

# 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 hardcopies (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 hardcopies 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:		
<u><a href="#">Section A</a></u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u><a href="#">Section B</a></u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u><a href="#">Section C</a></u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u><a href="#">Section D</a></u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u><a href="#">Section E</a></u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u><a href="#">Section F</a></u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u><a href="#">Section G</a></u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u><a href="#">Section H</a></u> : 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"/>
<b>6. 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 checked="" type="checkbox"/>
<b>7. Existing providers only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input checked="" 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 <u><a href="#">Section A</a></u> 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 checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Interchange Trust Hampstead Town Hall 213 Haverstock Hill London NW3 4QP
3.	Email address: [REDACTED]
4.	Telephone number: 0207 692 5870
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 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 checked="" type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:  We are a charity working with vulnerable young people and have been providing programmes for young people at risk of permanent exclusion from school
9.	Is your group seeking to open more than one Free School in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools <input checked="" type="checkbox"/> Yes

	Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> No
12.	<p>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:</p> <p>██████████, a freelance education consultant, provided us with assistance in writing and editing the application. She will not play any further part in setting up or running the Free School should we be successful.</p>	
<b>Details of company limited by guarantee</b>		
13.	Company name: WAC Free School	
14.	Company address: Hampstead Town Hall 213 Haverstock Hill London NW3 4QP	
15.	Company registration number and date it was incorporated: 07949 464                                      14 <sup>th</sup> February 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>		
<p><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: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	



<b>Company directors</b>	
<p><b>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.</b></p>	
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	<b>1. Name:</b> ██████████
	<b>2. Name:</b> ██████████
	<b>3. Name:</b> ██████████
21.	Please provide the name of the proposed chair of the governing body, if known:
<b>Related organisations</b>	
22.	<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. 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.</p> </div> <div style="width: 15%;"> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No         </div> </div>
23.	<p>If Yes, please provide the following information about each organisation:</p> <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> <p>They are Directors of Interchange Trust – Company No: 1158819            Charity No: 267043            The WAC Free School Board of Governors will retain 3 nominated Interchange Directors</p>
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):



<b>Existing Providers</b>		
25.	Is your organisation an existing provider wishing to convert to a Free School?	<input type="checkbox"/> Yes <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 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:	
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:	
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>	

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:
32.	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:

**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:**

**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:	WAC Free School
2.	Proposed academic year of opening:	2014
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 checked="" type="checkbox"/> 14-19 <input type="checkbox"/> Other  If Other, please specify:
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 type="checkbox"/> Severely bullied children <input checked="" type="checkbox"/> Teenage mothers <input type="checkbox"/> Other (please specify below)  If Other, please specify:
5.	Proposed number of pupils when at full capacity:	Full time (FT): 56  Part time (PT): 8  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:	2016/17
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed

8.	<p>Will your proposed school include boarding?</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>
9.	<p>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.</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>
10.	<p>If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):</p>
11.	<p>If you have a preferred site, please give details, including the post code:</p> <p>London [REDACTED]</p>
12.	<p>Please tell us how you found this site:</p> <p>[REDACTED]</p>
13.	<p>Is the site:</p> <p><input checked="" type="checkbox"/> a private building?  <input type="checkbox"/> a public/government building?  <input type="checkbox"/> don't know?</p>
14.	<p>If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:</p>
15.	<p>Local authority area in which the proposed school would be situated:</p> <p>London Borough of Camden</p>
16.	<p>If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:</p> <p>LB Islington, LB Brent, LB Westminster, LB Barnet</p>

17.	<p>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.</p>
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## 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.

### **Section C: Education Vision**

**“Creativity now is as important in education as literacy, and we should treat it with the same status.”** Sir Ken Robinson

WAC Free School will provide alternative education for 14 – 19 year olds, delivered through a creative curriculum of arts and media. The school will consolidate fifteen years' experience of using arts and media education to turn disengaged young peoples' lives around. Based in Camden, it will work with young people who have been excluded from school, or who have left statutory education with no qualifications and have failed to move onto further education training or employment.

WAC has been a valued alternative provider for many years, funded directly by the Education Authority for up to eight places. Several secondary schools from Camden and neighbouring boroughs have also funded places. Work with 16 – 19 year olds to date has been funded by FE and HE institutions, ESF, LDA/ESF and SFA/ESF contracts. We believe that Free School status is the best step to support us in continuing to improve outcomes for all of our young people.

### **Rationale: AP in Camden**

WAC Free School will meet a need that is currently unmet in Camden. Camden provides two secondary pupil referral units for young people excluded from school. Until recently Camden ITEC and Camden Job Centre were also alternative providers for this age group but both have now gone into administration. We have been taking referrals for part-time placements as an alternative provider for fifteen years and there has been a significant increase in demand since their closure, which we currently cannot meet.

Camden schools perform well overall but the Local Authority accepts that qualification achievement reflects the high numbers of out of borough students who come into Camden for secondary education. There is a significant group of young people, particularly boys from the wards of highest deprivation, who are failing to achieve. 6,796 (60%) pupils in Camden primary schools and 4,731 (47%) pupils in Camden secondary schools (Jan 2008) had English as an additional language. 52% of children on free school meals do not gain 5 A – C GCSE's. In particular, white working class, Caribbean, Somali, Congolese boys have the lowest levels of achievement and highest representation as young offenders. (<http://www.londonpovertyprofile.org.uk>). These students form our core demographic, and we have proven success in supporting them to achieve much higher outcomes than they have achieved in mainstream settings.

Youth unemployment is high in Camden. In September 2012, 1000 18-24 year

olds were claiming jobseekers allowance and 7% of 16-18 year olds were not in employment, education or training. ([www.camden.gov.uk](http://www.camden.gov.uk)) These young people need inspiration and support as well as opportunities. Working in partnership with Westminster Kingsway College we have targeted the most hard to reach 16 – 19 year olds and run programmes which deliver qualifications and prepare them to cope with and succeed in further education and training. We also deliver creative apprenticeships as a sub-contractor for North Herts College, which provide an additional exit route.

### **Rationale: Why Free School Status?**

We are successful providers of alternative education. We are amongst the very highest performers in the latest London Employability Performance Rating Calculator. For 2011/12, WAC received the highest rating (four stars) for its delivery and three stars for its role as a prime contractor.

We want to become a Free School to:

**Meet increased demand for high quality alternative provision in Camden:** we are experiencing increased demand for our services, especially since the closure of other local providers recently. Free School status will allow us to meet this need by accepting more students from our existing commissioners and building relationships with new commissioners.

**Provide continuity and stability for our students:** Free School status will allow us to accept students for full time placements rather than just on a part-time basis, thus expanding the pool of students we are able to support and improving our offer to them. Stable baseline funding will enable us to recruit, retain and develop the best staff, therefore improving our outcomes still further.

**Consolidate our partnerships:** we have built strong relationships with Local Authorities (including education, social services and youth offending services), schools and colleges. Free School status will enable us to continue to build on these partnerships as a partner within the state sector.

