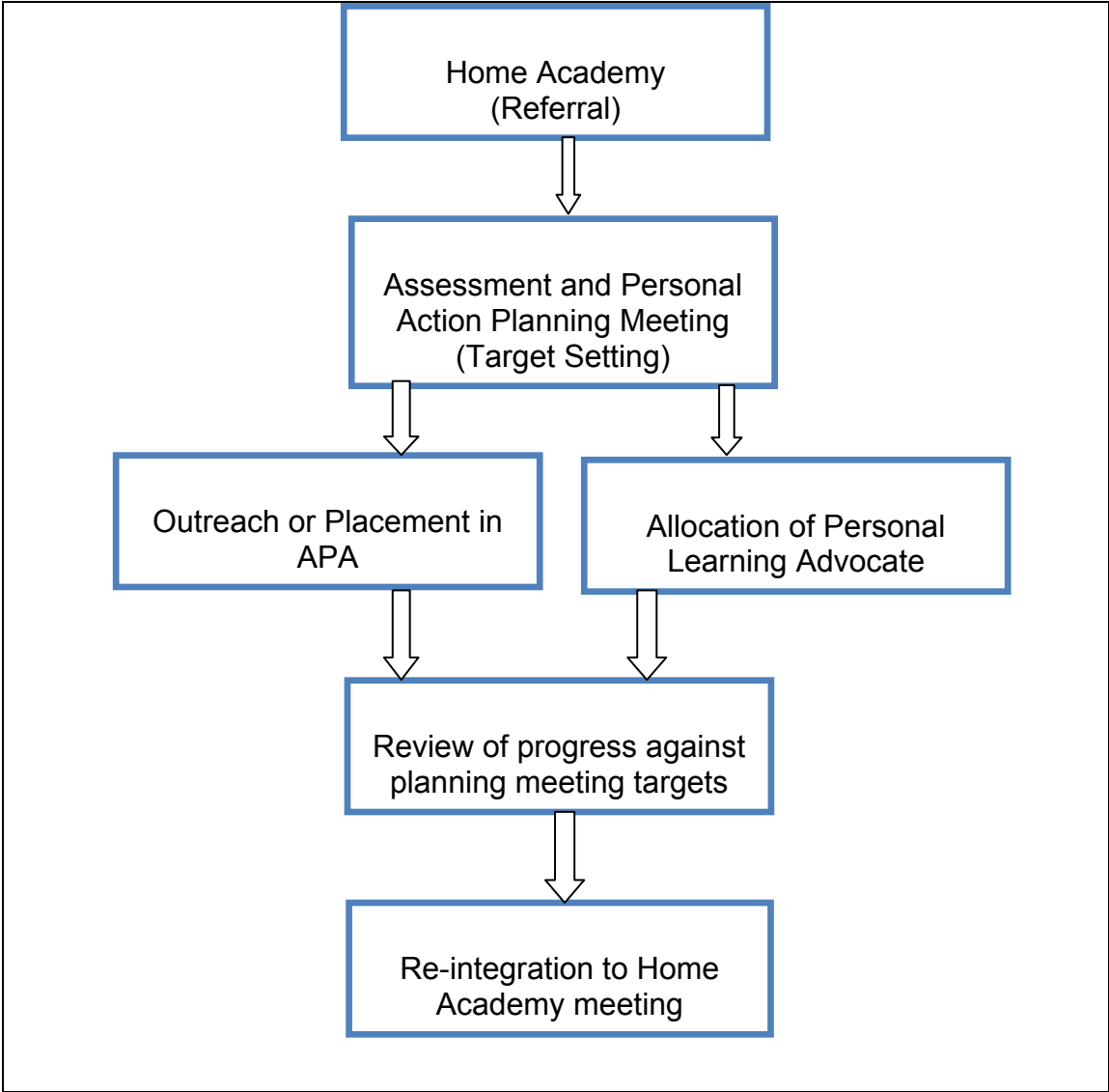
- A focus on re-integrating young people into mainstream provision will be at the core of our vision. This will be realised through an approach based on personalised learning that is geared to this outcome from the outset. It will also be reflected in the close and on-going links with SPTA's commissioning partners. This will be further strengthened by a commitment to the active involvement of parents in the reintegration process, especially at the point of, and the period following, the return to mainstream education.
- A sustainable model which we employ educational specialists, or learning advocates who can ensure that initial assessment of a young person's needs are professionally robust and include scope to identify wider emotional and social needs (see Annex 3). This model will enable us to tailor provision effectively from an early stage and will also provide us with capacity to deliver interventions throughout a young person's time with us.
- Alternative provision that supports the notion of education as a 'passport into adult life'. The focus on continuous liaison with commissioning Academies, a clear emphasis on the provision of local progression opportunities and the inculcation of a culture in which

achievement is viewed as 'the norm' will underpin this. Early intervention is key, especially with literacy support, and we will look to identify those pupils in need at a very early age. We recognise also the importance of a varied and high quality 'academic' curriculum being supplemented by a rich and 'joined up' vocational curriculum offer where appropriate. We have existing experience of developing 'softer' personal and emotional development skills with young people, addressing the issues of NEETS locally and liaising with community and other statutory partners to address wider agendas around anti-social behaviour and criminality. In short, our approach recognises that it takes more than a school to educate a child and we are supported by a powerful track record and strong educational, familial and community support networks in delivering this.

The School Partnership Trust Academies recognise the importance of goal and target setting as a basis for pupil development and the consistent measurement and benchmarking of outcomes. Equally, we recognise the importance of student-involvement in this process and the availability of a range of accreditation options that are a good 'fit' with a student's ability and motivation. We will build on our existing range of accredited options to enable this, with core activities centred on GCSE English, Maths, ICT and sport supplemented by GCSE science, humanities and vocational, enterprise and leadership options for which we have allocated 'curriculum enrichment activity' funding in the budget.

The alternative provision for the SPTA academies will be based in 3 specialist Hub centres one within each SPTA region with each centre strategically placed for equal access by host academies. Property will be leased or re-designated from within our existing estate thereby incurring little or no capital costs. Specialist provision will be commissioned on a needs basis thereby keeping costs down. Accountability and quality assurance however will be maintained by the SPTA.

See flowchart below:



## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Key Stage 1</b>		80	80	80	80	80	80	80
<b>Key Stage 2</b>		140	140	140	140	140	140	140
<b>Key Stage 3</b>		90	90	90	90	90	90	90
<b>Key Stage 4</b>		90	90	90	90	90	90	90
<b>16-19: commissioner referred</b>		60	60	60	60	60	60	60
<b>16-19: pupil application</b>								
<b>Totals</b>		460	460	460	460	460	460	460

## Section D: Education plan – part 2

Please refer to pages 20-23 of the alternative provision ‘How to Apply’ guidance for what should be included in this section.

### **D1. Curriculum Rationale**

Our curriculum offer and design recognizes the necessity to cater for a wide variety of differing needs within the 3-19 age range, providing additional opportunities for students in a highly personalised way. Students’ needs may be catered for on fixed term part time placements; typically 1 or 2 days per week for a half term block, or by longer more intensive full time programmes.

We will also look to embrace the vast and varied opportunities afforded to us by our locations across Yorkshire and Northern Lincolnshire by developing a fully inclusive programme of outdoor education which will underpin students’ progress in the core skills of literacy and numeracy as well as developing strong levels of independent thinking and self-confidence through challenge and achievement.

Students will be allocated a “Personal Learning Advocate” (PLA) whose mission will be to support his/her cohort of students throughout their learning journey; educationally, personally, socially and in their wider community – in some cases this may mean following a student through for 12 or more years and taking the first steps with a student into full time higher education or employment.

Underpinning all our provision is the aspiration of all parents and carers along with the whole staffing body within the SPTA group of 35+ secondary and primary academies for each and every student to at least match mainstream achievement in English, mathematics and 3 more recognised qualifications. In doing this we can assure that they are prepared for the world of work and able to be active contributors to their wider communities (see SPTA target setting table above). All students will be appropriately registered, reflecting their level of access to our alternative provision, ensuring that home academies never lose sight of their ultimate responsibility for the outcomes of the students in their care.

Our personalised curriculum aims to secure the emotional well-being of each student through a rigorous and caring focus upon emotional and social awareness, bespoke support to build confidence and achievement, and the targeted deployment of commissioned specialists alongside our team of highly experienced lead colleagues and learning advocates.

### **Our Curriculum Outlines**

Our starting point for all curriculum provision will be directly linked to the offer of a broad and balanced curriculum focussing on the core skills of English, mathematics and scientific enquiry.

## Primary

A central pillar of our desire to provide alternative provision from 3-19 is to give us the ability and opportunity to intervene from the earliest possible point in a child's educational journey and, by working in tandem with the home SPTA academies at all times, aiming to see a reduction in need as students reach the traditional crisis points in early teen years.

In their home academies Early Years and Foundation Stage children will be following a curriculum based squarely around the statutory framework, covering the Prime areas of: personal, social & emotional development, communication & language, and physical development; together with the Specific areas of: literacy, mathematics, understanding the world, and expressive arts & design.

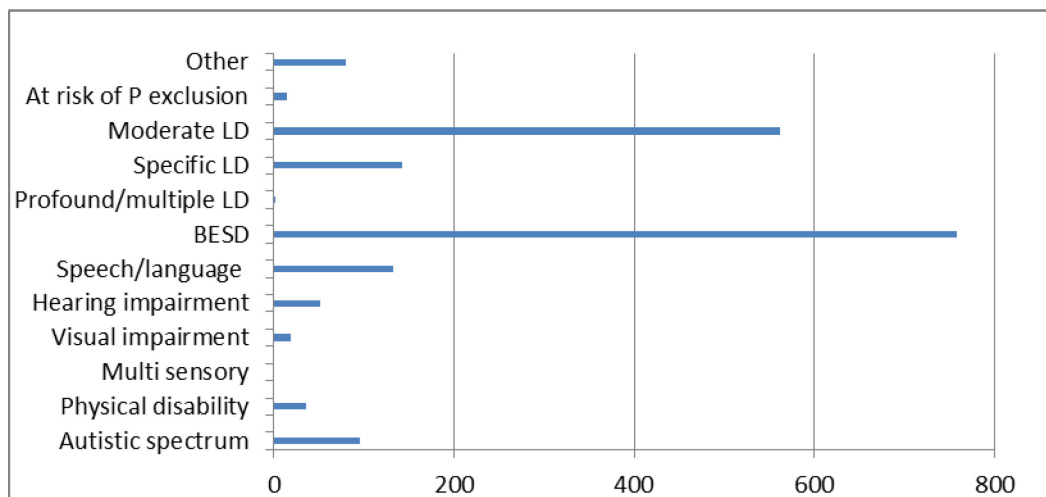
Our alternative provision will remain very closely linked to this framework as we believe that this very early stage it is of paramount importance to enable children in need of additional support to be able to slot back into the mainstream offer as smoothly as possible.

We expect relatively small numbers of children at this very early stage to need more than part time provision from our Alternative Provision Free School and would routinely expect that this provision would be provided by our staff going out to the child's home academy to facilitate and support learning in a familiar environment – only in extreme cases would we expect to move our youngest children on a fixed term placement to one of our regional hubs.

At this early stage our focus will be on working closely with the home academy to identify the type and levels of need and then allocating resources as outreach to enable swift and successful resolution where a pupil's needs have gone beyond the capacity of the mainstream academy.

Our Audit of Need, carried out across those of our academies that had academy status as of 1<sup>st</sup> September 2012, indicates that the most likely call on the Free School's services will be around the areas of BESD, moderate learning difficulties, speech and language and around the area of children on the Autistic spectrum. In the latter case we already have significant expertise within the Doncaster group of academies and would anticipate making specialist appoints to the Free School to further develop capacity. Colleagues providing outreach support in the EYFS phase will bring about benefits in terms of keeping the child in a familiar learning environment, integrating support seamlessly with existing provision and ensuring absolutely crystal clear communication with the home academy.

Audit of Need below:



The PLA allocated to the child will ensure that clear, frequent, and appropriate communication with the child's family is in place. The PLA will organise the formal support plan and will, where necessary, make home visits and follow up visits during holiday periods to ensure that we do not see the traditional fall back in the longer school breaks.

Much of the work carried out during the EYFS stage will be aimed at making sure that young children do not fall behind in the key learning areas of literacy and numeracy and that socialisation skills are well developed, thus aiming to prevent the early cycle of perceived failure that sees even very young children label themselves as incapable and to begin to adopt avoidance strategies rather than embracing the challenge of learning.

As the pupils progress through to upper KS2 the emphasis of the additional provision will shift towards a detailed skills and aptitudes assessment which will aim to complement the rigorous focus upon core education in English, mathematics and scientific literacy. By identifying pupil strengths beyond the classroom at an early stage the personalised curriculum plan will be developed to incorporate these into educational strategy for each child, building confidence in the academic environment through achievement and confidence building in extra-curricular environments.

The following case studies offer illustrative examples of how provision will look for a range of children that may experience the alternative provision. But is by no means an exhaustive set of examples.

### Case Study 1

Y1 Pupil assessed as having moderate Speech & Language needs and emerging gaps in reading. Agreement reached with home academy for 2 days virtual placement in the additional provision centre with support from both a Personal Learning Advocate (PLA) to focus on speaking & listening and educational specialist to focus upon one to one literacy intervention. Placement duration of 10-12 weeks prior to co-ordinated review of progress.

Parents/Carers will have been involved by the home academy as emerging speech &



language & literacy deficit became apparent and link to additional provision centre will have been made by the home academy SENCO to alert the possible need for a placement.

Prior to placement beginning the pupil, parents/carers, PLA, educational specialist, home SENCO and any relevant externally commissioned providers will meet to establish the clearly defined goals for the 12 week placement – in this case to develop identified barriers to speech and language and improve current reading age through a systematic approach to speaking, listening & reading

Following this meeting the PLA will establish home contact via a visit and agree a communication plan with the parents/carers that may involve text messaging, email, phone or further home visits

### Personalised Timetable

	AM	AM	AM	PM	PM	PM
<b>Monday</b>	Meet with Personal Learning Advocate (PLA)/ Home Academy SENCO establish daily targets/ Speech & Language Therapy –Time for Talk Daily Reading Recovery 1;1 with education specialist <b>on home site</b>		Home Academy Curriculum			
<b>Tuesday</b>	30 min Reading Recovery session 1hr Parents /carers & child – home learning projects e.g. beat babies/story sack		Home Academy Curriculum			
<b>Wednesday</b>	30 min Reading Recovery Session	Home Academy Curriculum				
<b>Thursday</b>	30 min Reading Recovery Session	Home Academy Curriculum				
<b>Friday</b>	Review weekly progress/ Family S & L session at Home Academy SENCO Feedback from PLA		Home Academy Curriculum			

Following the 12 week placement an individual re-integration plan will be drawn up with the Home Academy SENCO and the substantive class teacher who will be primarily responsible for then monitoring progress against goals set.

## Case Study 2

Y3 Pupil assessed as having ASD and exhibiting high levels of disengagement and detachment from staff and pupils. Agreement reached with home academy for 1 day virtual placement in the Alternative Provision Academy with support from a Personal Learning Advocate (PLA) to focus on addressing those skills & behaviours identified via the National Inclusion Development Programme (NIDP) check. Placement duration of 10-12 weeks prior to co-ordinated review of progress.

Parents/Carers will have been involved by the home academy as social deficit and high anxiety became apparent and link to alternative provision centre will have been made by the home academy SENCO to alert the possible need for a placement.

Prior to placement beginning the pupil, parents/carers, PLA, educational specialist, home SENCO and any relevant externally commissioned providers will meet to establish the clearly defined goals for the 12 week placement.

Following this meeting the PLA will establish home contact via a visit and agree a communication plan with the parents/carers that may involve text messaging, email, phone or further home visits

### Personalised Timetable

	AM	AM	AM	PM	PM	PM
<b>Monday</b>	Home Academy Curriculum					Parent/Carer education and support
<b>Tuesday</b>	Home Academy Curriculum					
<b>Wednesday</b>	1 hour Emotional Literacy support *1	Home Academy Curriculum				
<b>Thursday</b>	1 hour Occupational Therapist *2	Home Academy Curriculum				
<b>Friday</b>	Home Academy Curriculum					Parent/Carer education and support

\*1 1 hour per week Occupational Therapist session to address motor skills & social skills through physical activity.

\* 2 1 hour per week Emotional Literacy support to deliver stress reduction and relaxation techniques from qualified professional.

Parents/ Carers and Siblings to access support group – out of hours/ holiday periods  
 Parents to complete Webster Stratton or similar programme  
 Establish home /academy diary with parents to provide information regarding triggers at both home & school.

Following the 12 week placement an individual re-integration plan will be drawn up with the Home Academy SENCO and the substantive class teacher who will be primarily responsible for then monitoring progress against goals set.

### Case Study 3

Yr2 pupil assessed as exhibiting BSED and demonstrating attachment difficulties.

Agreement reached with home academy for 4 days virtual placement in the additional provision centre with support from both a Personal Learning Advocate (PLA) to focus on placement duration of 12 weeks prior to co-ordinated review of progress.

Parents/Carers will have been involved by the home academy as high levels of risk management behaviour became apparent and link to alternative provision centre will have been made by the home academy SENCO to alert the possible need for a placement.

Prior to placement beginning the pupil, parents/carers, PLA, educational specialist, home SENCO and any relevant externally commissioned providers will meet to establish the clearly defined goals for the 6 week placement – in this case to develop identified barriers to

Following this meeting the PLA will establish home contact via a visit and agree a communication plan with the parents/carers that may involve text messaging, email, phone or further home visits

### Personalised Timetable

	AM	AM	AM	PM	PM	PM
<b>Monday</b>	Home Academy Curriculum		Nurture Group – Art Therapy e.g. Draw & Talk			
<b>Tuesday</b>	Home Academy Curriculum		Nurture Group – Play Therapy			
<b>Wednesday</b>	Home Academy Curriculum		Nurture Group – Play Therapy with parent/carer			
<b>Thursday</b>	Home Academy Curriculum		Nurture Group – Social Skills			
<b>Friday</b>	Review weekly progress/ with Home Academy SENCO Feedback from PLA		Nurture Group – Play Therapy with parent /carer			

Following the 12 week placement an individual re-integration plan will be drawn up with the Home Academy SENCO and the substantive class teacher who will be primarily responsible for then monitoring progress against goals set.