**Create an example of best practice which can be replicated elsewhere:** we use innovative methods to enable all our students to succeed. Free School status will enable us to continue to build on our model and develop best practice, including supporting other providers to use the model where appropriate.

### **Our Student Demographic**

Current WAC projects have created a learning environment, which is genuinely inclusive – for example, 16% of our current students have a disability and 65% are from BME backgrounds. This mix is also reflected in our core staff and arts tutors.

This school will target hard-to-reach children and young adults who are at risk of becoming unemployable through lack of qualifications, a history of failure and exclusion from school and FE, and a chaotic life style, which hinders engagement and achievement. This will include those who have



been permanently excluded from school or are at risk of permanent exclusion as well as young people who have left school with no or poor qualifications. In our experience, these young people are often very able, but for a range of diverse reasons have failed to thrive. This may be because of erratic attendance which leads to a feeling of isolation at school, or because the academic curriculum in secondary school does not match their learning style. It may be because of undiagnosed SEN such as dyslexia, which leads to the avoidance of work, or because of emotional and behavioural problems which stem from disruption and instability in their home life.

Our ethos, which will underpin WAC Free School, encourages achievement and excellence however long the journey takes. We recognize that young people who have experienced barriers to achievement will need wrap-around care to address the obstacles they face and take responsibility for minimizing their impact. WAC Free School will provide counselling and family support, help with housing, financial management, legal advice etc to ensure students can focus on learning.

We will work closely with commissioners through the referral process to ensure commissioners, students and their parents see entry into WAC Free School as a positive alternative and not a last chance provision. Alternative provision Free School status will enable us to work in partnership with our local schools and authorities so that our students can enter our programme at any point in the year and move back into the mainstream once they are able.

### **Vision and Ethos**

**‘Students with restless minds and bodies -- far from being cultivated for their energy and curiosity -- are ignored or even stigmatized, with terrible consequences.’ Ken Robinson**

The driving belief behind WAC Free School is that every young person has a talent and it is our job to find it. WAC Free School will cultivate the energy, curiosity and resistance of these young people through its creative curriculum so they are able to succeed in all areas of their lives.

Our ethos is founded on a number of principles, which we have embedded through our 34 years of practice in non-statutory arts and media education for those aged 5-25, specifically that excellence and engagement through the arts:

- unlocks individual talents;
- fosters aspiration and achievement;
- empowers young people to acknowledge and celebrate their heritage;
- develops transferable skills for employability such as communication, problem solving, team work, entrepreneurship, leadership.

We believe passionately that learning can – and should be – enjoyable, and that, particularly for those who have been alienated from or excluded by ‘traditional’ and ‘mainstream’ statutory education, the creative curriculum puts pleasure back into learning. Often, behaviour such as avoiding and resisting learning in school can in fact be signs of imagination and creativity and many

young people in alternative provision are most suited for a career in the creative industries.

WAC Free School will be based in Hampstead Town Hall in Belsize Park, Camden, where we currently run projects for 1,000 5 – 25 year olds each week. The Town Hall is a Grade 2 listed building with a purpose built performing arts block and high quality digital media studios. Belsize Park is an affluent part of the borough but is also 'gang neutral' so young people feel comfortable and safe to enter the area and appreciate the high quality resources that they use.

WAC Free School will provide alternative education for 14 – 19 year olds. It will open with twelve places for 14 – 16 year olds and twenty places 16 – 19 year olds and will grow over 3 years to offer places for twenty-four 14 – 16 year olds and forty 16 – 19 year olds. A large part of the curriculum will be delivered through performing arts and digital media classes with life skills, literacy and numeracy embedded in the sessions. The creative curriculum will be varied and innovative, giving equal status to non-western art forms and will start with the subjects that young people connect with, such as popular music, street dance, TV production. They will then move beyond their experience as the course develops to include areas such as voice and text work, jazz music, animation and Cuban dance.

Our curriculum starts with the interests of the participants such as drama, music, film and video, games, phone apps and web design. These are areas in which they have expertise and underpinning knowledge and understanding, so can start from a position of confidence. In a creative curriculum the students bring as much to the session as the teacher, by contributing ideas and personal experiences and knowledge, which can be used to create a song, a play, a film script or a website. The tutor facilitates and manages the creative process and teaches specific skills and techniques to enable the students to realise their ideas.

Engagement in arts activity delivers all the transferable skills that employers say they are looking for: communication, initiative, problem solving, team work and confidence. We also embed literacy, numeracy and ICT, as appropriate, in all areas of the creative curriculum. By starting with the experiences that students bring to the class, it also allows participants to explore the issues and emotional challenges they are facing, in a safe environment, and to work through problems and explore solutions.

By introducing new skills, and continuing to challenge, we will build on participants' self-esteem so they can effectively address the issues that have got in the way of success. Perhaps most importantly students start to enjoy the work, quickly feel a sense of achievement when they complete their first animation or write their first song and, for the first time in a long time, want to come to school.

All areas of the curriculum will have the potential for accreditation. We will offer:

- GCSE English and Maths
- Literacy and Numeracy from foundation to level 2

- Arts Awards; bronze, silver and gold
- NOCN qualifications in drama, dance, vocals, music production, video production, digital design - levels 1 and 2
- BTEC in Performing Arts – Foundation to level 3
- ASDAN
- AQA Unit Awards – work experience
- Duke of Edinburgh Award
- Trinity Rock School Music Grades

These qualifications have been selected because the majority can be delivered in bite sized units and students can accredit units over time to achieve a full qualification at their own pace. Thus, whether a student is engaged for six weeks or two years, they will be able to accredit some part of their learning. For young people who have already experienced failure, accreditation can be a powerful motivator.

WAC Free School will enable us to deliver holistic, student centred learning with wrap-around pastoral care. We currently work with referred young people for a maximum of three terms, which means we are often working on their exit strategy before they are ready to move on. In particular we will be able to continue to support young people through the difficult transition period from statutory education into further education training or work. These young people need time to catch up and WAC Free School will have the capacity to take young people from entry level to level 3 qualifications in a supportive but challenging environment even if it takes four years.

Classes are taught in small groups; a maximum of eight for digital media classes and twelve for performing arts classes. Our tutors are practicing artists as well as experienced teachers of their art form so students are made to feel like emerging artists as they work with the tutor to create a new product. 50% of our tutors started their training at WAC. Every tutor is supported by an assistant who is a graduate from one of our programmes and so a powerful role model. Each student receives a one to one session each week in the form of an instrumental or singing lesson. We also make regular trips to the theatre, live music, galleries, and TV recordings so students can put their own work into context. Full time students will spend three days per week engaging in a creative curriculum. The curriculum will be learner-centred so students can make choices each term as to which art form they want to explore. Some classes will allow students to work by themselves such as digital design, music technology while others will encourage collaborative group work. This programme will prepare participants to cope with the more formal demands of mainstream education and employment.

Because the school will be part of a much wider provision for 5 – 25 year olds we expect our students to participate in at least one of our mainstream programmes in out of school hours to maintain relationships with a broader range of young people. They need to learn to integrate with mainstream provision and apply their new-found skills and confidence in a less protected learning environment if they are to survive in the real world. They will also be encouraged to work as volunteers on programmes for younger children or young people with learning disabilities to develop responsibility

and work skills. In addition every student will have a work placement with an external organisation to apply these skills in a more challenging environment. To support this process every student will have a peer mentor, or a career mentor, who they will continue to meet regularly for three months beyond the end of their time with us.

In summary, our school will:

- Use arts and media curriculum to turn disengaged young people back on to learning;
- Enable students to rebuild their confidence and their ability to succeed through the completion of arts and media projects;
- Use professionals in the creative industries, who are experienced teachers, to deliver the curriculum;
- Embed literacy and numeracy into all areas of the creative curriculum as well as providing specialist teaching in these core subjects;
- Provide a flexible learner-centred qualification framework that enables students to accredit their achievements at their own pace;
- Deliver the essential employment skills of communication, team work, problem solving and leadership through engagement in arts activity;
- Provide a flexible timetable to ensure full-time, part-time, permanent and short term students can access an exciting curriculum;
- Provide accredited work experience and volunteering for every young person with a full time place;
- Provide a peer mentor or career mentor as appropriate for every student to support their progress.

### **Aspirations for Achievement**

We have high aspirations for all our students at WAC Free School. They include:

- 100% of students who complete a term will achieve accreditation
- 100% of students completing a year will progress to a qualification at the next level
- 100% of students completing a year will progress to the next level in numeracy and literacy.
- 100% of students completing a year will experience an accredited work placement
- 100% of students completing a year will have a volunteering experience
- 90% of students will successfully progress to further education, training or employment
- 30% of students will move onto careers in the creative industries
- 20% of students will have progressed from volunteering to paid work on WAC projects as tutor assistants, play workers and support workers.

In addition at the end of their time with us:

- Most students will be confident and positive about their future. We will assess both issues on their entry to WAC Free School and then regularly throughout their time with us, ending in their final end of year tutorial by using questionnaires, videobooth etc with final assessment at end of year tutorial

- Every student will have a bank account, passport, CV and showreel
- Every student will have positive, respectful relationships with a number of adults
- Every student will have positive, respectful relationships with their peers and the skills to work as a team
- Every student will develop an appreciation for and life-long interest in the arts

Most importantly, we want our students to be proud of, and accept, who they are, whatever their past experiences, and to feel empowered to change their world and work towards a positive future.

## 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>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>								
<b>Key Stage 4</b>		12	18	24	24	24	24	24
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>		20	40	40	40	40	40	40
<b>Totals</b>		32	58	64	64	64	64	64

## 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**

#### **Curriculum Overview**

WAC Free School will offer a creative curriculum delivering a programme of performing arts and digital media courses, which embed the core skills of literacy, numeracy and ICT. There will be additional focus on literacy and numeracy through learner centred taught sessions. In addition it will offer a range of short courses, which deliver a range of life skills.

Our students will fall into one or more of the following groups:

- Have given up or failed to succeed within a broad curriculum
- Access a broad curriculum by remaining in mainstream school for part of their week
- Have completed statutory education and failed to achieve qualifications
- Have completed statutory education and be ready to specialise in arts and media

WAC Free School will not deliver the full breadth of the national curriculum, but will instead provide a curriculum which is varied and stretching for our particular student demographic.

WAC Performing Arts and Media College has been delivering a creative curriculum for fifteen years to young people who have given up on education. We have seen the transformative impact that arts and media engagement can have on young people who believe they cannot achieve and have no future. There are several reasons for this. Firstly, young people have a passion, knowledge and expertise in at least one art form, both as consumer and producer. They listen to and make music, watch film and TV, create and design a unique Facebook page or perfect street dance moves. This means they come to the classroom as experts in some areas of the work and enjoy what they do. Many of these young people have forgotten that learning can be enjoyable.

Secondly, they have a range of life experiences. Therefore the ideas they contribute to the creative process are valid and dynamic, whether they are writing a script for a film, improvising a scene for a drama or creating an expressive piece of music, they use their knowledge and understanding of relationships, conflict, status and power, loss, fear etc to give depth and meaning to their work. Our curriculum is therefore designed to allow them to achieve – and to feel the sense of achievement – right from the beginning of their course.

In addition to delivering a range of arts and media skills and techniques all these art forms have the capacity to deliver the hidden pastoral curriculum through the content that is explored through the arts practice. A range of issues that impact on students' lives can be examined, researched and shared

through the creative process. These might include:

- Drug and alcohol awareness
- Peer pressure and bullying
- The impact of crime
- Family relationships
- Loss and bereavement
- Sex and relationships
- Anger and its management

Many of the issues that have prevented them from engaging fully in school can be explored in the safe environment of the imagination and this process helps them develop strategies for dealing with the issues that impact on them.

In our experience engagement in the creative curriculum quickly builds confidence in the student. They also begin to trust their peers and the adults they work with. This work is challenging, encourages experimentation and allows failure so participants allow themselves to be vulnerable. Thus building trust in the people you are working with and accepting their strengths and weaknesses is a vital part of the learning process. Once students begin to have confidence in their ability to achieve they are able to address the things that they find difficult and have been resisting or avoiding.

Therefore while our curriculum will be specialist, it will provide a much broader range of learning experiences than simply arts and media skills.

### **Our Chosen Curriculum**

#### **Key Stage 4:**

Year 10 students will be referred because they have already demonstrated that they will not thrive by following the GCSE/ebacc curriculum; this may be because of a lack of engagement with the curriculum, disruptive behaviour and/or truancy. Year 11 students will have reached the point where both the school and the student recognize that they will not achieve qualifications in some or all of the courses they are following. Some students will join WAC Free School part-time and continue to attend their school for the curriculum areas in which they are engaging and achieving, some will join for a time limited period to re-engage them and support them in addressing the issues that are preventing them from learning, and some will attend full time because both the school and the family feel that mainstream education is the wrong place for them at this point in their education

The Key Stage 4 curriculum will deliver **performing arts and digital media** classes for fifteen hours per week. Each area of work will deliver schemes of work for half a term with the aim of completing a unit from an appropriate qualification during that period. This means that for students joining during the year they will be able to fully integrate into the work of their group and for short stay students they will have the satisfaction of completing a piece of work before moving back to school or on to their next steps.

While the content of schemes of work will be short term, the skills and underpinning knowledge will be ongoing. For example, the movement curriculum might deliver:



<b>Autumn term</b>	Capoeira	Parkour
<b>Spring term</b>	Stage fighting	Street dance
<b>Summer term</b>	Aerials	Lindy Hop

Students who complete the year follow the movement curriculum, which will develop and build fitness, coordination, movement vocabulary, partnering and group work, choreography and improvisation. Students arriving late or joining for a short time will have an introduction to these skills with an intensive experience in at least one of these art forms.

As the school builds to its full capacity we will ensure students are involved in selecting art forms and where possible given choice. Throughout the year they will take part in taster classes so they can make informed choices about what they want to experience in the coming term.

Every creative class will embed **literacy and numeracy** into the class content and schemes of work will outline how this is achieved. In addition two creative classes per week will be identified as areas of work, which particularly support literacy or numeracy, such as Slam Poetry, Event management, choreography.