## **Secondary**

As we move through the age range our additional curriculum will become potentially far more personalised. Need will range from short term fixed placements enabling students to re-gather themselves with support from their PLAs and specialist teachers and commissioned providers before re-engaging with mainstream education to those who need a highly bespoke programme of core qualifications, which will always remain at the heart of our provision, allied to skills based provision based around extensive vocational and outdoor education opportunities building up students' self-confidence, independence and motivation to do well. Older students may benefit from an extended diet of part time traditional schooling allied to work placements in the local area.

As with the primary phase PLAs will work closely with the home academies to establish exactly what the right programme will be for any individual, how long the additional provision will need to be for, what the learning goals will be and how the student will be re-integrated to their home academy as and when appropriate. A clear expectation of the PLAs role here will be to smooth the common failings of traditional off-site provision – namely that a student arrives back in school not knowing what is expected of him/her to a class teacher who has little idea of where the student has been, what they have been doing and what is now expected of them. This lack of clarity in communication can have a detrimental impact on student progress particularly if upon return to their home academy provision has not moved to ensure successful re-integration.

Delivering curricular offers which improve student confidence and motivation is aimed at developing a greater focus within the student upon their ability and desire to make the progress of which they are capable so that upon leaving formal education they have the chance to compete on a more even playing field.

The role of the PLA beyond the constraints of the school day will be pivotal to our success in delivering high quality outcomes with older students. It will be an expectation that PLAs will be in frequent communication via email, phone and text with their students – checking in in a morning to see if they have woken up, offering advice and support at moments of crisis, visiting the home to establish long term links to the student's extended family.

## **Improved Outcomes**

We know that many of our student cohort come from areas of high deprivation in Leeds, Doncaster, Grimsby, Hull, Bradford and Scunthorpe (FSM levels are significantly above the national average of 15% - peaking at 42% in The South Leeds Academy and averaging 25%+ across the group) but this should not be a barrier to achieving the levels of progress expected of them. It is our stated aim that the students accessing additional support through the Free School should reach post 16 education having achieved at least the national benchmarks in English, mathematics and 3 other recognised level 2 qualifications. Additionally, we will be encouraging older students to take part in team building courses, expedition based opportunities such as the Duke of Edinburgh award, sports leadership and coaching qualifications, and industry standard awards such as food hygiene certification.

All students, upon leaving the care of the Free School and their home academy should be equipped to become a fully functioning and confident member of the wider community both local, nationally and beyond.

## **D2. Curriculum Plan and Organisation of Learning**

### **Curriculum Models**

As stated in the above introduction to our curriculum principles, we will be working initially from the premise that for EYFS students in need of additional provision the best place for this to take place is in the home academy whenever possible and to centre around the deployment of our team of learning advocates and educational specialists.

### **Case Study 4**

Y11 student arriving in October half term with school phobic traits developed after move of location following family breakdown. An able student who, in time, will be capable of progressing through to university should he so choose. Agreement reached with home academy for 5 days per week virtual and physical placement with the additional provision centre with support from both a Personal Learning Advocate (PLA) to focus upon confidence and achievement issues and the provision of an appropriate work placement to challenge the student's intellect and give an opportunity to re-engage with the need to do well in formal examinations. Placement duration of 26 weeks prior to taking GCSE examinations.

Parent/Carers will have been involved by the home academy as the need for high level additional support is clear and loss of continuous educational input would seriously compromise the student's chances of success in the summer examinations.

Prior to placement beginning the pupil, parents/carers, PLA, educational specialists, home academy pastoral leader and any relevant externally commissioned providers will meet to establish the clearly defined goals for the remaining year placement – in this case to achieve grades consequent with ability and to have made a minimum of 3 levels of progress from KS2 onwards in as many key subject areas as possible. The PLA and home academy will assess the career aspirations of the student and plan the personalised curriculum around these goals. A suitable work placement – in this instance working in the marketing and administration team at our SPTA group run sports centre – will be closely monitored by the assigned PLA and the student will be given the opportunity to show independence in the work expected.

Overall this student will be following a minimum of 5 high quality GCSEs over 15 hours per week to ensure that there is a viable pathway into post 16 education after the successful completion of GCSE studies.

Following this meeting the PLA will establish home contact via a visit and agree a communication plan with the parents/carers that may involve text messaging, email, phone or further home visits.

The PLA and an SPTA post 16 specialist will visit the student on the GCSE results day

in August to provide a supportive, personalised plan for the next steps to be taken.

### Personalised Timetable

	AM	AM	AM	PM	PM	PM
<b>Monday</b>	English and maths GCSE lessons – in small groups with other matched students by ability		Core GCSEs and SMSC study based on career aspirations and previous study – home study with a specialist tutor			
<b>Tuesday</b>	Core GCSEs study based on career aspirations and previous study – home study with a specialist tutor		English and maths GCSE lessons – in small groups with other matched students by ability			
<b>Wednesday</b>	Core GCSEs study based on career aspirations and previous study – home study with a specialist tutor		PLA meeting and goal setting session. SMSC work.			
<b>Thursday</b>	Marketing and Administration Work Placement					
<b>Friday</b>	Marketing and Administration Work Placement					

Following the placement an individual progression plan will be drawn up with the home academy and post 16 specialist advisers to ensure that an appropriate next step is made in the student's educational journey.

### Case Study 5

Increasingly, as the new legislation around the Raising of Participation Age (RPA) comes into place there will be a need to recognise that there will be a cohort of students who have traditionally moved to large city centre college providers – outcomes here have often been patchy at best for more vulnerable groups of students as the combined stresses of moving to a new educational establishment, funding the cost of transport to and from the city centre, and the time taken to physically get to their new place of study combine along with the inevitable distractions of a city centre location and establishing new relationships with staff to push students towards NEET status.

Within the SPTA family of secondary academies it is our stated aim to provide 11-19 education for all students in our care as we firmly believe in the benefits of continuity and familiarity for a significant proportion of our student cohort. Currently 2 of our academies are consulting with their local stakeholders over plans to introduce sixth form provision on their sites. In Knottingley, a small ex-mining town with a very clear town boundary, the consultation with Y11 students has shown a strong interest – over 80% of the students stating a preference or strong preference to study at their home academy. In Great Coates, Grimsby, both local providers have been placed into special measures and as such the local demand for in-house post 16 provision has

significantly increased. Our existing post16 collaboratives already cater for over 2000 students and a clear need for additional provision amongst this student body is quickly emerging as more and more students choose to stay within the SPTA offer.

Our regionalised Alternative Provision Academy aims to complement such provision and will build on the strong bonds created between students and their Personal Learning Advocates (PLAs) along with the various personalised learning teams and work placements that have accessed during their time in the group over previous years. This continuity of provision will aim to ensure a smooth transition to either the workplace at 17 or 18 or into higher education – in either scenario their PLA will remain available for guidance and support to help ensure successful progress.

The emphasis on the additional provision may well centre more around outreach support to encourage students in their formal studies and close liaison with local businesses where appropriate to develop strong work based experience and growing independence.

This case study envisages our KS4 scenario student having successfully gained 5 core GCSE qualifications and wishing to continue her work experience in the SPTA run sports centre in Rossington, Doncaster.

Having identified the sports and leisure sector as a career path the student will follow a double award Sports Science course with the aim of leading onto a business administration level 3 apprenticeship at the age of 18. Effectively this would be a 2.5 day per week placement with the additional provision centre although the check-in with the PLA would most likely be outreach and may, as time progresses decrease in frequency – negotiations between the centre and home academy would determine the agreed level of support needed as the student progresses.

	AM	AM	AM	PM	PM	PM
<b>Monday</b>	Single Award Sports Science		Double Award Sports Science			
<b>Tuesday</b>	Check-in with PLA, CEIAG session with 6 <sup>th</sup> Form Tutor group		Single Award Sports Science			
<b>Wednesday</b>	Double award Sports Science		Self Supported Study/Enrichment programme			
<b>Thursday</b>	Paid Work Placement in SPTA Sports Centre					
<b>Friday</b>	Paid Work Placement in SPTA Sports Centre					

## **Curriculum Content and Programmes of Study**

Our stated aim is for any student accessing the Addition Provision Centre to achieve at least the minimum of 2 levels progress in English and mathematics in KS1, a further 2 levels in KS2 and a minimum of at least 3 further levels during KS3&4 and to gain the equivalent of 3 further GCSEs at a commensurate level of achievement in high quality industry recognised courses.

As such our curriculum content and programmes of study will be largely guided by the National Curriculum specifications in core subjects and by rigorous evaluation of non-core study where this sits beyond academic study.

Whilst there will be significant personalisation of timetabled provision, as seen in the case studies above, all students will receive a minimum of 25 hours of contact time per week unless embarking on a phased re-integration programme for a strictly limited time period. In many cases we will see students working for a longer period of time as it will our intention that work placements follow the working day of the employer, within reason, and do not stick to the 6 hour school day. Similarly, students taking part in outdoor education experiences will not be bound by school hours – if an expedition needs 9 hours during the day to complete then this is what will be happening – tailoring such experiences to neatly fit in to the school day can seriously compromise the level of challenge and consequently undermine the benefits to be gained from facing and learning to overcome fresh and demanding challenges. As with our aim to close the learning gap in academic subjects, so with our extra-curricular provision – our aim is to challenge students to succeed rather than finding easy avenues to low tariff certification.

A key thread throughout our work with the referred students will be a focus on SEAL work in primary and early secondary students and SMSC work throughout our engagement with the students. These important contextual frameworks will usually be interwoven within the PLA guidance sessions, with early years and primary support finding links to the social and emotional aspects of learning – for example within the context of conflict resolution using the peaceful problem solving processes.

Guiding students to find their own reliable moral compass is, naturally, a significant requirement of both the Alternative Provision Academy (APA) and each individual home academy. In this respect the SPTA continuing professional development programme co-ordinated via its BlueSky software will ensure that a shared programme of staff training is established across all of our academies. The consequent consistency of approach and delivery will be an important feature for many of our most vulnerable and challenging students who value continuity above all else, especially those who come from the most chaotic family backgrounds. Thus the ability of the PLAs to liaise with home academies and weave in discussion of spiritual, moral, social and cultural aspects to mentoring sessions will be a cornerstone in their one to one work with each student assigned to them. The intention of the APA to allocate PLAs to a student throughout their educational journey will be especially important here as new and fresh challenges come to bear on students as they move through primary and into secondary education and learn to deal with the increasing variety of external pressures that come with adolescence.



## School Timetable and Calendar

With a highly personalised timetable structure there is no one model that will accurately depict a typical school day for any individual student – however, as stated above, all students will be expected to attend for a minimum of 25 hours per week unless there are clearly understood and negotiated temporary extenuating circumstances to consider.

Across the 3 regional hubs the APA will link into local calendar arrangements as the core of its provision although the staffing model for the centre will anticipate the need for greatly extended provision beyond the traditional 190 days education per year. Most particularly the PLAs will be employed on a case load basis with the expectation that they are in contact with their student cohort and their families during the evening when issues often arise, at weekends when crises often develop and during school holidays when the traditional dip in learning so often occurs.

### Calendars for the regional hubs 2014/15:

Term dates for our regional LAs are not available at this point in the year – we would be working to locally agreed holiday patterns as seen below for the academic year 2013/14

#### West Regional Hub

Holiday	Close	Open
Summer		Mon 02/09/2013
Autumn mid-term PLA contact during mid-term break	Fri 25/10/2013	Mon 04/11/2013
Christmas PLA contact during term break	Fri 20/12/2013	Mon 06/01/2014
Spring mid-term PLA contact during mid-term break	Fri 14/02/2013	Mon 24/02/2014
Easter PLA contact during term break	Fri 04/04/2013	Tue 22/04/2014
May Bank Holiday	Fri 02/05/2014	Tue 06/04/2014
Summer mid-term PLA contact during mid-term break	Fri 23/05/2014	Mon 02/06/2014
Summer APA holiday contact and Summer schools	Fri 18/07/2014	

## East Regional Hub

Holiday	Close	Open
Summer		Wed 04/09/2013
Autumn mid-term PLA contact during mid-term break	Fri 18/10/2013	Mon 28/10/2013
Christmas PLA contact during term break	Fri 20/12/2013	Tues07/01/2014
Spring mid-term PLA contact during mid-term break	Fri 14/02/2013	Mon 24/02/2014
Easter PLA contact during term break	Fri 04/04/2013	Wed 23/04/2014
May Bank Holiday	Fri 02/05/2014	Tue 06/04/2014
Summer mid-term PLA contact during mid-term break	Fri 23/05/2014	Mon 02/06/2014
Summer APA holiday contact and Summer schools	Wed 23/07/2014	

## South Regional Hub

Holiday	Close	Open
Summer		Mon 02/09/2013
Autumn mid-term PLA contact during mid-term break	Fri 25/10/2013	Mon 04/11/2013
Christmas PLA contact during term break	Fri 20/12/2013	Mon06/01/2014
Spring mid-term PLA contact during mid-term break	Fri 21/02/2013	Mon 03/03/2014
Easter PLA contact during term break	Fri 11/04/2013	Mon 28/04/2014
May Bank Holiday	Fri 02/05/2014	Tue 06/04/2014
Summer mid-term PLA contact during mid-term break	Fri 23/05/2014	Mon 02/06/2014
Summer APA holiday contact and Summer schools	Mon 21/07/2014	

## **Nature of Placements**

Across the SPTA group of academies we will be ensuring that all students are routinely assessed using both Cognitive Ability Tests (CATs) and also Pupil Attitude to Self and School assessments to give a clear baseline data profile of each child throughout all key stages.

The Alternative Provision Academy, being linked across the SPTA group via the SIMS network, will be able to access this information in real time and layer on the specific assessments that may be required by more specialist colleagues; for example when developing appropriate additional support for students on the autistic scale.

The admission of students onto an APA support programme will be the responsibility of the Regional Centre Manager in liaison with the hub SENCO and in negotiation with the designated colleague from the home academy. The student and parents/carers along with nominated PLA will also be involved in this process. Prior to the start of any programme an agreed Individual Success Sheet will have been put in place and signed by both institutions and the student and parent/carer.

The importance of each centre having a qualified SENCO is critical as we will be following the Special Education Needs and Disability Act in order to guarantee equality of opportunity and eliminate prejudice and discrimination against students with special educational needs – most notably to guard against any deflation in expectations of aspiration and progress. Our unified approach to data sharing will enable all student progress to be monitored in real time by the Alternative Provision Academy team as well as by the staff at the home academies and, critically, by the parents/carers of the student using remote login facilities. This use of ICT solutions to share live data will be a key plank in building a successful system of seamless movement, virtual or physical, of students and their associated data across the SPTA group.

Our PLAs will be the key colleagues in chasing up progress and supporting the students in attaining their agreed goals – working alongside their students the PLAs will be focussing on improving attendance, narrowing learning gaps, encouraging high aspirations and recognising progress and success at every opportunity. On return to their home academy the PLA will play a key role in ensuring that the student's progress is clearly recognised and that any interim goals for achievement are fully understood. The role of the regular class teachers in this respect is also very important – weeks of progress can be undermined in moments if students are not approached positively and given fair opportunity to work successfully towards achieving the goals set out in their re-integration agreement.

Alongside the specific programmes outlined in the placement agreements the PLA will be responsible for keeping an overview of the CIEAG guidance for their students as, particularly with older students, the need for a single point of reference here can be important for making sure that appropriate choices are made and clear guidance has been given – for example a Y8 student who has had a significant placement period due to severe BESD issues during the Spring term may well need to be personally guided through the options process for the home academy so that he is not disadvantaged upon return.

The SPTA group of academies have already made appointments into the IAG role for colleagues to work across multiple academies and this approach will be extended so

that these colleagues include the regional hubs of the APA in their coverage. This co-ordinated approach will help to reduce NEET figures as students are given clear advice throughout their school careers and will be supported by our links to local employers.

### **Measures of Success (Pupil Achievement)**

As stated earlier it is our aim that all students achieve levels of progress in line with national benchmarks and that they will attain grades commensurate with their ability in English, maths and 3 further recognised qualifications. Students will be expected to attend in line with national averages, with the aspiration being an average of 95%, with no unauthorised absence.

Primary students placed in the Alternative Provision Academy or accessing virtual placement provision at their home academies will follow programmes of intervention and support which focus on the strengthening of social skills and the prevention of gaps developing in the core skills of literacy and numeracy. For example, building on our delivery of the 1stclass@number scheme in a range of our existing primary academies will ensure that our PLA team are trained in the delivery of this emerging and proven to be successful method of maths intervention. One to one, and small group, literacy intervention will ensure that children do not fall behind in their core skills progress during the early years.

Our approach in deploying outreach educational specialists and PLAs into primary contexts is key to promoting a culture in which the learning gap is not allowed to develop.

“Longitudinal research has shown that the gap between high achievers and low achievers in the educational system starts to appear at 22 months of age, and that this gap is particularly significant between children from high and low socio-economic backgrounds” (The Early Years Foundation Stage (EYFS) Review March 2011) - given this state of affairs we can see that in measuring success we must do all we can to prevent deflated early baseline assessments which, in turn, deflate our expectations and aspirations for our students.

Our use of both Cognitive Ability Tests (CATs) and Pupil Attitude to Self and School assessments (PASS) will mean that there is clear evidence in place to generate challenging and aspirational targets which move upwards to reflect student progress on additional provision programmes of support.

“The evidence shows that high quality early years interventions provide lasting and significant long-term effects on young children’s development.” (The Early Years Foundation Stage (EYFS) Review March 2011).

Providing well co-ordinated and effective additional provision from the earliest identified points will, obviously, be crucial in maintaining the progress of younger children.