Students will also access 5 hours of numeracy and literacy each week, delivered through the National Curriculum. This will be delivered in set groups to most effectively meet the needs of the learner. Some will need one to one tuition to fill in gaps from disrupted early years, others will be taught in small groups according to their level of experience. This will also mean that we will have the flexibility to meet the needs of short-term placements and those who join during the year.

Finally students will access one hour of **PHSE/Life Skills** each day with their tutor who will be responsible for their pastoral care. This curriculum will respond to the needs of the learners and will include sexual health and relationships, drug and alcohol awareness, managing finance, rights and responsibilities, healthy eating and fitness. Issues will be prioritized in response to the needs of individual learners and so will have the flexibility to accommodate full time students as well as late arrivals and short term placements.

As far as possible students will access the full curriculum in stage appropriate groups with one to one provision available where necessary. For these young people, learning to function effectively in a group learning environment is a crucial part of preparing to return to mainstream settings.

### **Key Stage 5:**

These students will be young people who have completed Year 11 with poor or no qualifications and are at risk of becoming long term NEETs. They will be referred by schools who feel they do not have an appropriate curriculum offer, or by the colleges who work in partnership with us, where they feel a student would benefit from a more intensive programme to prepare them for further education. We will also take students referred by Connexions workers, the leaving care teams, homelessness charities and youth offending teams. For

fifteen years we have been very successful in re-engaging these young people, delivering qualifications and supporting them into their next steps and ensuring completion.

The curriculum for post sixteen will introduce far more choice for learners. We will offer six subject areas: **dance/movement, drama, vocals, music production, digital design and video production**. Each subject will have five hours delivery a week and students will choose at least two subjects to study for the year. Students will work towards achieving units from the appropriate qualification, which will also be delivered in half term blocks. This means that students who join later in the year or who experience disruption in their lives, which prevents them attending can still access meaningful content from the curriculum and achieve accreditation.

Every student will be assessed on entry for **numeracy and literacy** and an individual programme of support will be put in place. This will be delivered in small groups and well as one to one or one to two tuition. This will provide flexible and responsive curriculum delivery that meets the needs of those students who are hardest to reach and sustain in education.

Students who return for a second year will move onto level three qualifications.

In our experience the creative curriculum is the key to re-engagement, achievement and the delivery a broader social and life skills curriculum that will enable our students to succeed in education, often for the first time, and move back into the mainstream settings or on into adult life.

### **Student Outcomes and Qualifications**

Many of these young people have been written off, or have written themselves off, in relation to qualification achievement. It is therefore essential that we deliver a flexible qualification framework that meets their individual needs. In our experience, qualifications that can be delivered and accredited in stages are the most appropriate for this client group. Erratic attendance and focus, chaotic lifestyles and volatile behaviour make the GCSE curriculum, which leads to a final exam, very challenging for many of these young people.

We have considerable experience of successfully delivering Arts Awards, AQA units, ASDAN, NOCN levels 1 – 3, BTEC in Performing Arts Foundation level to level 3, literacy, numeracy and ICT entry to level 2. Every student is capable of achieving at least one of these qualifications if we can establish regular attendance and appropriate behaviour in class. They can be achieved one unit or one level at a time, which provides the incentive for the student to continue to complete the qualification or move to the next level. Our tutors will be trained to deliver a curriculum that can support more than one qualification or level in the same class so that every student is working towards a qualification they can achieve. We have an excellent track record of supporting our students to move at least one and often two levels above their level on joining us. We offer qualification from entry level to level 3 so if they come in with nothing or with poor or very few GCSE's we expect them to achieve at least 9 units at Level 2. Once they achieve this we would move them on to level 3. Many students will achieve at several levels – 3 in areas they are strong and

fully engaged, L 2 in subjects they had not encountered before and therefore had to learn basic skills and level 1 in subjects they had missed out on and had to fill in knowledge gaps.

Achievement of qualifications is extremely important for these young people if they are to move back into mainstream education, training or employment, but it is also important to celebrate other achievements. We will offer positive reinforcement of attendance and appropriate behaviour by awarding WAC Certificates which recognise progress at the end of each half term. We know from our current provision that these are highly valued. In addition we will deliver Duke of Edinburgh and Jack Petchey Awards, which recognise service to others, engagement in outside activities and support for peers.

### **Transition**

We have a long track record of working with all Camden Secondary schools, as well as referral agencies such as Connexions teams, youth offending services, leaving care teams, local further education colleges and employers. This enables us to provide flexibility for school age young people to move back into school as appropriate on a full time or part time basis and we have a good track record of supporting children attending on a part time basis to remain in school to achieve some subjects at GCSE while achieving alternative qualifications through our provision. We have also successfully returned children to complete year 11 in their school having spent part of year 10 attending our provision full time. Effective communication and consultation with the child's school is the key to successful transition and we have built positive relationships with commissioning schools over many years.

We also have a strong partnership with Westminster Kingsway College, and good relationships with Barnet, City and Islington and City of Westminster Colleges. We attend Open Days, support the application process and provide mentoring through students early days in college to support retention. Westminster Kingsway also commission us to deliver foundation programmes and deliver a team approach to support students into their next steps, whether further education or entry to apprenticeship, on a Westminster Kingsway programme. 80% of our Key Stage 4 and 50% of our Key Stage 5 students move successfully into further education. We have also been successful at supporting young people into apprenticeships and employment and offer Creative Apprenticeships ourselves as sub-contractors with North Herts College.

Students who have achieved level three qualifications or produced outstanding portfolios have accessed entry to university to undertake Foundation and Vocational degree courses. We have good links with Westminster University, University of East London and Bournemouth University who deliver practical digital media and music degrees, and with the performing arts colleges who deliver professional vocational training. In addition we deliver a professional diploma in Musical Theatre level 6 and, on average, two students each year from our alternative provision are accepted onto the course.

WAC Free School will also offer additional routes to transition, building on the work we have done so far. We will enable students from year 11 to remain in

the school to complete year 12 particularly if they are not ready for the challenge of a learning environment in the mainstream. They will move into the Key Stage 5 programme to improve their level of qualification achievement.

## **D2: Organisation of Learning**

### **Organisation of School Day, Week and Year**

#### **School Year: 2014/15**

The structure of the school year will vary slightly according to the exam and performance timetables for students in different years. It is based around a three term (six half-term) model and is designed to fit as closely as possible to the various mainstream schools who will be our major commissioners to ensure that transitions can be completed as effectively as possible.