“Although experience of high quality early years provision makes a difference to children’s outcomes, young children are likely to spend more time at home than in early years settings. As a result parents and carers have the biggest influence on children’s development from birth onwards. Where parents and carers provide an

engaging home learning environment, positive effects can be seen in their child's development. The quality of the home learning environment is more important for a child's intellectual and social development than parental occupation, education or economic circumstances." (Narrowing the Gaps: from data analysis to impact -The golden thread 2009)

As referenced elsewhere in this bid, the importance of our PLAs in working collaboratively with the parents / carers and extended families of our referred children will be of utmost importance. Taking the wider family with us on the learning journey of the children will help to raise not only the child's aspirations but may help the key family members to also hold those higher aspirations.

As our students progress through the key stages then regular CAT and PASS assessments, along with the audit trail of teacher assessments, will ensure that the targets set for each and every child demand commitment from not just the child but also the teaching teams and the wider family to attain the aspirational goals that will have been set. As [REDACTED], [REDACTED], has said in recent presentations to school staff in Yorkshire – each child should aspire to be the best he/she can be and as teachers and support staff we should echo that aspiration. With this approach the measure of 3 levels of progress becomes a given and our goals have no limits.

So, whilst we will, of course, be measuring each students progress in terms of qualitative improvement, our underlying goal is for each student in our care to not only narrow the achievement gap but to exceed their own personal goals

"More pupils with SEN are achieving national expectations at Key Stage 2 and the gap between pupils with SEN and the rest of the cohort achieving level 4 or above (L4+) in English and mathematics has reduced from 42 percentage points (ppts) to 39 ppts from 2005 to 2008. At Key Stage 4, the proportion of pupils with SEN who achieve five A\*-C, including English and mathematics, has increased, from 8.0% in 2005 to 11.8% in 2008; however, the gap in achievement between these pupils and those without SEN has widened slightly, from 43 ppts to 45 ppts." (Narrowing the Gaps: from data analysis to impact - The golden thread 2009)

To see the above as progress is to see SEN status as a limiting factor and to excuse the poor consequent progress as excusable. SPTAs view is that each and every student has the capacity to set their own achievement targets and, with the right environment and positive ethos to be able to far exceed the national picture.

### **Organisation of Pupils**

As will be apparent from the descriptions above, the student body within the APA will, primarily, be organised on an individual or small group basis with younger students benefitting from an outreach approach to home academies and older students working in small groups for academic subject provision, either off-site, at one of the local academies, or in alternative school hours dependent on need and availability of resources.

Groups will largely be generated on a needs basis rather than an age specific basis.

So, for example, an outdoor education programme lasting 6 weeks for 2 days per week may be attended by up to 6 students of broadly similar need but aged between 10 and 12 as their needs and capacity will have been assessed prior to commencement on the programme by the home academies and the specialist additional provision staff in liaison with the linked PLAs.

In any scenario our aim will be to provide at least the minimum of 25 hours provision per week unless there are specific circumstances which prohibit a student from being able to cope with this amount of time for a limited period. In the case of older students accessing work placements and undertaking outdoor education programmes then the provision is likely to be significantly longer as we will not be tailoring our timings around the traditional school day but rather around the reality of a working day or the need to spend significant time working through an outdoor challenge rather than just fitting in an activity which conveniently fits the time slot but doesn't challenge the child to succeed in a meaningful way.

### **Attendance**

High levels of attendance in line with national expectations of mainstream pupils will be a critical factor in ensuring the success of students referred to the APA.

“There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A\* to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A\* to C.” Improving attendance at school - Charlie Taylor (The Government's Expert Adviser on Behaviour) 2012.

As our students will always remain linked to their home academies and these will be held accountable for the progress of each and every child then the co-ordinated approach to encouraging full attendance will remain consistent no matter where a child is actually being educated at any particular point in their educational journey.

The group approach of the SPTA primary academies will be of especial importance in this regard as “there is no nationally collected data on children's attendance in nursery and reception, as school is not mandatory at this age. This means schools are not held to account for pupils' attendance until they reach the age of five. Many schools do not take measures to improve attendance until their pupils reach statutory school age, but for some children this is already too late. Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development.” Improving attendance at school - Charlie Taylor (The Government's Expert Adviser on Behaviour) 2012.

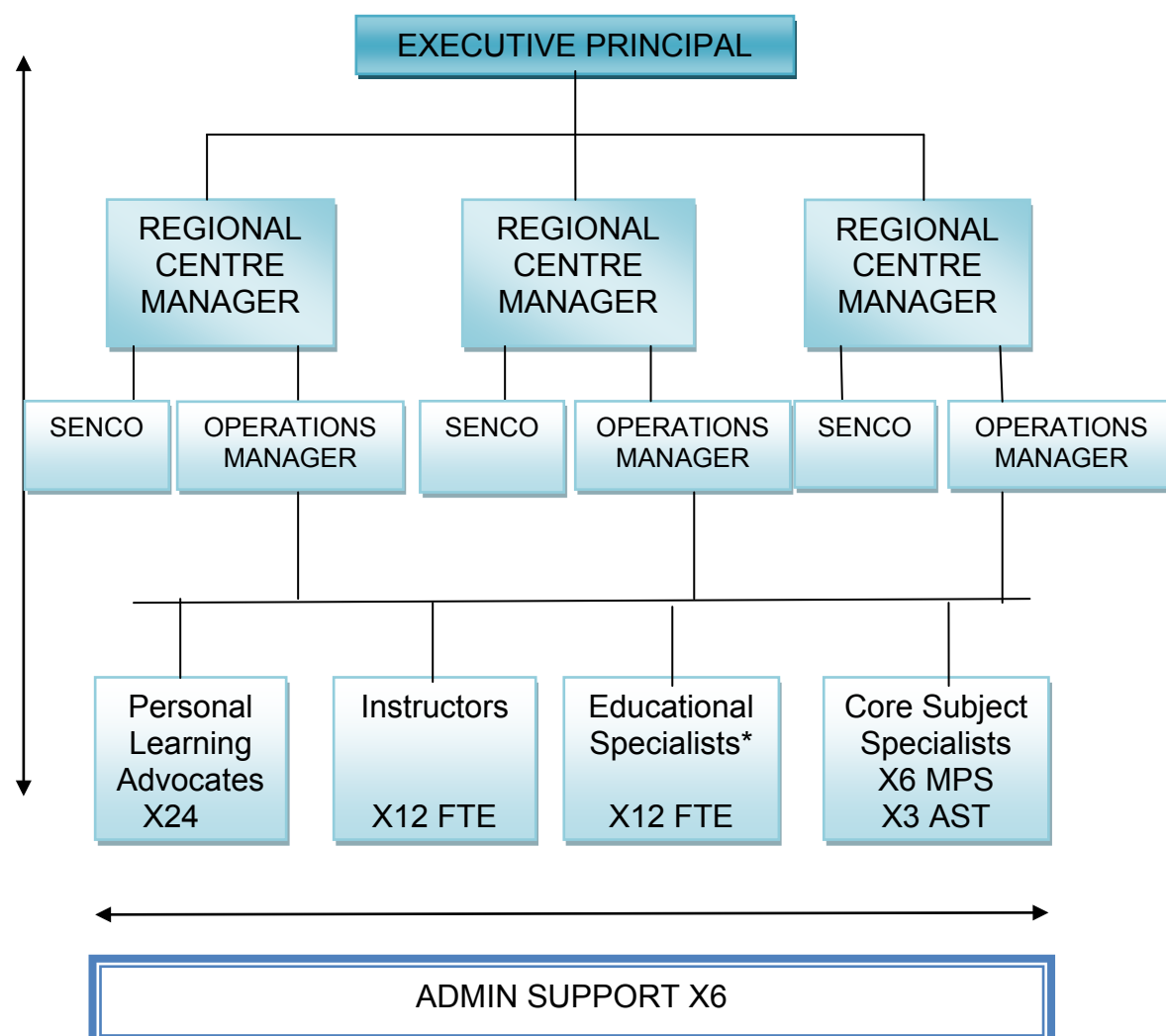
As Charlie Taylor has pointed out – the historical approach to primary attendance has been weak. The SPTA's expectations of attendance are the same across all age ranges and our teams of PLAs will play a full part in ensuring that the wider family units are fully supported in making sure their children arrive at school every day and on time. These key lifeskills can be the difference between a successful education and a wasted opportunity. From day one our home/academy agreements target 100% attendance and this will remain the expectation whether in the home academy or at the APA.

### **D3. Staffing Structure**

The Alternative Provision Academy will be overseen at a strategic level by an Executive Principal whose role will be to drive the ethos and direction of travel for the 3 regional hubs, each of which will be managed by a Regional Centre Manager, supported by a SENCO. Beneath this senior leadership team will be a flat collegiate model which sees a team of Teaching Specialists in core subjects, Personal Learning Advocates, Educational Specialists and Instructors working in harmony to deliver the individualised programmes agreed for each student on entry to the additional provision centre.

Administrative support will co-ordinate the data trail and deliver audit for each student, leaving the specialists in each field free to focus exclusively upon delivery.

Wider functional support will be provided by the existing SPTA core team in terms of strategic lead from the executive board, financial management, human resources, payroll, primary and secondary specialist guidance, marketing and recruitment.



\*Educational Specialists to include:

Educational Psychologists  
Speech Therapists  
Behaviour Specialists  
CAMHS workers  
Family Support workers  
Drug Support workers  
Art / Drama Therapists

The intention behind the strategic leadership and SPTA core team support for the Alternative Provision Academy is to enable a lean and highly student focussed institution which is wholly concerned with delivering active support to both students and the commissioning academies.

Because of the nature of the already existing group of SPTA academies and our status as a training provider for both SLE colleagues and Schools Direct entrants to the profession we will be able to sustain this flat model by deploying colleagues in and out of the APA as and where appropriate, to deliver training alongside our Blue Sky programme, enhance specific subject knowledge and delivery, and encourage new entrants to the profession to be fully involved in alternative provision.

This cross fertilisation of work, ethos and colleague deployment will help to create a smooth and consistent flow of communication across the partnership with each benefiting from the other's expertise.

#### **D4. Meeting the needs of all pupils**

Our Academies are primarily spread across a relatively tightly defined area in West & South Yorkshire, North & North East Lincolnshire and North Nottinghamshire. Relative deprivation is high with Yorkshire and Humberside having significantly more Lower layer Super Output Areas (LSOAs) with above average levels of families living in poverty. 44% of LSOAs in the region are in the bottom 10% of deprived areas, with a further 18% in the next band up. (English Indices of Deprivation 2010)

As would be expected during a time of recession the picture around Free School Meals (FSM) is one of increasing demand – overall the group have significantly higher numbers of students eligible for FSM than is the case nationally, as can be seen from the attached table of SPTA academies:



## Secondary: 2011 data

Academy	Hull Trinity	Garforth	The Vale	Rossington	Don Valley	Knottingley	Serlby	De Warenne
Av points on entry	28.7	28.7	27.6	25.8	28	27.1	27.1	26.2
FSM	15.30%	4.90%	8.70%	24.70%	22.00%	20.30%	26.20%	25.80%
Attendance	95.72%	94.10%	94.18%	91.69%	93%	91.54%	92.36%	92.70%
SEN/SA+	8.30%	3.00%	18.80%	9.40%	7.30%	10.50%	3.80%	5.70%

Academy	Queen Elizabeth's	Melior	Ash Hill	Hanson	John Whitgift	Manor Croft	TSLA	National
Av points on entry	25.9	26.3	26.5	27	26.2	26	25.5	28
FSM	24.30%	23.10%	28.10%	15.40%	24.50%	20.50%	41.90%	15.90%
Attendance	90%	93%	88.41%	91.58%	92.21%	91.57%	88%	93.48%
SEN	4.50%	40.30%	7.30%	9.30%	18.90%	8.00%	12.90%	12.10%

## Primary: 2011 data

Academy	Crookesbroom	Hatfield Woodhouse	Highfields	Grange Lane	Pheasant bank	Rowena	Serlby Park	Wainwright	Park View
FSM	30.00%	9.30%	64.90%	46.00%	30.30%	37.80%	26.20%	34.00%	7.50%
Attendance	94.42%		92.60%	94.80%	96%	94.00%	94.40%	94.00%	92%
SEN/SA+	13.50%	3.00%	21.00%	24.00%	17.00%	12.00%	4.00%	15.90%	14.50%

Academy	Green Lane	Strand	Macauley	Weelsby	Willow Green	Worlaby	Wybers Wood	Knottingley CofE	National
FSM	6.20%	44.90%	29.60%	58.20%	11.70%	12.50%	5.30%	14.20%	19.20%
Attendance	90%	94%	95.13%	93.04%	93.46%	95.54%	96%	94.47%	95.00%
SEN/SA+	24.00%	18.50%	8.60%	20.50%	5.00%	7.10%	9.00%	5.80%	19.30%

Unsurprisingly, the FSM figure is often closely allied to a low point score on entry, thus

we see at The South Leeds Academy a FSM figure of 41.90% together with an average points score on entry to secondary education of 25.5 as opposed to the national average of 28. Indeed, only 2 of the secondary schools in the group have students entering their institutions with above average KS2 point scores.

These clear indicators tell us two main things:

One – in the short to medium term we will need our APA to support students with significant gaps in their learning portfolio during the secondary phase.

Two – We will need to focus our work quickly onto KS1 and 2 pupils so that we proactively intervene at an early stage to support expected progression and identify emerging educational needs.

## **Outdoor Education as a Preventative Intervention Strategy**

### **Context**

A small number of students can be identified as at risk of potentially not completing mainstream education as early as Y5. It is clear that alternative approaches can have a significant influence on behaviour, achievement and capacity to cope more successfully with the KS2 curriculum and later with regular KS3 provision and KS4 courses of study.

Similarly, it is clear that timely and effective intervention strategies have a marked effect if applied carefully early during KS3. These pupils have a significantly raised chance of successful completion of KS4. At KS4 the risk for challenging students with their low level of English language/literacy, numeracy and lack of work skills, is that they are vulnerable to becoming NEET post 16.

The key is to provide practical, exciting and stimulating backcloth upon which to base personal development focusing upon aspects of self-worth, self-respect, social awareness, and a curiosity of the world around them together with the confidence and motivation to explore, discover and feel successful.

Carefully selected and managed experiences in the outdoors bring immediacy and substance to experiential learning which is usually received rather differently from classroom based activity. It provides opportunity for a more obvious rationale (for students) behind programmes of work toward literacy, numeracy and a range of other important knowledge, understanding and skill.

Crucial to the process is effective staffing. This can be provided either in house or through external providers. Experience tends to demonstrate that the in-house staff model is more successful. The key is good recruitment against a clear specification of personal qualities and appropriate experience and qualification.

### **Proposal**

It is intended that a variety of experiential learning experiences will translate into improved curricular and classroom performance. We will develop a climate and ethos that will enable students to flourish, appreciate their own potential and that of others.

This will also provide an opportunity to respond to the changing demands of society away from routine and non-routine manual skills and routine cognitive activity toward a revised workforce that can use knowledge and skills for analytical and interactive processes. This will succeed through the application of curriculum knowledge to problem solving (by students identifying and establishing the required knowledge) together with the development of emotional intelligence to facilitate interactive peer solution identification.

Younger students (Y5-6) will be engaged in their local environment wherever possible, making use of suitable venues for the introduction of a range of adventure activity. Initially this may involve the use of the Outdoor Learning Card and Environmental Card systems on site as a stimulus for literacy, numeracy, social awareness and success. Later, off site activity will extend these activities on both land and water and require a greater application of curriculum knowledge to support the development of the activities and elements of both reflective and review learning.

AfL will play a significant role. The activities are flexible and facilitate whole or part day application according to need, physical capacity, location and prevailing weather and underfoot conditions. Half or whole day activities away from the site involving adventure or environmental/cultural/creative discovery will provide a focus for classroom based activity through preparation and consolidation activity. This will broaden horizons, develop confidence, knowledge and understanding of the world about them.

Students from lower KS3 may benefit from a similar approach but their developing physical capacity and maturity may enable an acceleration toward more substantive activities, whilst maintaining the same rationale for more successful and positive engagement in classroom based work. Naturally, emphasis will be determined by need, but it is likely to extend beyond literacy and numeracy, delivering against these aspects through the humanities, science, aesthetic and creative areas.

Activities will be designed to raise issues associated with living in society as a responsible and interested citizen, who is able to take part in sustainable opportunities, valuing other people and the world around them. Older students from Y9 onward in this cohort are in a critical position. Delivery of interesting and stimulating activity to support a reducing chance of success is vital and hinges relevant choice activity, location and staffing. Traditional adventure activity works but in this context will need real challenges, often through substantial journeying or advanced technical competence in an activity. Other options including independent travel, cultural discovery, conservation work and driving experiences are also effective. Toward the end of KS4 and post 16 it is possible to introduce students to formal leadership training qualifications through some adventure activity National Governing Bodies. (See Annex 3 for costed model)

### **Outreach Model**

A significant proportion of the work of the APA will be based around our team of Personal Learning Advocates and Educational Specialists being deployed into home academies.

The role of the PLA is central to the success of the project and their job remit will be

wide ranging to include:

- Take a pivotal role in the construction of the individual learning plan
- Quality assure and moderate the provision contained within the plan
- Encouragement of high attendance levels and excellent attitude to punctuality
- Ensure that student information is maintained and transferred across the APA and home academies promptly
- Meet regularly with designated students and their parents/carers
- Provide regular progress reports via email, text, SPTA VLE, and phone as appropriate to the individual case
- Liaise with Regional Manager and home academies on re-integration programmes
- Provide accurate information on both PASS and CAT baselines and progress against individual targets
- Liaise with educational specialists and external providers to ensure a coherent support plan is in place and working
- Work flexible hours within the contracted hours to be available for evening and weekend support and home visits where appropriate
- Provide a supportive yet challenging role model to each child in their care.

This will enable a coherent approach to delivery to be achieved across the three regional hubs in terms of both in-house protocols being consistent and a group ethos being applied.

Additionally, the levels of accountability being expected will be far tighter as the colleagues will all be working for one umbrella organisation within the SPTA family.

As outlined in section C the costs to individual home academies will vary according to need.

### **The “Achievement for All” Model**

The SPTA is keen to recognise establish successful programmes of intervention and support and as such is working to develop a bespoke offer in conjunction with the Achievement for All groups as set out below.

Achievement for All 3As is a national charity which supports schools to improve the aspirations, access and achievement of learners and young people.

The Achievement for All frameworks improves pupils’ progress, parental engagement, pupil attendance and behaviour, peer relationships, participation in extra-curricular activities and access to future opportunities for pupils.

Achievement for All has been shown to have a profound impact on the outcomes of pupils with SEND and on school improvement.

As a partnership we are keen to build on the impressive early work of this initiative and see it as a potential cornerstone of our outreach work, particularly in primary and early secondary as we know that a widening achievement gap can lead to many broader

behavioural issues emerging.

The success of the pilot work outlined here alongside a case study (annex 4) chimes well with the SPTA vision of this aspect of our additional provision. By working in concert with this established partner charity we are confident that lines of accountability and consistency of delivery and ethos can be achieved.

**Signs of Success:-**

- The [national] pilot was successful in narrowing the attainment gap between children with SEND and non-SEND children.
- 37 per cent of children achieved or exceeded expected levels of progress for all pupils nationally in English.
- 42 per cent of children achieved or exceeded expected levels of progress for all pupils nationally in maths.
- Improvements in attendance with a decrease of just over 10 per cent in persistent absenteeism.
- Behaviour of pupils improved, with reductions in teacher-reported bullying and behaviour problems.
- Awareness and focus on SEND improved – with more personalised teaching and learning.
- There was better engagement with parents and teachers – with schools reporting excellent relationships with parents rising from 12 per cent to 48 per cent.
- 90 per cent of schools have put *Achievement for All* in their school plan, and nearly all said they will continue with regular conversations with parents.
- For children with complex needs, those on free school meals (FSM) and those with English as an additional language (EAL), progress was good but slower than their peers.

The impressive success seen here is, in some contexts, liable to the inherent risk of not being embedded by individual schools if the Headteacher changes tack or a lead colleague moves on. By embracing the approach across the whole SPTA family we can ensure that initiatives are maintained and that expertise is developed across the staffing body of both the home academies and the APA.

The attached Case Study in annex 4 gives further detail of the potential benefits of this programme.

## **D5. Pupil Achievement and Pastoral Care**

Key Performance Indicators	Floor Target	Upper Target
% Attendance	94%	100%
% Persistent Absence (15%)	7.5%	6.9%
% in Education or Employment	95%	100%
5A*-C including En/Ma	45%	58%
% 3 levels+ progress KS2-4 En	62%	67%
% 3 levels+ progress KS2-4 Ma	63%	68%
% 2 levels+ progress KS1-2 En	80%	84%
% 2 levels+ progress KS1-2 Ma	79%	83%
% 2 levels+ progress R-KS1 En (R)	70%	74%
% 2 levels+ progress R-KS1 En (W)	57%	61%
% 2 levels+ progress R-KS1 Ma	70%	74%

Our aim is for all students to aspire to reach at least mainstream levels of achievement, attendance and progress. We will be targeting all students to close the gaps that may have appeared in their learning journey at whichever stage they are referred to the APA.

By working with our team of educational specialists, learning advocates and commissioned providers all under the umbrella ethos of all SPTA academies we intend to retain a clear and relentless focus upon pupil progress and attainment throughout each individual's school career.

Because the APA will be an integral part of the wider SPTA family of academies we will, wherever possible, be establish the same targets and expectations that students will be familiar with in their home academies – this approach is designed specifically to ensure smooth transitional movement between the APA and the home academies and to avoid the common pitfall of a student being disorientated by being expected to be able to seamlessly switch between the different expectations of the separate providers; this is especially important for the vast majority of referrals which we expect to be on a short term part time basis. In the case of working with outreach colleagues this approach is even more significant as we will have the same expectations of all staff within the group – i.e. high aspirations and a zero tolerance of failure.

### **Monitoring and Reporting Systems**

The SPTA core team already provide central support for our existing academies in terms of data tracking and monitoring of student performance. All academies work to half termly reviews, with their allocated core team colleague form the school improvement team, of progress using our Key Performance Indicators and then discussed in detail in termly meetings with the senior executive team at Head Office. The APA will sit within this framework and student progress, attainment and well-being will form the central pillars of these reviews.

Across the group all data is managed through SIMS and in partnership areas, such as our post 16 cluster of 5 academies in the South region, information is shared in real time via partnership exchange (PX), a module of the SIMS system. Additionally, we are increasingly using SISRA, an online tracking software package, to add a deeper

analysis of headline data.

The team of PLAs at the APA will be responsible for ensuring that progress, attainment and attendance data are reported home and to the home academies on at least a half termly basis with meetings set up with parents/carers on at least a termly basis for long term placements.

## **Parental Engagement**

### **Parents/Carers as Partners in Their Child's Education**

It is widely acknowledged in Government guidance, legislation and research that parents/carers have a key role to play in their child's education. The APA and SPTA as sponsor will make arrangements for parents/carers to contribute to the shared view of their child's needs.

The parent/carer of every student of compulsory school age must make sure that they receive efficient full-time education suitable:-

- To their age, ability and aptitude; and
- To any special educational needs they may have, either by regular attendance at school or otherwise. (Section 7. Education Act 1996)

Parents/carers have a vital role in their child's education. In working with the academy they will be strongly supported to:-

- Communicate regularly with academy staff and alert them to any concerns they have about their child's learning or provision; and their home or AP Academy -
- Fulfil their obligations under home-academy agreements, which set out the expectations of both sides.

### **What the Alternative Provision Academy Will Do to Work Positively With Parents/Carers**

By involving parents/carers, the academy recognises that they can become valuable co-educators. In order to support parents/carers, the APA will:-

- Actively seek to work with parents/carers.
- Value parents'/carers' strengths, knowledge and experience.
- Empower parents/carers to contribute to their child's education and support.

The academy will ensure that all reasonable measures are taken to allow all those with parental responsibility to be informed about, and be involved in their child's education. The academy will audit existing practice to ensure that parents/carers:-

- Feel welcomed;
- Receive and understand communications;
- Are supported as educators of their children or as learners themselves ;
- Are involved in academy life; and as part of SPTA's community engagement;
- Have a voice in academy policies and organisation.

## **Supporting Parents/Carers of Children With SEN**

The SEN Code of Practice emphasises the importance of positive, supportive attitudes to parents/carers and user-friendly information and procedures. The academy will make no presumption about what parents/carers can or cannot do to support their children's learning. Stereotypical views of parents/carers are unhelpful and will be challenged. All academy staff should bear in mind the pressures a parent/carer may be under because of the child's needs.

Professionals in the academy will make every effort to ensure effective communication with parents. Our common SIMS data management system and SPTA wide VLE provide excellent vehicles by which to communicate effectively with parents and in "real time" across the various partners in the organisation. This means that colleagues in home academies, the APA itself and those in the Core team can all access information simultaneously and act on it with confidence.

Staff within the academy will help parents/carers understand how to contribute effectively to their child's education and will make every effort to ensure that parents/carers understand their rights and responsibilities. All relevant information will be provided in a way that parents/carers can understand.

## **The Responsibilities of the APA**

Within a culture of partnership with parents/carers, academy staff will ensure that any concerns they have about a student's learning will be discussed with parents/carers at an early stage. Academy staff will:-

- Discuss concerns in private;
- Listen carefully to information provided by the parent/carer;
- Acknowledge the parents'/carers' expert knowledge of their child;
- Respect confidentiality;
- Actively listen;
- Show empathy;
- Be honest;
- Be positive - focus on the student's strengths as well as areas of need;
- Be aware that parents/carers may have needs themselves that may act as a barrier to communication;
- Be flexible about arrangements for meetings and appointments;
- Provide opportunities for parents/carers to support their child's learning (e.g. through their contribution to the child's Individual Support Plan);
- Invite views from parents/carers about progress, e.g. at review meetings;
- Provide access to all information and records on their child;
- Be clear about what additional support the academy will provide to meet the child's needs, and what arrangements will be put into place to monitor and review progress; and
- Share with parents/carers records kept of meetings.

Where the APA feels that inadequate progress is being made and there is a need to involve external agencies, staff should carefully explain their reasons and give information about the external agency to be involved to parents/carers so that they can



give informed consent to their involvement. Where outside agencies provide leaflets to explain what their service can provide, the APA will ensure that such leaflets are readily available.

## **D6. Pupil Behaviour Attendance and Well-Being.**

As outline earlier in section D1, the primary pastoral care of younger students will remain with the home academy so long as the nature of the placement is outreach work. The PLA will work alongside primary class teachers and SEN colleagues to ensure consistency of approach is applied at all times.

In the case of older students who may be on longer term placements then the PLA has a pastoral/tutoring role which involves close liaison with family, home academy and any outside agencies which may be involved in any one case.

## **Safeguarding and Student Welfare**

### **Safeguarding**

The APA will be committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment.

The APA will recognise that because academy staff are in regular and frequent contact with students, they are particularly well placed to observe signs of abuse or neglect.

The APA will be aware of the responsibilities which all staff have with regard to the protection of students from abuse and from inappropriate and inadequate care. Therefore, the APA will be committed to reacting in accordance with SPTA and the relevant Local Authority's agreed procedures in all cases where there is concern.

### **Designated Senior Person/Safeguarding Manager**

The Executive Principal will designate the SENCO as the Designated Senior Person (DSP) and the Operations Manager as the as the Deputy (DDSP).

The Executive Principal will also ensure that all staff and Governors are aware that the DSP's responsibilities include:

- i Ensuring that effective communication and liaison takes place between the APA, Home Academy and Social Services and any other relevant agencies, where there is a child protection concern in relation to an academy student;
- ii Ensuring that all staff have an understanding of and training about child abuse, neglect and its main indicators;
- iii Advising staff on the academy's and their child safeguarding responsibilities and supporting staff in their child safeguarding role; and

- iv Responsibility to ensure that all documentation is up to date and kept in a secure environment.

The DSP and DDSP will be trained in recognising and dealing with child welfare concerns. The DSP will be the first person to whom staff report concerns. It is then the responsibility of the DSP to discuss the situation with the home academy and other relevant agencies.

### **Training in Safeguarding Students**

All staff will be made aware of the Alternative Provision Academy's Safeguarding Students Policy and Procedures during their induction. The document will be available to staff in the Staff Handbook and electronically.

All staff working at the academy will receive training adequate to familiarise themselves with safeguarding students issues, their responsibilities and academy procedures and policies with refresher training every 3 years.

Staff involved in the recruitment and appointment of staff will have refresher training every 2 years.

The DSP and DDSP will each participate in specific training with a recognised body e.g. NSPCC or LSCB once every 2 years.

Records will be kept for all staff training, naming individuals and details of what training they have received and when. These will be kept with the central CRB register. A schedule of training will be kept and included as part of the induction process for new staff. A schedule of training will be kept and included as part CPD policy for all academy staff by the designated staff.

### **Criminal Records Bureau (CRB) Checking**

In an organisation such as the APA which will be using and employing staff from wide variety of backgrounds it is especially important to have clear CRB procedures.

All personnel who come into contact with students, whatever their status will be CRB checked, including Governors. The DSP, working with the Principal's PA will have responsibility for rigorously maintaining the Central Register.

CRB checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them.

The Central Register will be complete and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.

The academy will ensure that it makes full and appropriate use of the Independent Safeguarding Authority (ISA)-registration scheme.

## **Reporting Concern**

In the event of a member of staff having a child protection concern about a student, they must immediately report that concern to the DSP. The member of staff will be asked by the DSP to document briefly the events which have given rise to the concern.

The APA will follow the Local Authorities' and SPTA guidelines for Child Protection, making appropriate use of the Common Assessment Framework (CAF) and its electronic version (eCAF), liaising with the Social Services and other agencies, as appropriate. The action taken by the DSP will, therefore, be in line with Local Authorities' and SPTA guidelines.

The DSP will report back to the member of staff who made the initial report on a 'need to know' basis. It may be that the member of staff is simply informed that appropriate action has been taken.

## **Listening to Students**

The APA will recognise the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times particular students may feel stressed and confused. The APA shall identify quiet areas and provide the opportunity for these students to take respite from the normal day when necessary.

All staff shall be made aware that students who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all students at all times.

The APA will recognise that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.

The APA will recognise the value of having staff with specialised counsellor training to facilitate speedy reporting of issues by students and to enhance the quality of responses to disclosures.

## **Confidentiality**

The APA's Confidentiality Policy will be set out in the Sex and Relationship Education policy, as part of the suite of SPTA policies.

The right of each student to confidentiality and privacy will be respected and all communication about the case will be kept to a minimum on a 'need to know' basis.

Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the student

understands that all disclosures made to the adult will be shared with the DSP.

When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the APA's 'duty of care'.

The APA will share a common purpose with parents/carers to educate and keep students safe from harm and to have their welfare promoted, so is committed to working with parents/carers positively, openly and honestly. The APA will ensure that all parents/carers are treated with respect, dignity and courtesy. The APA will respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless it has parental/carer permission or it is necessary to do so in order to protect a student.

The APA will share with parents/carers any concerns academy staff may have about their child unless to do so may place a student at risk of harm.

### **Monitoring**

The APA will monitor students whose names are on the Child Protection Register in line with what has been agreed in the child protection plan. Students deemed 'at risk' or known to be vulnerable will be regularly reviewed by a Professionals Meeting convened by the academy to ensure swift, integrated and appropriate intervention.

Parents/carers will be made aware of the academy's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the student.

### **Behaviour**

Whilst individual academies may have slight variations of policy detail to reflect the precise context of their cohort, the APA and, all SPTA academies, start from the common framework of the group behaviour statement:

#### **Aim and Introduction**

The aim of this policy and associated procedures is to create a climate in which high quality learning can take place, where there is mutual respect and where achievement is valued, encouraged and rewarded.

The academy is a member of the School Partnership Trust Academies (SPTA) and it will work with other SPTA academies and members of SPTA's Core Team and other personnel to fully implement this policy. The academy will create an environment which encourages, reinforces and supports positive, acceptable behaviour. It is also recognised that the wider community expects acceptable behaviour to be an important outcome of the educational process.

Academy pupils are expected to promote and display positive, appropriate behaviour and become role models for their peers at all times.

The APA Behaviour Policy will pay heed to national guidance as appropriate.

The APA will be committed to working in partnership with other schools, parents and

carers and wider Children's Services agencies, to ensure all members of our immediate and wider academy community have the support and guidance they need to develop appropriate and positive behaviour. As a member of the School Partnership Trust Academies (SPTA) this academy will work collaboratively with other SPTA academies to ensure that the highest levels of positive behaviour and attitude are expected and developed throughout our academies.

The APA will recognise that in seeking to define acceptable behaviour, it looks towards setting out a range of goals rather than fixed expectations. The academy aims to offer a structure that will encourage each pupil's personal, social and moral ethos to develop in a positive way.

The APA will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

### **Key Principles**

The APA will be a caring and positive place of learning where rules and standards are in the best interests of all. The academy will be committed to ensure that every member of the academy behaves in a responsible and acceptable manner which demonstrates:

- Care, courtesy and respect for others, regardless of whether they are staff, pupils, friends or visitors
- Care and respect for each other's property and belongings
- Care and respect for the school environment

Higher standards of achievement will result from a more effective environment for learning, supported by high standards of teaching which meet the needs of all individuals. As individuals, all learners are entitled to their rights whilst at the same time having responsibilities to ensure the following:

- The right to be safe, valued and respected — free from disruptive violence, bullying and any form of harassment
- The right to work and learn
- The right to be seen as an individual

To enable a clear, consistent and agreed approach towards successful behaviour management, all pupils will be guided towards understanding that they have the responsibility to ensure that they understand the rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Positive achievement is encouraged at all times with a whole range of rewards to recognise effort and achievement.

The APA will promote partnership between staff, pupils and parents/carers to develop good relations and have high expectations. It is important to stress the role of the class teacher in the academy. PLAs will be the primary links between the academy and parents/ carers.

All individual learner-related communication will take place through PLAs. PLAs will normally remain with their students for the duration of the learning contract and will be

expected to develop an excellent working relationship with each child's family. Within the APA too, all information regarding individual pupils, from whatever source will primarily be directed to the PLA, so that on every occasion they are fully aware of all information regarding their pupils. All procedures and personnel roles will reflect this emphasis, supporting PLAs by providing them with relevant and timely information, which enable them to most effectively know and support their pupils.

To reinforce and give greater clarification, the APA will have:-

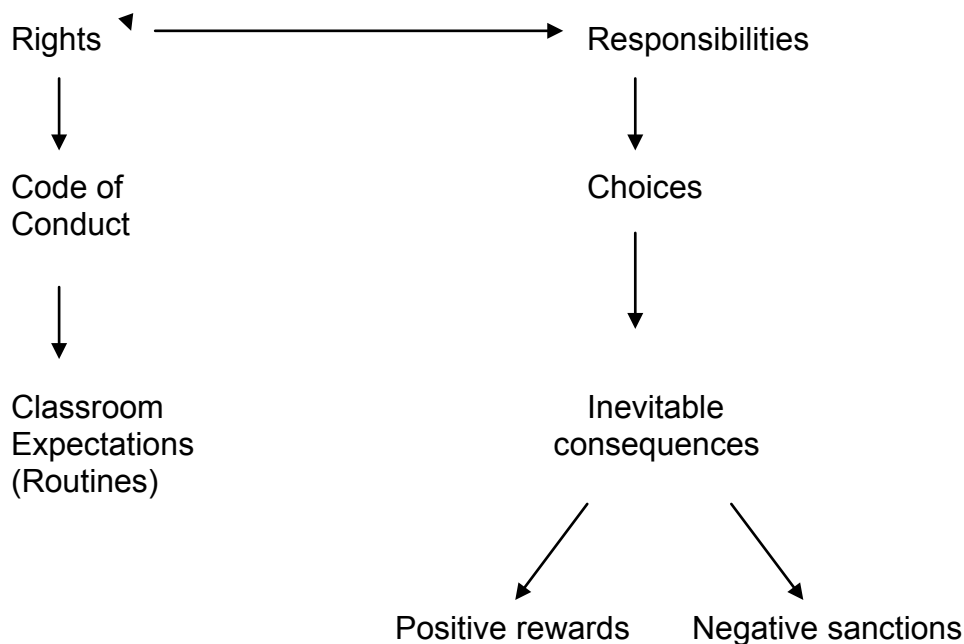
- A Home-Academy agreement agreed and signed by the Principal, parents/carers and pupils
- A set of clearly defined rules and procedures
- A strong focus on reward/celebration
- A consistent approach to behavioural management

Bullying is always taken seriously and will not be tolerated in any form, within the APA. The APA will also ensure there is fair treatment for all, regardless of age, gender, race, ability, sexual orientation and disability. Abuse is distressing; the APA will use every measure at its disposal to educate its children and young people, families and staff. All cases will be vigorously and relentlessly investigated to fully resolve any problem.