The following outline is based on the key stage 4 structure:

September	1 <sup>st</sup> – 5 <sup>th</sup>	Induction Week
October	8 <sup>th</sup> September – 24 <sup>th</sup> October	Timetabled
	27 <sup>th</sup> – 31 <sup>st</sup>	Half term holiday
November	3 <sup>rd</sup> – 14 <sup>th</sup>	Specialist project
December	15 <sup>th</sup> November – 10 <sup>th</sup> December	Timetabled
	11 <sup>th</sup> – 12 <sup>th</sup>	Rehearsals and performances
	15 <sup>th</sup> – 19 <sup>th</sup>	Tutorials
January	22 <sup>nd</sup> December – 6 <sup>th</sup> January	Christmas Holiday
February	6 <sup>th</sup> January – 13 <sup>th</sup> February	Timetabled
	16 <sup>th</sup> – 23 <sup>rd</sup>	Half term holiday
March	23 <sup>rd</sup> February – 13 <sup>th</sup> March	Timetabled
	16 <sup>th</sup> – 27 <sup>th</sup>	Work experience/placements
April	30 <sup>th</sup> March – 10 <sup>th</sup> April	Easter Holiday
May	14 <sup>th</sup> April – 11 <sup>th</sup> May	Timetabled
	11 <sup>th</sup> – 22 <sup>nd</sup>	Study/exams/portfolios
	25 <sup>th</sup> – 29 <sup>th</sup>	Half term holiday
June	1 <sup>st</sup> – 5 <sup>th</sup>	Residential trip
	8 <sup>th</sup> – 12 <sup>th</sup>	Rehearsals and performances
July	15 <sup>th</sup> June – 10 <sup>th</sup> July	Timetabled
	13 <sup>th</sup> – 17 <sup>th</sup>	Primary school tour

#### **Notes:**

Specialist project: students will come off timetable for one week, in the second half of the autumn term, for an intensive week on the law and will complete a level 1 NOCN Unit entitled 'An introduction to law and order'. Many excluded young people are already involved in crime and anti-social behaviour and so we will use drama to explore these issues as well as giving them proper

information about the justice system. At the beginning of the spring term they will come off timetable again for an intensive programme to deliver bronze or silver arts awards. Thus students have the opportunity to gain accreditation early in the year to boost their confidence and improve later outcomes.

Work experience/placements: all students will have one week's work experience/placement which will be accredited.

Primary School Tour: Year 11s will graduate in June and Year 10s will then work on a Theatre in Education piece for primary schools and tour it in July.

### **School Week and Day:**

A sample timetable for a Key Stage 4 student would be as follows:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9:30 – 10:30	Registration /Breakfast	Registration /Breakfast	Registration /Breakfast	Registration /Breakfast	Registration /Breakfast
10:30 – 11:30	Poetry/ Lyrics and Literacy	Drama: Impro & Devising	Physical Theatre	Music tech/ music 1,2,1	Film & Video
11:30 - 12:30				Numeracy	
12:30 – 1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15 – 2:15	Drumming/ Capoeira	Life skills	Digital design (magazine)	Film & Video	Drama / Literacy
2:15 – 3:15		Numeracy	Literacy		
3:15 – 3:30	Registration	Registration	Registration	Registration	Registration

The contents of this timetable will change every half term throughout the year depending on the modules offered and any external priorities. For example, there will be times at which the focus shifts to the next steps and where the timetable will centre around preparing students for transitions.

Our timetable, as with every aspect of our school, is tailored on the needs of our students. The school day begins at 9.30am, slightly later than most mainstream schools, as in our experience our students find arriving in school at 9am or earlier a challenge which can lead to a lack of punctuality or even absence. By shifting the school day slightly later we ensure that they are able to get to school on time and begin the day with a success rather than a failure. In our experience, the educational offer which we provide motivates our young people to get to school on time, in itself having a powerful impact on punctuality.

The first session of each day, breakfast club and registration, is an important part of this. 65% of our students are eligible for free school meals so come from families on very low incomes. We know from experience that many of our young people will arrive at school not having eaten that day. Others will have had a breakfast of crisps or fizzy drinks which can cause mood swings throughout the morning as well as longer term health problems. In order to ensure that all of our students are ready to learn by the time lessons begin, the breakfast club involves their making and eating breakfast together. It is an opportunity to socialise with staff members and peers, to address any issues which arose during the day or evening before and to unobtrusively teach life skills around nutrition, hygiene and healthy living. By the end of breakfast club students are physically and mentally prepared to learn for the rest of the day; it is a powerful tool in raising outcomes and avoiding the unnecessary failures which occur if a student is put into a lesson before they are prepared.

Creative sessions will generally be two hours long and include a break taken at the discretion of the teacher. These longer sessions give teaching staff and students the flexibility to undertake a variety of activities and develop longer pieces of work without disruptive breaks between sessions. By ensuring that a piece of work can be completed in each session we will build a regular sense of completion and achievement into the curriculum. In contrast, numeracy, literacy and life skills will be delivered in sessions lasting one hour or half an hour, depending on the needs of the class. We know from experience in our current provision that we can more successfully engage students with these subjects during shorter sessions with very clear objectives.

Every day will end with a tutor meeting and registration session. During this session any issues from the day can be dealt with and students are prepared for the transition back out of school. This session will also ensure that students do remain in school for the whole afternoon rather than potentially leaving earlier in the day. Following this period, every student who wants to access instrumental tuition will be able to attend a one-to-one instrumental lesson. They will also be expected to take part in non-Free School WAC activities during the evenings and over weekends.

A sample timetable for a year 12 student would be as follows:

<b>Year 12</b>	<b>Mon</b>	<b>Tues</b>	<b>Weds</b>	<b>Thurs</b>	<b>Fri</b>	<b>Weekend</b>
10.00 – 10.30	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	
10.30 – 1.00	Vocals/Digital Design/Life Skills	Video Production/Dance	Music Production	Drama/Life Skills	Drama	Enrichment
1.00 – 2.00	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>	And
2.00 – 4.30	Music production	Vocals/Digital Design	Video Production/Dance/Life Skills	Literacy/Numeracy	Literacy/Numeracy	Volunteering

5.00 - 7.00	Instrumental Tuition		Instrumental Tuition			
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As with students in key stage 4, a later start and the breakfast club session are crucial to ensuring that each student starts the day with a success rather than an avoidable failure. Research has shown that 16 – 21 year olds access REM deep sleep between 7am and 10am, so if they start early they are seriously sleep deprived. This can lead to a lack of engagement with learning and to challenging behaviour. For year 12 students, there is even more flexibility built into the timetable in order that students are able to work or undertake other commitments outside of school whilst still attending and gaining accreditation.

Students in year 12 choose two or three art forms and must study the Life Skills curriculum. Those who have not achieved level two or above, or at least a C-grade in GCSE Maths and English are also required to take compulsory numeracy and literacy classes.