APA staff and learners will aim to maintain the highest standard of behaviour at all times.

Learners will be allowed to make choices so they can take responsibility for their own behaviour (see below)

#### Choices and Consequences



It will be made clear to learners at all times that choosing a particular behaviour will also be choosing a consequence.

## **Behaviour and Inclusion**

BESD has been identified as the greatest area of demand across all phases, regions of SPTA. The Specialist Additional Provision will play a critical role in helping to remove the impact of "Behaviour" as a barrier to learning. The resource will operate both alongside and additional to "Universal" provision.

The key to the success of the provision will be

- Accurate assessment to establish the causes of behaviour problems
- Early intervention and identification.
- Partnership with GL Assessment to establish emotional screening/baseline data through PASS linked to extensive CAT4 assessment including the new assessment for spatial learners.
- Use of multi- agency specialists to drill down in terms of appropriate assessment/diagnosis for individual pupils.
- Use of Family support workers/CAMHS to assist with parenting courses such as Webster/Stratton to help improve behaviour management skills in the home.
- Specialist therapeutic interventions for groups/individuals around anger management/bereavement/attachment/loss/emotional, physical, sexual abuse or domestic violence.
- Programmes/curriculum to develop self- esteem/self confidence in vulnerable children in order for them to engage with learning and raise levels of achievement.

At a universal level across SPTA and more particularly through the many inclusion/SEN pilots in operation the following good practice will continue to be the foundations upon which additional specialist provision will be built

- The "No Permanent exclusion" policy across the group which serves as a catalyst for creative/effective solutions for behaviour/learning problems.
- Standardised SEN policy/assessment across the group.
- The development of common thresholds for behaviour with appropriate levels of intervention across all academies.
- An emphasis on developing emotional skills through PHSE and cross curricular planning.
- The use of common philosophy on rewards and sanctions across the group.
- The extension of Restorative process/practice across the group.
- The wider involvement of pupils/parents in decision making around behaviour issues.
- The use of IEP/IEB as a framework for setting individual programmes of intervention within a learning environment. These will be used to monitor the impact on learning/achievement.

Pupils will be supported at critical "Transition" periods throughout their school careers in terms of "Behaviour". Vulnerable children/young people with behaviour issues will be identified and supported at universal level with the same systems/policies/practices being continued into:-

1. More intensive intra-school provision
2. Outreach support from staff based at the additional specialist provision.
3. Specialist placement as part of a planned short/middle term intervention.

The ability for the SPTA to apply common behaviour/reward/sanction policies will add the professional consistency that is essential to successful behaviour management. The positive involvement of parents would consolidate this good practice model.

The Doncaster KS3/4 projects are piloting good practice in terms of rewards/sanctions with daily monitoring of pupil progress and the consistent application of policy. Rewards are based around curriculum enrichment with sessions in cooking, sport, gardening being offered for engagement and attendance. Poor behaviours result in students having timetable changes and the removal of practical activities. The newly appointed lead on the KS4 project (former Headteacher of a KS4 assessment centre in Doncaster judged good by Ofsted) is about to employ an electronic behaviour grid as a pilot for her students as a baseline to plot behaviour improvement.

### **Expectations of APA Staff**

While this policy is specifically written about pupil behaviour, expectations for APA staff are defined, recognising the importance of staff as role models, so all members of the APA can work in a harmonious and supportive community. All APA staff will adopt an extended perspective regarding their role to promote good behaviour at all times; providing an excellent role model in their dress, behaviour and attitude not only in lessons, but in every element of APA life. The sponsor SPTA expects all staff to have a high 'visibility' and be constantly alert to any problem or potential issue, seeking to address these at the earliest opportunity. APA staff will promote values of friendliness, honesty and integrity in all aspects of academy life, and will demand and expect similar responses from pupils.

APA staff will:-

- Adopt a professional 'business' dress code appropriate to their position in the academy. At all times, staff will be smart, positive and helpful, acting as excellent role models to promote positive behaviour with all pupils
- Be highly visible at all times, particularly during times where learning is less structured: before and after school, breaks and lunch and moving around the building.
- Praise and encourage good behaviour at all times.
- Intervene promptly in any situation where behaviour is inappropriate or dangerous, or has the potential to develop into one.
- Apply behaviour management strategies and sanctions consistently, fairly, and in an appropriate manner
- Ensure the work prepared for pupils is appropriate, stimulating, well-paced and challenging within the framework of the individual learning plan
- Set high expectations in terms of attitude, quality of work and behaviour from the moment pupils enter the academy
- Promote self-discipline amongst pupils and deal appropriately with any unacceptable behaviour. Training in behaviour management will be provided



to all staff, appropriate to their roles and responsibilities

- Ensure that all times pupils' attitude and behaviour will not be allowed to disrupt learning, or that the academy's calm and purposeful ethos are not disturbed

## **Code of Conduct**

To ensure every member of the academy is clear about expected behaviour, there will be a clear Code of Conduct developed and displayed. Teachers and pupils will display their agreed classroom rules at the beginning of each year or phase of their learning.

Where pupils experience behavioural difficulties or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught. Some children and young people will need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all pupils. In all cases, every learner should be clear about what is appropriate behaviour for them.

Management of learning spaces - The APA will recognise that management of learning spaces and teaching methods play an important role in influencing behaviour. The learning environment offers a clear and visible message as to how learners' efforts are valued. The relationship between the teacher and learner, strategies for encouraging good behaviour, arrangements of furniture, access to resources and displays all have a bearing on how learners behave.

## **Rewards**

The APA will be a praise-dominated environment. Effective use of praise and reward is the most significant factor in raising pupils' self-regard and achievement. Praise and rewards should significantly outweigh sanctions.

Praise and rewards must be given whenever appropriate for pupils' work, attitude and conduct. Wherever possible the academy celebrates positive behaviour and pupil achievement. The APA will have a system of rewards that includes:

- Verbal praise
- Positive written feedback on work
- Informing parents / carers via postcard, text, phone call or e-mail
- Mention in newsletter
- Certificates
- Prizes
- Trophies (Sporting /Academic)
- Media publicity
- Achievement displays
- Rewards trips.

Rewards will be tailored to best suit the age and needs of pupils.

Learners can expect to be rewarded for:-

- Good or improved school work.
- Positive or improved behaviour.
- Positive attitudes to learning.
- Positive effort.
- Excellent attendance and punctuality.
- Commitment to extra-curricular activities.
- Contribution to charitable activities.
- Contribution to the positive ethos of the APA e.g. care shown for others and leadership.

### **Serious Incidents**

Wherever possible, the will seek to use all strategies; rewards sanctions and support available, before taking further punitive measures of any kind. However, some kinds of behaviour are so serious that they carry a risk of the individual learning programme being suspended and triggering a full case review.

These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community, for example:

- Serious actual or threatened violence against another pupil, member of staff, group or against the academy as a whole.
- Sexual, racial, homophobic or religious abuse or assault directed against another individual
- Involvement with illegal substances such as bringing a substance on to the premises or encouraging others to use them.
- Carrying and/or using a weapon, potential weapon or imitation weapon.
- Serious deliberate damage to school property or the property of others.

The Violent Crime Reduction Act 2006 gives staff the right to search pupils for offensive weapons. The police must be informed of the seizure of knives, blades or offensive weapons or any other things, which there are reasonable grounds for suspecting, are evidence in relation to an offence, found in the course of a search of a pupil. This might include drugs.

Illegal Substances - Serious incidents relating to carrying or supplying illegal substances or within school are treated extremely seriously and the school adopts the guidance for Headteachers and Governors within the publication Drugs 'Guidance for Schools', DCSF February 2004.

Use of Restraint - Staff within school are permitted to use reasonable force to control or restrain a child or young person in specific circumstances though the need for such action will be rare. Reasonable force may be used, where necessary, to stop a child committing a criminal offence or causing damage to property or harm to themselves or others. It can also be used to help teachers maintain good order and discipline. For example, if a child refuses to leave a classroom, it may be reasonable to lead them by the arm – or it may be reasonable to carry a distressed young child out of the classroom to a place they can calm down. Contact will be made with parents/carers to report any significant incident where a member of staff has used force. The incident

will be recorded in a written format.

### **Exclusions**

The sponsor, SPTA, adopts a zero exclusions policy for its academies and will use a range of strategies to strongly support that aspiration, which have been outlined above.

Referral to the APA will be a key strategy in ensuring that all students in the care of the SPTA receive continuous education.

Whilst referencing the above SPTA guidelines the APA will also expect the following of students attending the centre:

### **Anti-Bullying Approach**

The APA will also follow the SPTA wide Anti-Bullying Policy.

The overall aim of the APA is to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunities, through high expectations and adherence to traditional values.

Therefore all members of the APA have a right to feel welcome, secure and happy. Pupils should expect to learn in a supportive and caring environment without fear of bullying.

Bullying is antisocial behaviour and affects everyone. Any form of bullying is totally unacceptable in the academy. However, human nature being as it is, despite our culture of zero tolerance towards this issue, there may be some instances of students attempting to bully each other within the academy - often as a result of offsite situations or incidents. Therefore, we aim to deal with any bullying complaints firmly, fairly and promptly.

We treat bullying as a serious offence and take every possible action to keep it to a minimum.

Our Aims:-

- To create an environment where bullying is not tolerated.
- To ensure that all pupils are aware of their rights and responsibilities and know how to seek help if those rights are being violated.
- To encourage pupils to work well, develop good relationships and offer each other mutual support and respect.
- To encourage pupils to behave in a respectful and positive way to one another.
- To raise awareness and equip pupils to deal with bullies through PSHE programmes, assemblies, pastoral team members and peer supporters.
- To review and monitor the effectiveness of our anti-bullying policy annually

## Our Definitions

Bullying can be:-

- **Physical** – pushing, kicking, hitting, pinching, any form of violence, threats.
- **Verbal** – name calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional** – tormenting, threatening ridicule, humiliation, exclusion from groups or activities.
- **Racist** – racial abuse, graffiti, gestures.
- **Sexual** – unwanted physical contact, abusive comments.
- **Damage to property or theft** - demanding possessions, money, deliberately damaging belongings.
- **Homophobic** – taunts, graffiti, gestures relating to the sexual orientation of a person
- **Cyber** – sending threatening or abusive text messages, emails or images. Writing abusive or negative things about people on line.

Signs of being bullied:-

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about problems.
- Being easily distressed.
- Damaged or incomplete work.
- Regularly feeling ill.
- Work not completed to usual standard.
- Setting off for school particularly early or late.
- Tearfulness, depression.
- Change in pupil behaviour or confidence

## Attendance

The promotion of the importance of attendance will be of utmost importance at the APA as pupils who have had difficulty maintaining mainstream places are more vulnerable when their attendance is low. The link between attendance and achievement will be emphasised and there will be a culture of high attendance expectation. As outlined in the expectations of the PLA role, parents/carers will benefit from phone calls, texts or emails – these close family links will allow other services to be more effective when attendance issues arise. We will consistently work towards a goal of 100% attendance for all students.

- Each half term, in line with all SPTA academies, the SPTA will examine its attendance figures and review targets. These will reflect both national and LA attendance targets. The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.
- The APA attendance policy will contain within it the procedures that the will be used to meet its attendance targets. This will include strategies such as:

- Clear guidance on how the APA will respond to first day absence and third day absence.
- Continuing absence will result in the PLA making speedy contact with families directly, and visiting family homes wherever possible.
- In cases where a student begins to develop a pattern of absences, the PLA will work with the parent/s/ carers and home academies.
- The PLA will work to ensure that on return from an absence that all students are made to feel welcome. This should include ensuring that the student is helped to catch up on missed work and brought up to date on any information that has been passed to the other students.
- As with all our SPTA academies, holidays during term time will not be allowed. Parents/carers will be reminded of the effect that absence can have on a student's potential achievement.

“There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A\* to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A\* to C.” Improving attendance at school - Charlie Taylor (The Government's Expert Adviser on Behaviour) 2012.

Behaviour and attendance are often closely linked to each other. In order that high attendance and good behaviour are maintained the Academy Anti- Bullying, Teaching and Learning Policy and other statutory policies will be linked to the Behaviour and Attendance policies to ensure consistency of approach across all SPTA academies.

All parents/carers will be provided with information about our expectations regarding behaviour and attendance. Positive behaviour management classes/parenting classes will be provided or facilitated where we feel this is appropriate. Our PLAs will carry out home visits and liaise closely with parents/carers and community partners such as the police and Youth Service to provide additional support for pupils who have complex needs linked to attendance. The PLAs will also liaise with a range of outside agencies to ensure help and support for pupils and their families is personalised and meets their specific needs.

## **Summary**

As the APA will be working in concert with all the home academies within the SPTA family and following the same ethos and aspiration goals for all students we anticipate that much of the experience of a student attending the APA will be familiar.

The key role of the liaison colleagues at both the APA and the home academies alongside the vital role of the Personal Learning Advocates will be to ensure a smooth transition between both institutions. By making sure that expectations of behaviour remain positive, that we see no barriers to learning, that we encourage and support high attendance and that we provide safe and secure learning environments both on and off-site then we can help our students to make the progress that we believe them to be capable of achieving.

All staff will receive centralised induction training prior to beginning to work in an SPTA centre and will be committed to the strong ethos of support and high aspiration for all.

Prior to attending the APA all students will have had meetings alongside their parents/carers to ensure that the goals set for their time at the APA are achievable but also of sufficient challenge to see that progress is real and sustainable.

Before returning to their home academies, where appropriate, all students will have had re-integration meeting with the same team of colleagues who carried out the initial goal setting meeting to ensure that the student is received positively back into mainstream learning and to set further goals for the next steps to achievement.

During the placement the student will find a familiar ethos and see a number of familiar faces as some staff will be working across both the APA and in home academies; for instance subject specialists in low take up areas may well be deployed across a number of institutions.

Whilst working at the APA or on work placement or engaged in outdoor activity challenges the student's Personal Learning Advocate will be in regular contact with the student via face to face meetings, text, email or phone as well as reporting both to family and the home academy.

This wrap around care will seek to ensure that students do not feel isolated from their main target in their educational journey – i.e. to achieve the very best of which they are capable

## Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e.  $D = ((B+C)/A) \times 100$ .

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	80	80		100%	80	80		100%
<b>Key Stage 2</b>	140	140		100%	140	140		100%
<b>Key Stage 3</b>	90	90		100%	90	90		100%
<b>Key Stage 4</b>	90	90		100%	90	90		100%
<b>16-19: commissioner referred</b>	60	60		100%	60	60		100%
<b>16-19: pupil application</b>								
<b>Totals</b>	460	460		100%	460	460		100%

## **Section E: Evidence of demand – part 2**

Please refer to pages 24-29 of the alternative provision 'How to Apply' guidance for what should be included in this section.



## **Part 2. E1. Referrals and Commissioner Engagement**

All 36 SPTA academies have signed up to support the creation of the Alternative Provision Academy – each region has sent a letter of support via the regional directors:

██████████

### **Re: SPTA Alternative Provision Free School: Confirmation of Support**

4<sup>th</sup> December 2012

Dear ██████████

As ██████████ I can confirm on behalf of the SPTA East region academies that we are fully supportive of the proposed SPTA Alternative Provision Free School.

We anticipate making full use of the intended alternative provision for our students throughout the 5-19 age range and expect the Lincolnshire and Humberside area to benefit greatly from this fully integrated new Free School.

We understand that costs will be kept to a minimum but that should we need to refer a student for a full time placement then the home academy could expect to make a contribution of up to ██████████ per annum.

Based on the Audit of Need completed by all our academies as part of the bid process we anticipate that we will be referring or placing 200 students per year with the SPTA Alternative Provision Free School.

Yours

██████████

On behalf of:

Secondary Academies:

Hull Trinity House Academy, John Whitgift Academy, Melior Community Academy, The Vale Academy

Primary Academies:

Macaulay Primary Academy, Strand Primary Academy, Weelsby Primary Academy, Willows Primary School, Worlaby Primary Academy, Wybers Wood Primary Academy

The text of the letters for the other two regions is the same and lists the associated academies in the same way:

██████████

**Re: SPTA Alternative Provision Free School: Confirmation of Support**

4<sup>th</sup> December 2012

Dear ██████████

As ██████████ I can confirm on behalf of the SPTA South region academies that we are fully supportive of the proposed SPTA Alternative Provision Free School.

We anticipate making full use of the intended alternative provision for our students throughout the 5-19 age range and expect the Doncaster and Nottinghamshire area to benefit greatly from this fully integrated new Free School.

We understand that costs will be kept to a minimum but that should we need to refer a student for a full time placement then the home academy could expect to make a contribution of up to ██████████ per annum.

Based on the Audit of Need completed by all our academies as part of the bid process we anticipate that we will be referring or placing 200 students per year with the SPTA Alternative Provision Free School.

Yours

██████████

On behalf of:

**Secondary Academies:**

Ash Hill Academy, De Warenne Academy, Don Valley Academy, Queen Elizabeth's Academy, Rossington All Academy, Serlby Park Academy

**Primary Academies:**

Crookesbroom Primary Academy, Grange Lane Infants Academy, Hatfield Woodhouse Primary Academy, Highfields Primary Academy, Kingston Park Primary Academy, Pheasant Bank Academy, Rowena Academy, Wainwright Primary Academy

██████████  
4<sup>th</sup> December 2012

Dear ██████████

As ██████████ I can confirm on behalf of the SPTA West region academies that we are fully supportive of the proposed SPTA Alternative Provision Free School.