A sample timetable for a year 13 student following the performing arts pathway would be as follows:

	<b>Mon</b>	<b>Tues</b>	<b>Weds</b>	<b>Thurs</b>	<b>Fri</b>	<b>Weekend</b>
9.00 – 10.30	Dance Technique	Dance Technique	Dance Technique	Dance Technique	Vocals	
10.30 – 12.00	Dance Technique	Dance Technique	Dance Technique	Dance Technique	Drama	Enrichment
12.00 – 1.15	Vocal Technique	Drama Technique	Vocal Technique	Drama Technique	Year Meeting	
1.30 – 2.30	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>	And
2.30 – 5.00	Creative project	Creative project	Production	Portfolio		Volunteering
5.00 - 7.00	Instrumental Tuition		Instrumental Tuition			

A sample timetable for a year 13 student following the digital media pathways would be:

	<b>Mon</b>	<b>Tues</b>	<b>Weds</b>	<b>Thurs</b>	<b>Fri</b>	<b>Weekend</b>
10.	Breakf	Breakf	Breakf	Breakf	Breakf	

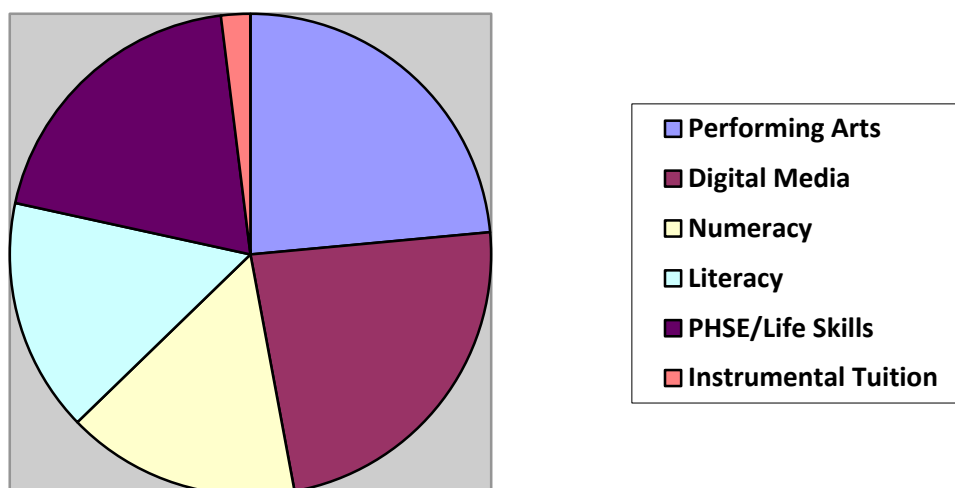
00 – 10. 30	ast Club	ast Club	ast Club	ast Club	ast Club	
10. 30 – 1.3 0	Video produc tion	Digital Design	Video produc tion	Digital Design	Music produc tion	Enrichment
1.3 0 – 2.3 0	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>	And
2.3 0 – 530	Video Produc tion	Music Produc tion	Music Produc tion	Literac y/ Numer acy	Digital Design	Volunteering
5.0 0 - 7.0 0	Instru mental Tuition		Instru mental Tuition			

### Curriculum Models

#### **Key Stage Four:**

Subject	Teaching time per week (hours)	Proportion of teaching time (%)
Performing Arts	6	23
Digital Media	6	23
Numeracy	4	16
Literacy	4	16
PHSE/Life Skills	5	19
Instrumental Tuition	0.5	3



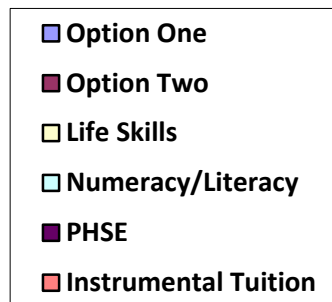
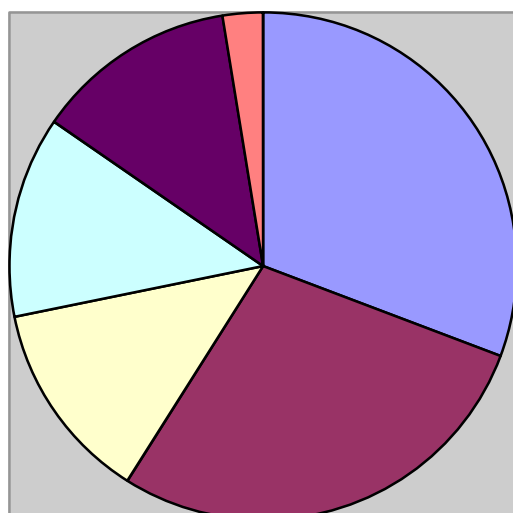


Full time Key Stage 4 students will access 25 hours per week of taught sessions with additional provision of after school instrumental tuition and access to other arts and media programmes delivered through our youth arts provision. They will access 12 hours per week of arts and media tuition and 8 hours per week of literacy, though this will also be underpinned through creative activities. 5 hours a week will be delivered through PHSE/Life skills. The curriculum will be delivered in half term blocks, with each creative subject appearing on only one day. This will mean that part time students will access a complete unit in the subjects that are delivered on the day/s they attend. It will also mean that late arrivals, or those who attend for a time-limited period before returning to school, can access a meaningful and complete unit of the curriculum.

Students will be expected to try everything in the first term and offered little choice in the subjects in which they participate. However as the year progresses they will be offered choices so they can focus on the creative areas they enjoy most and in which they are achieving well. Year 10 and 11 students will be taught together and students will be divided into groups based on stage not age. Indeed, if appropriate in the second part of the year or for year 10's returning for year 11, some will work in Year 12 and year 13 programmes.

**Key Stage Five, Year One:**

Subjects	Teaching time per week (hours)	Proportion of teaching time (%)
Option One	6	30
Option Two	5.5	28
Life Skills	2.5	12
Numeracy/Literacy	2.5	12
PHSE	2.5	13
Instrumental Tuition	0.5	5



Post 16 students with no or very poor qualification will access our level 1 and 2 curriculum. They will attend for a minimum of 16 hours per week and select two disciplines for the following: drama vocals, dance/movement, digital design, music production and video production. Students will also have the option of a third discipline. They will work towards NOCN qualifications in these subjects at level 1 or 2 which will be delivered in five week units so students can accredit one unit at a time and work towards the full qualification of nine units at their own pace.

In addition they will follow a life skills and preparation for employment programme accredited by the NOCN Step Up qualification at level 1 or 2 , or the ASDAN programme as appropriate to their needs.

### **Key Stage Five, Year 2:**

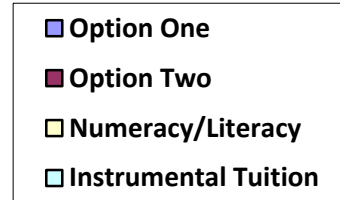
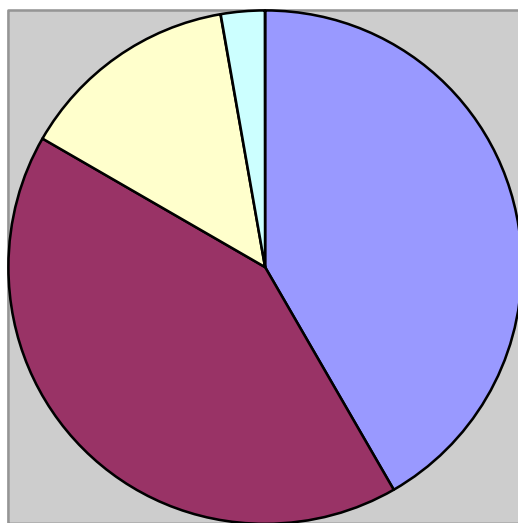
Students who have successfully completed the above programme will be able to move onto year 2. We will also accept young people who achieved GCSE's, but have been NEET since they left school, or those who have lost their way through poor 'next step' choices or challenging personal circumstances, which has impacted on confidence.