We anticipate making full use of the intended alternative provision for our students throughout the 5-19 age range and expect the West Yorkshire area to benefit greatly from this fully integrated new Free School.

We understand that costs will be kept to a minimum but that should we need to refer a student for a full time placement then the home academy could expect to make a contribution of up to ██████████ per annum.

Based on the Audit of Need completed by all our academies as part of the bid process we anticipate that we will be referring or placing 200 students per year with the SPTA Alternative Provision Free School.

Yours

██████████

On behalf of:

Secondary Academies:

De Lacy Academy, Garforth Academy, Hanson Academy, Manor Croft Academy (Earlsheaton), The South Leeds Academy

Primary Academies:

Green Lane Primary Academy, Knottingley CofE Junior and Infant School, Park View Academy, Simpsons Lane Primary Academy, The Vale Primary Academy, Whetley Primary Academy, Willow Green Primary Academy

Our core provision will be to the existing and growing family of SPTA academies – we are currently in discussion with a number of interested schools and expect to see a steady growth between now and the proposed opening of the APA in September 2014. Given this evolving context we have written to all the local authorities where we have academies currently operating to advise them of our bid:

**Re: SPTA Alternative Provision Free School**

Dear

I am writing to you to let you know of the School Partnership Trust Academies (SPTA) group's plans to open a 3-19 Alternative Provision Free School serving students from across West and South Yorkshire and in North and North East Lincolnshire.

As a multi-academy sponsor now supporting 15 secondary academies and over 30 primary academies we are acutely aware of the need to offer additional provision opportunities for our students whilst embracing our core ethos of aspiring to the highest possible achievement for every individual.

The SPTA already provide alternative provision for KS3 students on behalf of 5 schools in the Doncaster area, including one partner school, Hayfield, from outside of the SPTA family. Our partnership with the local authority in developing this scheme is proving to be very positive and we look forward to expanding these links via our new Free School.

In Knottingley, 4 of the 5 primary and secondary schools are now SPTA academies - this has allowed us to devote space on the secondary site to a joint additional provision venture using transition staff from within the group to support vulnerable students both prior to and during their transition into secondary education ( the remaining local church primary school has signed up to our working protocol allowing this provision to encompass all students in the town); the progress of these groups is showing great promise and future outcomes look good.

In the new Alternative Provision Free School we will initially be seeking to serve the 20,000+ students from within the group but as we evolve we will be very keen to work closely with our local partners to offer our services more widely.

If you would like to discuss our plans further please do get in touch via our [REDACTED], [REDACTED], who can be contacted on [REDACTED] or via our head office on [REDACTED]

We look forward to working with you in the future providing alternative provision of the highest quality.

Yours

[REDACTED]

[REDACTED]

The regional structure for SPTA is already in place and serves as a platform for referral for pupils with additional needs. The Doncaster project ( Annex 5) has served as a pilot for the group. Individual school concerns are taken to a cluster panel for consideration. There is a clear protocol for referral that is understood by all academy staff in terms of levels 1-5. Outside interventions/inter-school interventions/multi agency intervention would be considered at level 3. Off- site provision such as the Learning Centre in Doncaster would be applied at level 4/5 where the pupil requires either outreach provision or specialist short term intervention.

A key driver for inclusion across the SPTA is the “No permanent exclusion” policy. This encourages individual academies and groups of schools to look for creative solutions to raise levels of achievement for vulnerable groups of pupils.

Other evidence of work that has generated practices that are being adopted into our Free School inclusion model involve work across the group in schools in Knottingley and Leeds. This work shares the following common features:

- They are built on shared ethos/culture of SPTA.
- Inclusion and raising achievement drive the strategy
- They look to extend and improve current practice.
- Strategy is based on the needs of the pupils.
- Organisational change is structured to better meet pupil need
- Accurate and diverse assessment is central to the strategy.
- Partnerships are key to finding solutions.
- Multi agency work helps the whole child and includes the Family.
- Care goes beyond the school day.
- The pilots look for solutions 5-19 (and beyond in some cases)
- They have a can do philosophy where barriers to learning are removed.

See Annex 5 for a detailed description of the KS3 Doncaster pilot with an outline for the development of the Knottingley KS1/2 pilot.

### **Learning Captured from the Pilots**

SPTA have organised a working group to capture the good practice across both pilots and incorporate it into future planning for all regions. Members of the working group are asked to deliver updates on a regular basis to Regional Principals’ meetings

There are plainly enormous advantages in having all SPT academies adopting a single behaviour/inclusion/SEND policy. This leads to a standardised method of assessment and referral. The priority for all academies is that they raise their own capacity to provide high quality “Universal” provision for all pupils. They can share good practice and have the advantage of partnership arrangements. Local clusters moderate, support and challenge referrals outside the host school. The other important aspect of both the Doncaster and Knottingley models is that they both heavily resource “Outreach” work and CPD within academies from a central hub. This preventative model allows individual academies the chance to both increase and sustain their own capacity to manage vulnerable pupils.

SPTA also insist that pupils remain connected to the host academy whilst interventions are carried out. This would continue to be the case with referrals to the APA. The host academy would continue to play an important role in any planned intervention. Specialist “Transition” staff will liaise with pupil/staff/parents to plan re-integration. The appointment of PLAs will guarantee consistency of approach irrespective of educational setting. The regional structures and referral processes would apply seamlessly to the process of referral to the APA setting. The application is recognition of the necessity for alternative provision within current structures rather than the need to create an entirely new structure.

Timescale for referrals would follow the same pattern as those employed within the pilot schemes and across SPTA generally. (See Annex 5)

Referrals would be acknowledged on the day of referral with assessment carried out within one working week. The assessment report would then be heard at an admission panel with placement guaranteed within a further two week transition period.

## **E2. Evidence of Commissioner Demand**

### **SPT Overall Identification of Need**

The evidence for demand Part 1 was completed as a result of an audit of need conducted during the first half term 2012/13.(see Annex for audit template)

The evidence is based on returns from the following three SPTA regions

South. Doncaster and North Nottinghamshire

6 Secondary Academies

8 Primary Academies

East. North Lincolnshire and Humberside

4 Secondary Academies

6 Primary Academies

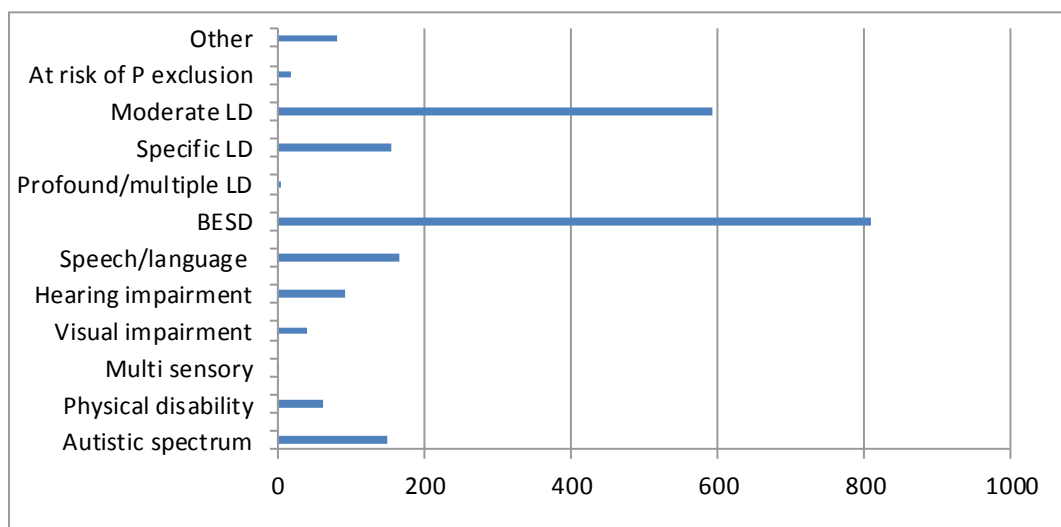
West

5 Secondary Academies

7 Primary Academies

A list of all SPTA Academies can be found in the section A with a geographical location map in annex 2.

## Overall Results for SPTA Audit of Need



The results show a significant demand for additional specialist support throughout the SPTA. 2175 pupils were identified as having needs at School Action+ or Statement of SEN. The breakdown of this figure in terms of the nature of the identified need is given below:-

- BESD. 810 referrals. (37.2%)
- Moderate Learning Difficulties. 592 referrals (27.2%)
- Speech and Language Difficulties. 166 referrals (7.6%)
- Specific Learning Difficulty. 156 referrals. (7.1%)
- Autistic Spectrum. 149 referrals. (6.8%)
- Hearing impairment. 92 referrals. (4.2%)
- Other. 80 referrals (3.6%)
- Physical disability. 63 referrals.(2.9%)
- Visual impairment. 41 referrals.(1.8%)
- At risk of Permanent exclusion 19 referrals.(0.8%)
- Profound and Multiple Learning Difficulties. 5 referrals.
- Multi -sensory impairment. 2 referrals

Of the 2175 referrals 747 were Primary school based (34.3%) with 1428 from Secondary schools (65.7%). Of the 284 Statements of SEN across SPTA academies 69 of them are in Primary schools with 215 in the Secondary sector.

From these figures schools asked to identify those who would benefit from Specialist additional provision in their area of need.

The following table shows the % of referrals in each Key Stage both across SPTA as a whole and by region:-

Region	KS1 %	KS2 %	KS3 %	KS4 %
SPTA	14	27	28	31
West	13	23	35	29
East	34	49	9	8
South	17	28	23	32

The results of the audit were returned to Regional Directors meetings to endorse the figures and accept the projection for each region in terms of the places within an APA and to check that the places reflected local need.

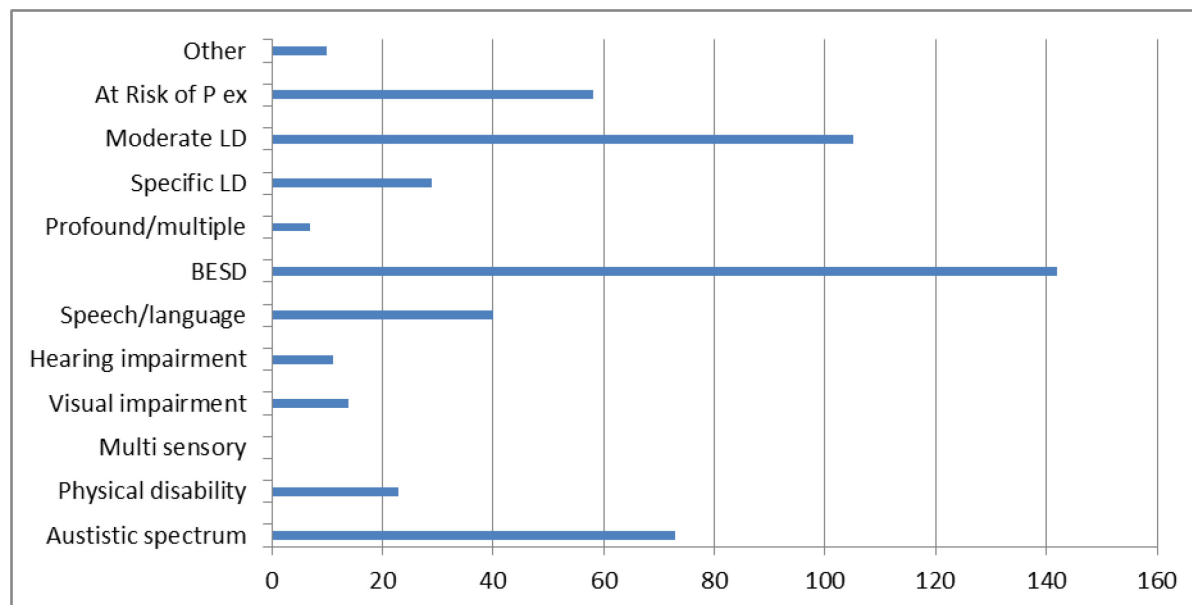
The breakdown across the three regions in terms of need are described in the section below where a regional projection of demand and need are presented.

#### South Regional Hub - Additional Specialist Provision

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	28	28		100%	28	28		100%
<b>Key Stage 2</b>	35	35		100%	35	35		100%
<b>Key Stage 3</b>	25	25		100%	25	25		100%
<b>Key Stage 4</b>	35	35		100%	35	35		100%
<b>16-19: commissioner referred</b>	23	23		100%	23	23		100%
<b>16-19: pupil application</b>								
<b>Totals</b>	146	146		100%	146	146		100%



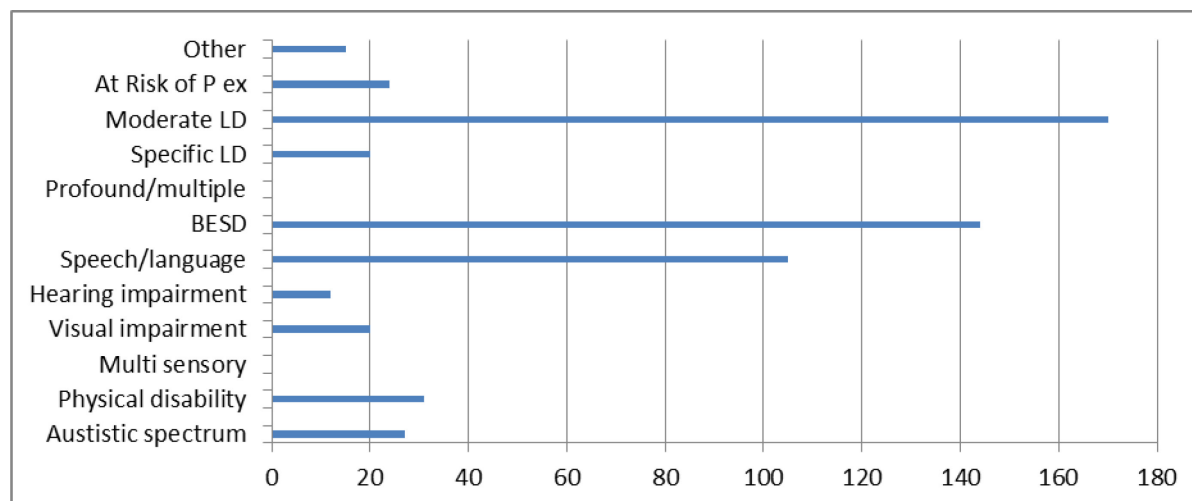
## Profile of Identified Need - South Regional Hub



## East Regional Hub - Additional Specialist Provision

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	30	30		100%	30	30		100%
<b>Key Stage 2</b>	58	58		100%	58	58		100%
<b>Key Stage 3</b>	10	10		100%	10	10		100%
<b>Key Stage 4</b>	9	9		100%	9	9		100%
<b>16-19: commissioner referred</b>	10	10		100%	10	10		100%
<b>16-19: pupil application</b>								
<b>Totals</b>	117	117		100%	117	117		100%

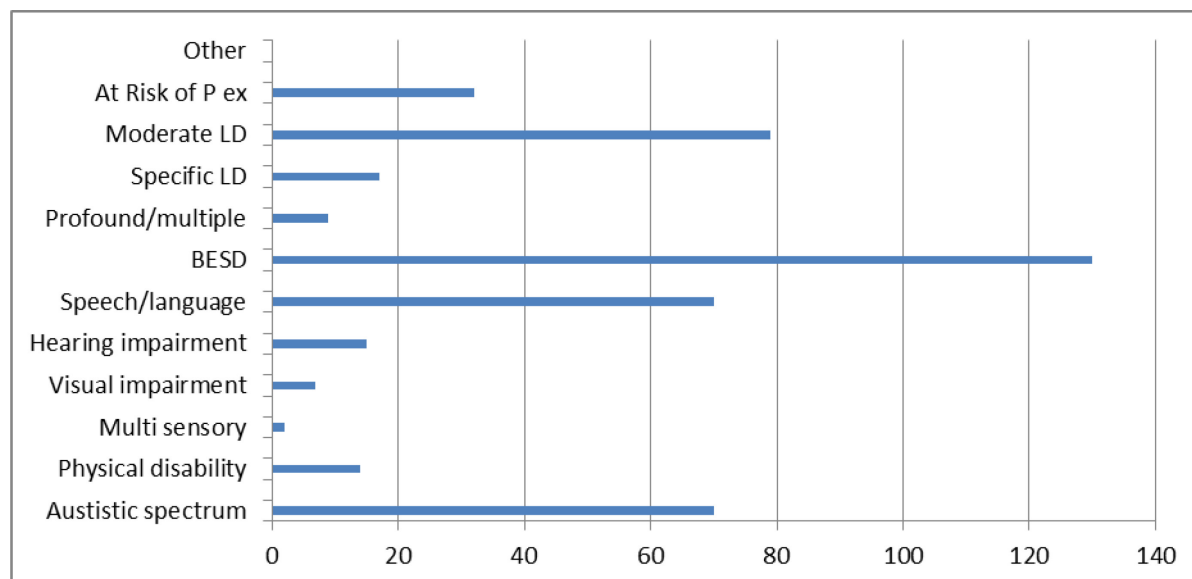
## Profile of Identified Need - East Regional Hub



## West Regional Hub - Additional Specialist Provision

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	18	18		100%	18	18		100%
<b>Key Stage 2</b>	27	27		100%	27	27		100%
<b>Key Stage 3</b>	37	37		100%	37	37		100%
<b>Key Stage 4</b>	32	32		100%	32	32		100%
<b>16-19: commissioner referred</b>	23	23		100%	23	23		100%
<b>16-19: pupil application</b>								
<b>Totals</b>	137	137		100%	137	137		100%

## Profile of Identified Need - West Regional Hub



Each Regional Hub has taken into account the level of demand/need in their catchment academies through the audit. In addition the SPTA monitor demand on an on-going basis via:-

- The School Improvement Officers attached to regions and individual academies.
- Regional Director monitoring meetings/data collection
- Common approach to SEN policy and practice across SPTA
- Half termly Inclusion reports from all SPT academies.
- Data collection/achievement targets/performance
- KIT (Keep in Touch) meetings.
- Review by senior leaders of SPTA alongside Principal.