There will be 2 strands of work.

- Digital Media L3
- BTEC Performing Arts

The digital media curriculum model is as follows:

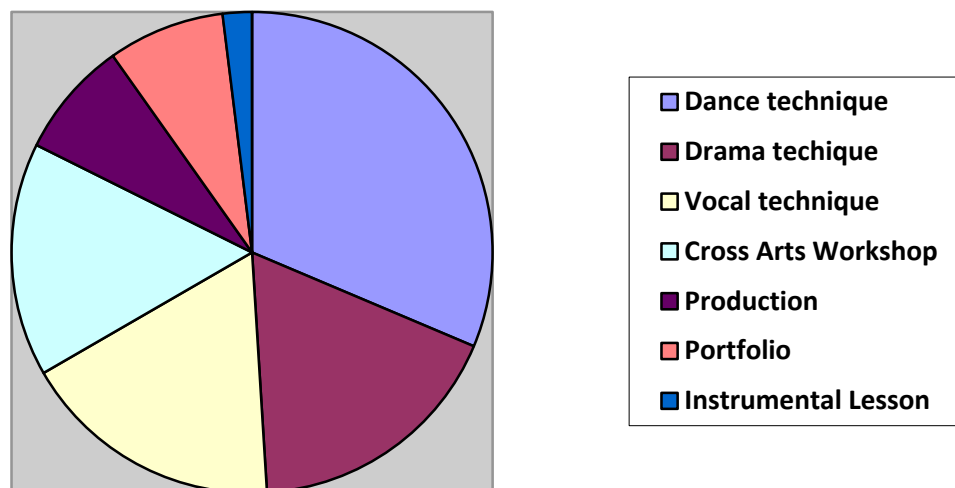
Subject	Teaching time per week (hours)	Proportion of teaching time (%)
Option One	7.5	42
Option Two	7.5	42
Numeracy/Literacy	2.5	13
Instrumental Tuition	0.5	5



Students will choose two subjects from the following: Digital Design, Music Technology, and Video Technology. They will have the option to study all three if they choose. They will work towards NOCN L3 qualifications, which will be delivered unit by unit. Students will be assessed for functional skills on entry and a programme of tuition/support created to meet individual needs and ensure every student achieves L2 in literacy, numeracy and ICT.

The performing arts curriculum model is as follows:

Subject	Teaching time per week (hours)	Proportion of teaching time (%)
Dance technique	8	31
Drama technique	4.5	18
Vocal technique	4.5	18
Cross Arts Workshop	4	15
Production	2	8
Portfolio	2	7
Instrumental Lesson	0.5	3



This course will be a foundation course for entry to our L6 Professional Diploma in Musical Theatre, which gives equal status to non-western art forms. Students will be selected on the basis of their achievement in performing arts classes in Year 1, or through taster classes to assess potential. The timetable will deliver at least 30 hours per week so will only serve more focused and organised students who are now ready for more demanding teaching. Dance technique classes will be delivered with the Diploma programme in levels appropriate to experience. Drama and Vocals will be delivered separately. Students will work towards BTEC in Performing Arts level 3. Students will be assessed for functional skills on entry and a programme of tuition/support created to meet individual needs and ensure every student achieves L2 in literacy, numeracy and ICT.

Both groups will also take part in a work experience placement in a specialist digital media or performing arts organisation as many of this cohort will be hoping for a career in the creative industries. They will also have an intensive week looking at next steps and preparing auditions and portfolios so they are properly prepared for university, professional training or apprenticeship entry.

Students on all our key stage 5 courses will have access to a range of extra enrichment opportunities, which include:

- Weekly instrumental tuition
- Theatre, music and cinema visits
- Volunteering opportunities on our community arts projects
- Counselling
- Access to media and rehearsal resources for own projects or to reinforce learning
- Monthly contact with peer or career mentor

### **Curriculum Content**

#### **Creative Curriculum:**

In every key stage, our curriculum will be flexible to meet the needs of individual students. During key stage four, the creative curriculum will be

based around:

Dance/movement:

In these sessions, students will have the opportunity to improve their fitness and flexibility whilst developing their confidence with a vocabulary of movement. They will gain an understanding of the social and historical context of dance forms, which will feed into the creation of their own dances both individually and in groups.

Drama:

In these lessons students will gain an understanding of and the ability to use dramatic form, improvisation and stagecraft. They will be taught how to approach different texts and a variety of performance skills. During these sessions they will learn to co-operate with other members of the group, and to improve their verbal communication skills through a variety of exercises.

Music/vocals:

In these lessons, tutors will provide an introduction to music making and to the social and historical context of popular music. Students will learn and practice vocal techniques including breathing, the control of tension and articulation. They will develop their performance skills and their composition and song-writing.

Music Production:

Tutors will introduce students to logic software and recording techniques. They will learn about composition, including harmony, rhythm and sequencing.

Video Production:

In these sessions, students will be introduced to story-boarding, other pre-production techniques and script-writing. They will be introduced to using technology including cameras and editing software. These sessions will require students to build their team working skills to produce final pieces of work.

Digital Design:

Tutors will provide an introduction to stop motion animation using hand drawn or clay materials. Students will also be introduced to web design, including creating a basic blog and developing an understanding of Wordpress. They will develop skills in graphic design, learning the basics of Photoshop.

All of the sessions above will enable students to work towards achieving an Arts award accreditation. These accreditations can be accessed at different levels depending on the students' starting point and progress. These levels are:

- Bronze: to achieve the Bronze award, students must demonstrate their participation in arts projects; they must also research and present a report on their creative hero/heroine.
- Silver: to achieve the Silver award, students must improve their skills within a particular art form and demonstrate this by delivering a workshop to their peers in the skills they have developed;
- Gold: to achieve the Gold award, students must participate in a group to create, publicise and deliver an arts event.

Students in WAC Free School key stage four will work towards at least one of these awards during their time with us. They will also have access to NOCN units level 2 as appropriate to their individual abilities.

During key stage five, all of the above will be offered, at a similar or higher level in accordance with the student's needs. During this key stage, there will be even more of a focus on the quality of the product of our students' learning as well as the learning process itself. In classes, tutors will encourage students to engage more deeply with the materials and to develop their critical skills as well as their higher level technical skills. Examples of the ways in which the curriculum content will be extended in key stage five include:

Dance:

Students will both learn and create choreography which they will practice and execute to a high standard.

Drama:

Students will explore more varied and complicated texts. Tutors will also introduce them to and help them to explore different theories of acting.

Music/vocals:

There will be an increased emphasis on solo work in addition to building on the students' experiences of group work.

Music Production:

In this key stage we will aim to broaden our students' musical horizons. They will develop their understanding of recording as well as manipulating audio materials, including creating samples, learning about and applying plug-ins to midi and audio tracks, mixing and mastering materials.

Video Production:

Tutors will support students in developing their skills around adding transitions, titles and effects, correcting colour and grading, arranging clips on a timeline and vision mixing. They will also build skills in live broadcast and green screening.