The demand for places within each of the Regional “Hubs” is more likely to be sustained because of the following factors:-

- Over 36 SPTA Academies are committed to the aspiration target of 45% A-C GCSE grades for the identified vulnerable cohort who nationally are achieving less than 1%.
- Accurate assessment of current and projected need. SPT is in discussion and looking to convert an increasing number of schools before September 2014.
- All pilots and projected APA models are built in partnership with Local Authorities/Local Schools who will be seeking places.

### **E3. Evidence of demand from young people.**

Application to our APA would be a natural progression for all pupils within the current SPTA. Regional Principal meetings have reported back that 70% of the current SEND cohort Year 10, who would form the first post 16 intake in September 2015 and have been identified as potential beneficiaries of APA provision.

Because the APA is seen as a natural extension of SPTA provision parents and pupils do not face the trauma of leaving their local school. They are provided with dual registration status and the security of knowing that the target for the child is successful re-integration back into their host academy.

### **E4. Marketing**

As the number of SPTA academies increase the demand for additional specialist provision places will correspondingly grow. The audit of demand has not considered 5 schools which are currently in discussion with SPTA about academy conversion. The nature of the areas from which SPTA recruit schools would suggest that they will have cohorts of children with similar patterns of need as displayed across the group and that demand for additional provision will increase. Feedback from Principals as part of the audit process suggest that areas of concern in terms of need would be around:-

- BESD
- Speech and Communication
- Autism
- Moderate Learning difficulties.

This is supported by the findings of the audit as outlined in E2.

### **Sharing Expertise**

#### **GL Assessment**

“GL Assessment is a leading provider of integrated assessments for children’s education, mental health and wellbeing. Their rigorous and high quality assessments have been used by education, health and psychology professionals for three decades

17 September 2012 – GL Assessment published a new edition of the Cognitive Abilities Test (CAT), the UK’s most popular test of reasoning abilities for children aged seven – 16 years.

The test, which is used by 50% of UK secondary schools to determine a student’s potential exam results and learning strengths and weaknesses, now contains a greater emphasis on uncovering spatial learners.

These learners, who often flourish in STEM (Science, Technology, Engineering and Maths) subjects, are often side-lined in school and pushed towards more manual subjects and professions as their potential remains unidentified.

We need to identify and nurture our scientists, technicians, designers and engineers just as much as our writers, managers, historians and teachers. The education system cannot afford to ignore these intellectual Cinderellas any longer.”

Established over 30 years ago, CAT is currently used by schools to identify students’ strengths, weaknesses and learning preferences through a series of verbal, non-verbal and quantitative tasks.

The new edition's spatial reasoning tests have been developed based on the latest cognitive research that has found that students with high spatial ability are more likely to succeed in STEM subjects.

Spatial thinkers may find it more difficult to learn during their school careers, particularly as teaching, even in STEM subjects, has a strong verbal bias. Research has found that developing children's spatial thinking at an early age can increase their achievement in STEM subjects.

In order to help identify emotional need across SPTA contact has been made with GL Assessment who have agreed to support assessment across the SPTA. Training has already taken place in terms of Pupil Attitude to Self and School (PASS).

This is a survey that gauges pupils' attitudes to themselves as learners and to their schools. It assesses nine core factors, including task persistence, preparedness for learning and attendance attitudes, proven to be closely aligned with academic outcome. It also allows early identification of 'at risk' pupils, sometimes in advance of these attitudes translating into behaviour outcomes.

This assessment tool will be used across the group to identify emotional issues at universal level. BESD is identified as the area of greatest demand in terms of specialist provision and the use of PASS will put in place much needed baseline data. Each of the "Hubs" will have a significant input from mental health specialists in order to assist with the assessment/intervention process.

In addition GL Assessment have included SPTA staff in the launch of CAT4 which includes a new area of assessment in addition to Verbal, Non-verbal and Quantitative. They have added "Spatial". This will help identify and boost the learning performance of a large group of vulnerable pupils identified within the audit of need. Many young people from the Autistic spectrum would score well in this assessment.

An ability that previously might have gone unnoticed and the basis for a positive discussion with the young person about their learning style and personalised programme.

With digital versions of CAT and PASS assessments being able to be completed online, SPTA Academies will be able to collect the information electronically which will form a baseline for future testing – and benefit from real-time returns. This process will offer an opportunity for consistent assessment and monitoring of need with the added benefit of early intervention

### **Regional University Partnerships**

Alongside each of the regions will be their University partner.

South Region is linked with Sheffield Hallam University.

East Region is linked with Hull University

West Region is linked with Leeds University.

The universities will supply undergraduates to both the regional hub and feeder academies to serve as mentors and role models to raise levels of achievement and aspiration.

The universities will also offer an evaluation of the project in terms of impact and assist staff to follow active research degrees. They will also assist in providing CPD programmes for staff.

### **Other Partners**

The Doncaster pilot has highlighted the advantage of partnership work with Local Authorities in terms of forming multi agency support around clusters of schools in order to improve family contact/safeguarding/assessment. This model would directly transfer to the regional hub APA where a central multi agency resource would both be available to meet the needs of those pupils/families in attendance at the centre and to carry out outreach work and CPD in feeder academies.

Opportunities for evening/weekend/holiday work both on and off-site would also increase the

capacity of the provision to meet regional need. Where a Regional hub develops a particular strength in terms of expertise then pupils from across the SPTA could be given the opportunity to attend from outside their own region. In the same way non SPTA schools could be offered places on a commissioning basis.

## Section F: Capacity and capability

Please refer to pages 30-33 of the alternative provision 'How to Apply' guidance for what should be included in this section.

The SPTA has a vastly experienced team of colleagues who will be leading the development of the Alternative Provision Free School:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

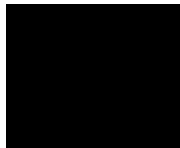
[REDACTED]



**F1. Company Members and Local Governing Body**

School Partnership Trust Academies is responsible for this application and will also take on responsibility for the setting up of the Alternative Provision Academy and the procurement of all the necessary contracts for equipping it in partnership with the Department and any other agencies that the Department engages to deliver the financial viability of all its plans.

**SPTA Company Members**



**SPTA Trustees/Directors**



The SPTA has a highly successful track record in establishing, converting and developing 36 Academies in the North of England. This has been achieved on time and on budget in partnership with the Department for Education.

The organisational diagram illustrates the relationship between the SPTA Company Members (4 in total), its Directors (5 in total), the appointed Local Governing Body (11 in total) and the Executive Principal of the Alternative Provision Academy.

SPTA is a single-trust multi-academy sponsor, in that capacity it acts as one employer across all the academies which it operates and this would include the AP Academy. It is an exempt charity with a supplementary funding agreement for each of its academies.

The Company Board of Directors is the legal governing body of the SPTA. It meets at least four



times per annum including its Annual General Meeting (AGM) and its rules and methods of operation set out in the SPTA's published Memorandum and Articles of Association.

The Board of Directors sets out the SPTA group strategy and operational policy in key areas which are then applied within and across all its academies through the organisational framework and schemes of delegation to Local Governing Body.

The members of the SPTA appoint the Directors of the SPTA in accordance with the SPTA's Memorandum and Articles and receive the annual audit of accounts at the AGM.

The Core Improvement Team of the SPTA have wide ranging responsibilities across all academies and will operate across the AP Academy, assuring and ensuring educational improvement and for providing key business services as agreed by the Board of Directors. The Core Improvement Team will monitor and advise the work of the Local Governing Body (LGB) to ensure consistent practice in the Academy in areas of Finance, HR, Facilities and ICT. The AP Academy will have a Local Governing Body constructed in accordance with the SPTA Memorandum and Articles of Association, with schemes of delegation approved by the Board of Directors. The Board of Directors will formally delegate a wide range of powers to the LGB covering most of the statutory and operational duties associated with running the APA.

#### Alternative Provision Academy LGB Membership

Sponsor Appointed Governors (7)	9
Representatives from the local community and business	
Local Authority or community representative – appointed – (optional)	1
Parent Governors/Forum – appointed -	3
Staff Governors – 1 teaching and 1 support staff – elected – approved by BoD	3
Additional members as may be appointed by the Secretary of State if she/he sees fit (required by DfE)	unlimited

#### Ex-officio Governors

Executive Principal	1
---------------------	---

The SPTA Academies Board appoints the majority of governors in each of its academies, usually drawn from local communities. To encourage innovation the SPTA delegates extensive powers from the School Partnership Trust Academies Board to Local Governing Bodies. Each board outworks its responsibility and is expected to challenge and monitor the performance of its academy, securing excellent educational provision, by adding capacity and challenge the SPTA seeks to secure excellent educational provision for both students and staff.

#### **The Purpose of the Local Governing Body (LGB)**

The LGB is the APA's accountable body within the terms of delegation provided by SPTA Directors. It is responsible for the conduct of the APA and for promoting high standards. The governing body aims to ensure that children are attending a successful academy which provides them with a good education and supports their well-being.

The Local Governing Body will be responsible for:-

- Setting the values, aims and objectives for the APA in line with SPTA policy
- Receiving from SPTA and agreeing the policy framework for achieving those aims and objectives
- Receiving and agreeing, from SPTA, the setting of statutory targets
- Agreeing the academy improvement strategy which includes noting the budget and agreeing the staffing structure
- Challenges and supports the APA by monitoring, reviewing and evaluating practice with the SPTA core improvement team
- Monitoring the implementation and effectiveness of the policy framework
- Monitoring progress towards targets
- Monitoring the implementation and effectiveness of the academy improvement strategy, the budget and the staffing structure.

Ensures accountability by:-

- Holding the Executive Principal to account for the performance of the APA
- Ensuring parents and pupils are involved, consulted and informed as appropriate
- Making available information to the community
- Takes part with the CEO in the performance management review of the Principal who is responsible for the performance management of all other Academy staff, working in conjunction with the CEO and CIT

For the LGB to carry out their role effectively, governors must be:-

- Prepared and equipped to take their responsibilities seriously;
- Acknowledged as the locally accountable body by the lead professionals;
- Supported by the appropriate authorities in that task
- Willing and able to monitor and review their own performance

## **F2. Educational Expertise to Deliver our Vision**

The School Partnership Trust provides professional support and advisory services to ensure its academies receive appropriate guidance and support in delivering improved standards of educational achievement. This Core Improvement Team of educational professionals ensures consistent methods of operation and quality assurance for academies within the group. The Core Team adds capacity for raising standards and challenges practice, pedagogy and methodology. Its key focus is always school improvement. The Core Improvement Team is constituted separately and is managed by its [REDACTED], [REDACTED]. It currently consists of over 30 specialist staff, consultants and advisors dedicated to supporting its academies. However, the greatest resource for raising standards lies within the networked partnership of schools, providing peer led support and challenge

in all areas.

The Core Improvement Team members consist of senior to middle managers. These key leaders devote whatever time is needed to each academy. Specialists provide support for the sharing and comparison of data, monitoring and intervention, developing personalised learning pathways, inclusion and behaviour as well as advising on teaching and learning. In addition, teams of AST's and SLE's drawn from the SPTA Teaching School Alliance are deployed across the SPTA academies to provide a structure for the sharing of expertise and the delivery of learning opportunities at key times such as training days, preparation for inspections and intervention events. Curriculum leaders, special needs specialists and support staff from the SPTA regularly meet and are deployed at key times to provide the leadership and the energy for school improvement. This mechanism of support is flexible and capable of expansion and positions within the Core Team after career progression and opportunities for all SPTA employees.

The Core Improvement Team is characterised by the following actions:

- The Chief Executive co-ordinates the work of the Core Team across all member schools, sets strategies for school improvement, establishes attainment targets and holds the principals to account for the actions of the local Senior Leadership Teams.
- The Chief Executive quality assures the performance of each academy's Senior Leadership Team and assesses and monitors the effectiveness of the CIT.
- The Principals of the member schools and academies meet regularly with the Chief Executive to ensure consistent delivery of Senior Leadership Team principles and practices and to review the strategy for school improvement both locally and across the group.
- The CIT supports and informs the production of the schools and academies Improvement Plans and Self Evaluation Forms. The CIT Development Plan reflects the priorities of the group members and is reviewed and adjusted annually against improvement priorities set by the SPTA Board and the Local Governing Bodies.
- The Chief Executive reports to the Local Governing Bodies at appropriate times throughout the school and academic year. These reports will complement and enhance the School Improvement Partner reports and provide information on the progress of the local institution and the outcomes set by the CIT.
- The Chief Executive is held to account by the SPTA Board.
- Teaching School Alliance and co-ordinated CPD

In addition to school improvement, the Core Improvement Team of professionals deliver centralised services supporting the non-teaching operations of the member schools and academies and assures consistent working practices and best value for the group.

Centralised services include:-

- Financial management, centralised purchasing and payroll
- HR and legal advice
- ICT strategy
- Curriculum design
- Post 16 leadership
- Business services
- Facilities management
- Staff deployment
- Recruitment of all teaching and non-teaching staff
- Audit services

- Data and Sims support

The SPTA Core Team has a “New Projects Team” successful in project managing Free Schools (Ingleby Manor Free School – Stockton-on-Tees), traditional academy conversions (South Leeds Academy, De Warenne, Hanson, Bradford, Serlby Park etc.) and fast track conversions (Garforth Academy, Green Lane Primary, etc.). The team have the resource, people and skills to set up and operate the school. SPTA will appoint the [REDACTED], [REDACTED], who will be appointed to support the [REDACTED], [REDACTED] who will lead the project forward. They will work to the Department’s Project Breakdown Structure which will guide the process of Change Management. A Change Management Plan, together with a detailed Project Plan with clear timelines, will be quickly in place to ensure that the new Free School opens on time in September 2014. All individuals confirm that they will have the sufficient capacity to ensure that the project is delivered successfully.

The Executive Principal for the Alternative Provision Academy will be appointed as soon as can be agreed with the Department. This person is expected to be a skilled practitioner. When appointed the Principal Designate will be fully engaged in the project, playing a leading role in the delivery of all aspects of the new Free School, including advertising for the necessary staff and developing with SPTA the curriculum and pastoral structures. A review will be undertaken by the Executive Principal of all aspects of the project in order that this may develop the thinking still further and “own” it. The Executive Principal will assume responsibility for completing all the necessary preparations for opening the Free School in conjunction with the Shadow Chair of Governors, the rest of the Shadow Local Governing Body (SLGB) and Local Governing Body once appointed. If it is possible some other members of the School staff will be appointed in advance of opening, and under the direction of the Executive Principal, will contribute to the pre-opening work.

The Shadow Local Governing Body (SLGB) will be appointed probably a term in advance of the opening of the School. SPTA representatives and the Project Board will liaise closely with the SLGB to ensure a seamless transition when the Free School opens.

### **F3. Financial Expertise**

The SPTA operates with a single funding agreement across all of its academies and as such all academy budgets are closely managed centrally. A dedicated Finance Team have the expertise, resource, people and skills to set up arrangements for and undertake the financial management of the school. Both internal and external audits are conducted and reported annually. [REDACTED], [REDACTED] will oversee the financial arrangements of the project supported by a team with specific responsibilities such as payroll, primary school budgets and annual accounting.

The LGB of the Alternative Provision Academy, working with the guidance and policy templates provided by the SPTA will be responsible for its academy’s budget and budgetary control. This will include:-

- Formally noting the annual Academy budget at least two months prior to the start of each financial year, or within 2 months following receipt of the final funding from the DfE.
- Considering budgetary control reports from the Finance Committee at every meeting with relevant explanations and documentation where required.
- Authorisation of all virements subject to the approval by the SPTA Director of Finance, in excess of [REDACTED] between budget headings. Details of all virements approved and

authorised by the Finance Committee are to be formally notified to the full LGB, if carried out in committee.

- Maintenance of a Register of Business Interests for all Governors and those Academy staff with financial responsibilities.
- Tenders other than the most financially favourable, or late tenders, can only be accepted by the LGB once approval has been sought from SPTA Director of Finance. The LGB shall minute the reasons for their decision.

#### **F4. Other Relevant Expertise**

Other SPTA members and Core Team are able to provide relevant expertise to manage the opening and operation of this school. These include;

- [REDACTED]
- Human Resources
- ICT Director
- Property / Construction

All SPTA Core Team are employed full time and will be deployed with sufficient time and commitment to this project.

#### **F5. Recruitment**

The recruitment of staff including the Principal Designate (PD) will be conducted by the SPTA Recruitment Team of specialist staff. This team are experienced in handling all of the vacancies which arise within the SPTA group of employees (approximately 3000 at present). All posts for teaching and non-teaching staff with the exception of Principals are advertised internally with the first instance inviting applicants. If there are no suitable candidates the posts are advertised nationally, as is any vacancy for a Principal. The Principal's post for the Alternative Provision Academy, as with all other SPTA Principal's posts, will be advertised nationally within the Education Press.

#### **Recruiting the Executive Principal For the Alternative Provision Academy**

SPTA would be looking to appoint the PD for Alternative Provision Academy for January 2014 or earlier.

The PD will assist in appointing the other staff as they are required as the Academy grows with the support of the SPTA Directors. An SPTA Trustee, normally the CEO, will make the appointment of the PD together with DfE Education Advisor, SPTA Human Resources, SPTA Project Manager and SPTA School Improvement Officer.

Once appointed the PD will play a full role in the implementation phase including putting in place the curriculum, Free School organisation and all the necessary policies and procedures.

The intention is also to involve the Executive Principal in the development of the new facilities.

This will be a highly influential role holding accountability for all the work of the Free School. The Executive Principal will forge strong partnerships with a wide range of key stakeholders, principally parents, the wider community, other school partners, the SPTA Core Team and other academies.

## **Recruiting Other Staff**

### **Regional Centre Managers**

The Regional Centre Managers will be appointed for the start of the Academic Year 2014. These roles will focus strongly on the quality of learning and teaching and performance measures across the whole Alternative Provision Academy.

As teaching staff and Instructors are appointed, only practitioners of the highest quality will be recruited and those showing evidence of their commitment to the aims and vision of the Alternative Provision Academy will be successful. Staff will be responsible for groups of pupils, their learning, academic performance and personal well-being. Specialist staff will also be recruited to deliver the core curriculum.

Similarly, appreciating the importance of the role of all support staffing (teaching, managerial and premise), only those with the right levels of skills, enthusiasm and commitment will be invited to join the staff,

### **Appointment of the Local Governing Body (LGB)**

When the Free School opens the LGB will:-

- Continue to shape and refine the vision with the Trust
- Advise and comment on all the Free School's policies and procurements
- Set targets
- Consider and amend, if necessary the draft school budget
- Provide strong challenge
- Hold the leadership team into account
- Ensure that the Free School will comply with all its statutory obligations
- Ensure that strong two-way communication links are in place with parents and the local community
- Encourage the development of key partnerships
- Set up appropriate appeal processes
- Discharge all legal responsibilities given to Local Governing Bodies by the Trust

### **Staff Governors**

Staff representatives will be elected by their peers and their appointment will be subject to the ratification by other members of the LGB.

## **Parent Governors**

LGB's will seek written nominations of parents to act as LGB members against a role specification which will reflect the ethos and values of the SPTA and the personal qualities required. The LGB will review applications against those requirements and appoint candidates, holding informal interviews if necessary.

## Section G: Initial costs and financial viability

Please refer to pages 34-38 of the alternative provision 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

### Financial Plan – SPTA Alternative Provision Academy





## Section H: Premises

Please refer to pages 39-40 of the alternative provision 'How to Apply' guidance for what should be included in this section.

Our intention is to site provision as centrally as possible in each regional hub, enabling relatively easy access for staff and students attending the centres on any particular day.

In Doncaster we will be expanding our [REDACTED] in Rossington of 285 m<sup>2</sup> ([REDACTED], Rossington, Doncaster, [REDACTED]). The facilities here are discrete from the main building of the home academy but close enough to allow access to specialist educational facilities where necessary and also to the sports centre; giving opportunities for work placements and outdoor education training.

In Leeds we will be based in a [REDACTED] in Garforth ([REDACTED], Garforth, Leeds, [REDACTED]) which already [REDACTED]. The first floor has already been adapted for student use, consisting of small classrooms, break-out space, kitchen facilities and consultation offices. Access routes are good and the SPTA hold a 5 year lease on the property.

In the East region our intention, in the first instance, will be to site provision in the Great Coates area within the [REDACTED] ([REDACTED], Grimsby, [REDACTED]). This is a large site with the potential to separate off a single story block for the APA although some adaptations would need to be made to this building to make it suitable for our proposed needs. Additionally, we recognise that partner academies based north of the river Humber will need a discrete location – at this time we are considering the use of what will be the [REDACTED] ([REDACTED], Hull, [REDACTED]), once they have moved to their new buildings in September 2013. Again, this site will need some work to adapt it to the needs of the APA but it's absolutely central location on Princes Quay make it an attractive proposition.

All of our proposed sites have good access to local services and food outlets, providing good opportunities for off-site experiences for older students whilst there are facilities within each to cater for the limited number of younger students who are formally placed in the APA rather than benefiting from the outreach provision proposed by the APA model elsewhere in the bid document.

All of our sites will have access to the SPTA VLE and SIMS facilities to enable seamless access to learning programmes and the transfer of information across the group.

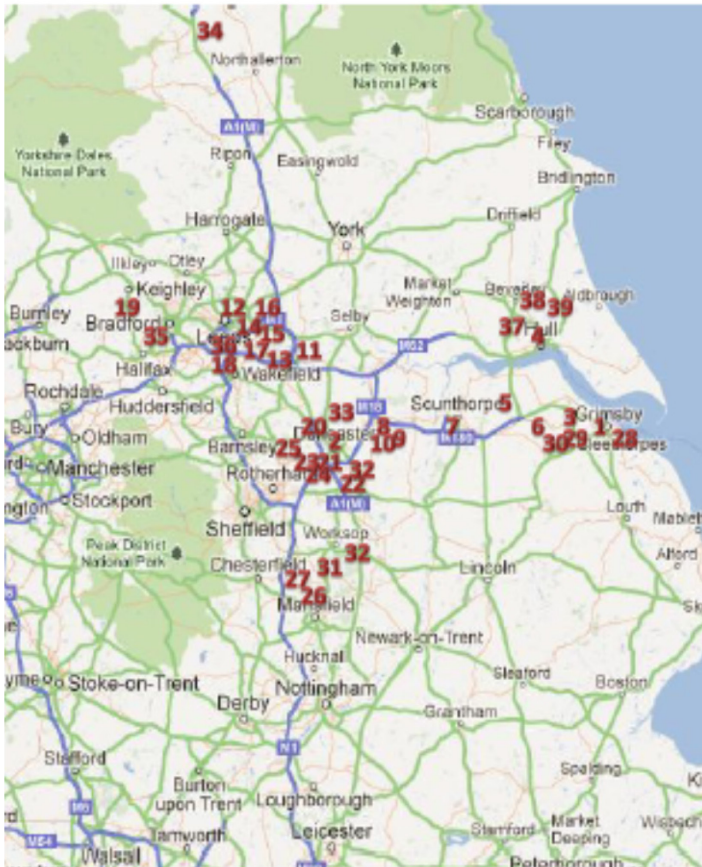
# Annexes

## Annex 1

Audit of need for pupils who might benefit from access to additional specialist provision						
Vulnerable Category	Number of pupils on School Action +	Number of Statemented pupils	Number of pupils who may need access to specialist provision by Key stage			
			KS1	KS2	KS3	KS4
Autistic Spectrum Disorder						
Physical Disability						
Multi-Sensory Impairment						
Visual Impairment						
Hearing Impairment						
Speech Language and Communication Difficulty						
Behaviour, Emotional and Social Difficulty						
Profound & Multiple Learning Difficulty						
Specific Learning Difficulty						
Moderate Learning Difficulty						
At risk of Permanent Exclusion						
Other Difficulty/Disability						

## Annex 2

### SPTA LOCATION MAP



#### **KEY:**

- 01 - Wybers Wood Academy
- 02 - Macaulay Primary Academy
- 03 - John Whitgift Academy
- 04 - Hull Trinity House Academy
- 05 - Worlaby Academy
- 06 - The Vale Academy
- 07 - Melior Community Academy
- 08 - Hatfield Woodhouse Primary School
- 09 - Crookesbroom Primary Academy
- 10 - Ash Hill Academy
- 11 - Simpsons Lane Academy
- 12 - De Lacy Academy
- 13 - Willow Green Academy
- 14 - Garforth Academy
- 15 - Green Lane Primary Academy
- 16 - The South Leeds Academy
- 17 - Parkview Academy
- 18 - Manor Croft Academy
- 19 - Hanson School
- 20 - Don Valley Academy
- 21 - Rossington All Saints Academy
- 22 - Serlby Park Academy
- 23 - Rowena Academy
- 24 - Grange Lane Infants Academy
- 25 - De Warenne Academy
- 26 - Queen Elizabeth's Academy
- 27 - Wainwright Primary Academy
- 28 - The Strand Community Primary
- 29 - Weelsby Academy
- 30 - Willows Primary School
- 31 - Kingston Park Academy
- 32 - Pheasant Bank Academy
- 33 - Highfields Primary Academy
- 34 - Ingleby Barwick Academy
- 35 - Whetley Academy
- 36 - The Vale Primary Academy
- 37 - Mersey Primary
- 38 - Craven Primary
- 39 - The Parks Primary

## Annex 3

### Outdoor Education Case Study

#### Staffing

The best model would be an in-house provision although some water sports delivery may have to be provided, at least in part, by an External Provider. Detailed below are a range of costings. Assuming an in-house provision staffing cost [REDACTED].

Options using External Providers will need to include the cost of a suitable accompanying employee of the school.

Costs:

1. Industry salary range for an experienced outdoor leader (non QTS) : [REDACTED] Assistant Outdoor Leader/Technician: [REDACTED] Funding for use of venues e.g. Trail centres, climbing walls, watersports centres  
Vehicle
2. Freelance instructors: [REDACTED] per day
3. Local Authority sessional pay for qualified leaders [REDACTED] per hour
4. Leeds Sailing and Activity Centre, Yeadon, Leeds Sailing, canoeing, climbing, mountain biking, teambuilding [REDACTED] per hour 1 instructor
5. Hatfield Outdoor Activity Centre, Hatfield, Doncaster
  - a) Day Activity: [REDACTED] for a 2 hour session Sailing, canoeing, windsurfing, raft-building
  - b) Residential: [REDACTED] per day to include 2 activities and 3 meals
6. High Adventure Activity Centre, Cowling, Skipton 1 day per week per academic year (same day) 2 staff (consistent) to school or activity location [REDACTED] per year
7. Residential provision: This can be managed with a relatively low budget with the in-house provision by using hostels, bunk houses, self-catering and camping.

There is much to be gained with this provision in terms of numeracy, budgeting, dietary provision, group work, catering, organisational skills, life skills. Many external provider options are available within the region and beyond and typical costs are [REDACTED] per person per 5 day/4 night experience.

#### Transport

Traditionally a minibus is used for transport. However, since driving will be a specific requirement of employment, this probably requires a driver with a D1 on the licence. Many younger staff do not have this and it is an expensive process.

Given the small group size of target groups, it is likely to be more practicable and significantly cheaper to deploy a people carrier of 9 seats or less including driver and thus avoid minibus regulations. A tow bar will be required for transport of bikes in a suitable trailer.

## **Equipment**

### a) In-house organisation model

School to provide the following:

- Personal PPE - waterproofs, fleece,
- Footwear - wellies, boots,
- First aid and contingency packs,
- Climbing equipment - ropes, helmets, harnesses, belay equipment, rock boots
- Walking/orienteering equipment - maps, compasses, rucksacks, KISU
- Camping gear - tents, sleeping bags, mats, stoves etc.
- Cycling gear - bikes, helmets, gloves, tools/spares/servicing items, lights, racks,
- Outdoor Learning Cards,
- Environmental Card Sets,
- Watersports equipment to be provided by external provider,
- Conservation organisers to provide any specialist tooling

### b) External provider model

School to provide basic personal PPE

External Provider to provide all other equipment.

Issues with external providers arise out of lack of flexibility in our ability to respond quickly to agreed student needs, lack of control over outcomes and costs and potential problems with baseline assessment methods.

## Annex 4

### **Achievement for All Collaboration**

#### **Case Study**

##### **Tredworth Junior School Case Study**

Tredworth Junior School used structured conversations to raise the aspirations of parents and pupils with special educational needs (SEN), and encourage collaborative relationships.

##### **Key Learning**

- Parents now understand the targets and progress related measures, and feel that they can make a positive contribution.
- Structured conversations were held with 81 per cent of parents/carers across the school, where as previous take up of parent consultation evenings was only 65 per cent. Flexibility is seen to be key in maximising attendance.
- In order to reach all parents, all avenues of communication were explored.
- Parents and children now share ownership of targets.
- Aspiration has improved for both children and parents.
- Staff feel that the additional time spent exploring pupils' learning and sharing objectives have been extremely positive.

##### **Background**

Tredworth Junior School is a larger than average junior school, with 269 on roll, based in an area of high social and economic deprivation. 41 per cent of pupils have been identified with SEN, 42 per cent have free school meals and 20 per cent of pupils have English as an additional language. The school was finding it hard to engage hard-to-reach parents in meaningful conversations about progress and attainment.

##### **Key Challenges**

###### **Availability**

Previously take-up of parent consultation evenings was only approximately 65 per cent.

## **Low Aspirations**

Both parents and children had low aspirations that needed to be addressed.

## **Solutions**

### **Organised Activities**

- A range of additional activities were provided for parents to encourage their initial engagement with the school, e.g. adult learning, parenting skills and cooking.

### **Sharing Skills**

- A cascade model for training and support was established, ensuring that all key teachers developed the appropriate skills. Each teacher was given time to have a 'structured conversation day' to hold conversations with each parent.

### **Developing the Provision Map**

- Pastoral support team meetings were put in place prior to the conversations. The meetings involved the class teacher, special educational needs co-ordinator, child action worker, pastoral support manager and teaching assistant.
- Outcomes of this meeting were used to inform development of the provision map, which is shared at the structured conversation and enables parents to hold the school accountable over the agreed provision.

### **Key Processes**

- Organisational processes were put in place for setting up the structured conversations and encouraging parents to attend, e.g. providing crèche facilities. Processes were also set in place to record the outcomes of the conversations, including setting targets for the pupil, parents and school. Notes were taken throughout the conversation, and a summary of the conversation which was shared with parents and used to gain agreement and buy-in.
- Pupil-owned learning plans were used to record targets and evidence showing progress towards targets.

## **Focused Conversations**

- Structured conversations were focused on pupil learning plans and formulating social and personal targets, as well as academic partnerships with parents and children to encourage shared ownership.

## **Next Steps**

- Following positive feedback from parents, the senior management team now plan to introduce structured conversation across the whole school, replacing some of the current processes for parent consultation.
- As a result of the structured conversations, parental training has been scheduled to include literacy, numeracy and listening skills provided by school partners. The school is also considering extending opportunities for parents and children to learn together.

The case study above echoes many of the issues seen in the newer SPTA academies that join us on the back of moving into Special Measures – a key role of the APA will be to lead intervention and support programmes on an outreach basis, deploying trained staff into home academies to provide impetus and results whilst the core staff at the home academies remain focussed on delivering core provision.



**Key Stage 3 Learning Centre Project  
Partnership Agreement -January 2012**

1. The "Partnership" refers to the following academies:
  1. Rossington All Saints
  2. De Warenne
  3. Ash Hill
  4. Don Valley
  5. Hayfield
  
2. The "Agreement" is solely for the purpose of delivering the "Doncaster BESD Partnership Work of Secondary Schools KS3" (appendix i). The conditions of this agreement are contained in the "Contract" between the "Partnership" and Doncaster Local Authority (appendix ii).
  
3. Rossington All Saints Academy will be the site for the KS3 Learning Centre. The Governing body and the Principal of the academy will hold the budget on behalf of the Partnership and act as the "Fund holder school". The contracts for staff appointed to be employed by the KS3 Learning Centre project will be held on behalf of the cluster by Rossington All Saints Academy but will be SPT employees under the single funding agreement.
  
4. The contract and budget allocated to the Partnership KS3 Learning Centre project is for an initial 5 year period. Each academy in the Partnership is allocated funding based on a formula established by Doncaster Local Authority based on number of pupils and a social deprivation index. The allocation of funding to the Partnership is to be confirmed for the first 5 year period. (appendix iii) This figure is subject to annual review in accordance with applied formula (TBC by Doncaster LA).
  
5. The budget will be used to staff/resource the placement of pupils for a short stay in the Learning Centre or the operation of an "Outreach" provision for the Partnership/cluster.
  
6. In the first instance the staffing structure and its allocation will be determined by:
  - Need as identified by the Doncaster Local Authority Formula
  - The audit of need carried out by [REDACTED] / [REDACTED] on behalf of the Partnership.
  - Agreement with the "Fund holder school" and cluster Principals.

7. The allocation of resources and a review of need will then be managed by the Local Management Panel consisting of the Senior Leader of the Learning Centre and a senior member of staff from each of the Partnership academies. This group will communicate weekly via email loop, meet regularly and report to the Principals half termly or more frequently if required.
8. The Partnership will adhere to the protocols laid down in the “Doncaster Protocols for the BESD Partnership Work of Doncaster Secondary Schools (KS3)”. This identifies the “Thresholds for Behaviour” (appendix iv) which will be used in the referral process.
9. Training for the relevant staff from all Partnership academies to gain a common understanding of the Behaviour Thresholds is an essential part of the Agreement.
10. The Senior Leader of the provision will work with the Fund holder Principal, Principals of the Partnership academies and SPT representatives to appoint a team of professionals to successfully deliver the agenda outlined in the “Contract” with Doncaster Local Authority.
11. This team will deliver:
  - Outreach work to pupils within Behaviour Threshold 3 on their own site/CPD as required in all Partnership academies.
  - Learning Centre placement for a maximum of 6 pupils at any one time for a fixed period of time.
12. Where a school refers a pupil for Outreach support they will receive a reply within 1 working day and the start of an assessment where agreed within 1 week.
13. Where a member of staff from the KS3 team attends for an Outreach intervention it is a requirement of the Partnership Agreement that a member of staff attends that session. This helps guarantee that capacity is built within the host academy and the strategies employed are sustainable. If support staff were not available the session would be cancelled for that day.
14. Referrals and allocation of resource would be decided at the Local Management Panel chaired by the Senior Leader of the provision (see terms of reference appendix v). Monitoring of the impact of interventions would also be carried out by this body with a report half termly to the Principals of Partnership academies

15. Partnership academies to regularly audit training needs and communicate these to the Local Management Panel. The programme for training to be co-ordinated by the Senior Leader with responsibility for the provision .
16. Both individual schools/academies within the Partnership and all members of the Learning Centre team must collect evidence supporting impact of their interventions in order to fulfil the requirements of Doncaster Local Authority Quality Assurance processes as laid down in the "Contract"
17. Referrals to the Learning Centre will be managed by the Local Management Panel and will be before pupils who have failed to respond to Outreach work within Behaviour Threshold 3, or have been involved in a serious one off incident. All placements will be for an agreed fixed period with an induction/re-integration process. The host academy will be expected to supply staffing as agreed with the Senior Leader responsible for the provision in order to facilitate the induction/re-integration process. If a pupil failed at the Learning Centre they would be referred to the Inclusion Panel for consideration for a placement at an appropriate Doncaster Local Authority provision.
18. The Principal of the "Fund holder School" (or another Principal agreed by the cluster) would act as the Partnership representative on both the Doncaster Inclusion Panel and the Strategic Board.
19. All schools within the Partnership retain the ability to negotiate a "Managed move" for a pupil where this is thought to be an advantage to both the pupil and academies involved.
20. The Partnership academies will also look at opportunities to extend the Inclusion agenda developed within the KS3 project to KS1/2 and KS4.

## The Key Stage 3 Learning Centre Partnership Agreement

As Principal of ..... Academy, I  
agree with the terms and conditions of the Partnership Agreement as  
described above.

Signed

.....  
.....

Name (please print

.....  
.....

Position in Academy

.....  
.....

Date

.....  
.....

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