Digital Design:

Students will develop their skills in 2D and advanced 3D animation. They will learn basic web design using dream weaver or word press, including how to customise word press templates. They will develop their skills of Flash to create a rich, multi-media web-based environment. Tutors will support them to use intermediate Photoshop, photo editing software and to practice poster and flyer design.

In key stage five, these courses will lead to a NOCN qualification at level two or level three as appropriate to the starting point, progress and ability of the individual students.

**Broad Curriculum:**

**Literacy:**

Literacy will be delivered in accordance with the needs of each individual student as assessed on their entry to WAC Free School. Every student will be working towards an accreditation of at least a level above that at which they enter the school. These accreditations will drive the exact curriculum delivery, which will be based on the National Curriculum content.

**Numeracy:**

Like literacy, numeracy will be delivered according to the needs of individual students. Again, each student will be aimed at an accreditation at least one level above their achievement on entering WAC Free School and the curriculum, based on the National Curriculum, will be driven by the students' skill gaps and the demands of the accredited course.

**PHSE:**

The PHSE curriculum will be tailored to focus on the range of issues which impact upon the lives of our students. The aim of these lessons will be to provide the information, and develop the skills, that students need to deal effectively with the types of challenges with which the content of the curriculum deals. These challenging issues will include:

- Anger management;
- Drug and alcohol awareness;
- Sexual health;
- Gang culture;
- Gun and knife crime;
- Bereavement;
- Parenting;
- Legal rights and strategies for working with the criminal justice system;
- Dreams and aspirations;
- Improving family relationships;
- Healthy eating and wellbeing.

As well as providing teaching by internal staff members, we will work with a range of specialist agencies to deliver these topics. This will be responsive to the needs of particular groups as well as developments in best practice programmes. PHSE will be an integrated part of our curriculum. As well as being taught discretely, we will explore the issues raised within it through the creative curriculum. For example, if a group has witnessed knife crime and lost friends, they might study 'Random' by Debbie Tucker Green as a way of engaging with these issues.

**Employability Skills:**

Our Employability Skills course has been developed in the existing organisation and covers the following key areas:

- Career progression, including the key skills needed for different areas of work and transferable skills;
- CV writing, including an in-depth CV workshop and advice on social media;
- Application form guidance;
- Interview guidance, including a mock interview with detailed feedback;
- Goal setting, including the distinction between long and short term goals;

- Communication skills, including body language and constructive feedback;
- Health and safety at work;
- First Aid
- Sports Leadership
- Financial issues, including budgeting, financial assistance and fees information;
- Types of employment, including self-employment and tax advice.

This course has been designed to support all of our students in thinking about their next steps into employment and to begin to prepare for the transition. Because many of our students are at risk of becoming NEET due to their historical underachievement in school, this course is crucial in enabling them to think confidently about entering the world of work in the knowledge that they have the skills to succeed.

### **Enrichment:**

Our close links with WAC will enable us to offer a very rich programme of enrichment activities. These will be delivered through two of WAC's programmes: WAC Nights and Senior WAC. We believe that being involved in extra-curricular activities this way will ensure that our students feel like a part of WAC as a wider organisation and, by extension, remain linked to their local community and to young people outside WAC Free School.

### **WAC Nights:**

WAC Nights run on Tuesday and Wednesday evenings between 5pm and 8.30pm. Courses are open to young people between 13 and 19 years old, so all students from WAC Free School will be able to join. There is specific support provided for young people with learning difficulties/disabilities and the course has a focus on inclusive working between all the young people involved.

Activities offered include: drama, drum kit, keyboards, music technology, trampolining, vocals, bands night and WonderWAC (focused on young people with LDDs). These activities will provide the opportunity for students to expand upon the work that they have done during the school day and to try other activities and develop further skills.

### **Senior WAC:**

Senior WAC programmes offer the opportunity to access professional level courses. They are designed for young people between 14 and 25, so all students at WAC Free School will be able to access them. Senior WAC will give our students the opportunity to work with a wider variety of young people, including those who have left school and moved into other pathways. This experience of working with people with a whole range of life experiences, all of whom share a passion for the arts and media, will be a valuable experience for our students.

Activities offered in Senior WAC will be: ballet, contemporary dance, drama, jazz dance, music technology, physical theatre, popular music, singing, street dance, studio engineering and video. Again, these course will give our students even broader opportunities than they receive during the creative



curriculum, as well as the chance to build on the skills they are learning during the school day.

### **Organisation of Students:**

The major unit of student organisation will be the tutor group. Every student will be allocated to a tutor group which is led by a permanent member of staff. In Key Stage four, tutors will meet with their tutor group at the end of every day in order to address any issues and to provide any support that the group or individual students need. In Key Stage five, the tutor will deliver the Life Skills curriculum in order to provide maximum support to the students.

Tutors will be responsible for monitoring the progress of each of their individual students throughout the academic year. They will be responsible for creating each student's ILP in collaboration with the student themselves and their mainstream school. They will then need to give feedback to the student assessing the progress that they have made towards their targets on at least a half-termly basis. Using this information, they will continuously update and revise targets to ensure that they remain ambitious and appropriate for the young person.

The creative curriculum will be delivered by specialist tutors. Group sizes will be flexible to facilitate students accessing the art form in the best possible way. For example, drama and dance classes will be taught in groups of up to fifteen as larger groups give this work energy and the opportunity to collaborate and share ideas. Media classes will be taught in groups of up to twelve but mostly in groups of 6 to eight as there is more emphasis on individual work and working independently to consolidate technical skills. Tutors and sessional staff members will be responsive to the dynamics within the group and will make recommendations about group organisation to the senior leadership team when appropriate.

Literacy and numeracy will be delivered in a flexible way to meet the individual needs of students. We know from our experience with this student demographic that many of our students are likely to have significant difficulties engaging with these subjects and may be significantly behind in terms of expected progress and attainment for their chronological age. We will therefore make provision to be able to teach these sessions in a variety of ways, including one to one or very small group tuition where needed. As much as possible, groups will be organised by their level of attainment in order to ensure that teaching can be as tailored as possible. One to one tuition will typically be used where there is a specific gap in the student's knowledge of the fundamentals which means that they cannot access group work at an appropriate level. Groups will be focused on different accreditation according to their level of attainment and ability, with some focusing on entry level or level one qualifications whilst others might access GCSEs.

Other subjects within the broader curriculum will be taught in groups organised on the basis of:

- Individual needs;
- Age of students;

- Experience;
- Group dynamics.

We will obviously be limited to a certain extent by timetabling logistics, but our flexible staffing model is designed to facilitate a significant amount of flexibility in student organisation.

We expect those students who begin their involvement at the beginning of a term will stay together for most of the time for the whole to term. This will help to build a true peer group who learn to trust and support each other. Students joining the group during the term will have an individual timetable to fit into groups as appropriate to their needs. These students are likely to be those who have reached a crisis point in their education in mainstream settings and therefore require more specialised support in any case.

Students who have completed a term and are not expected to return to mainstream education in the short term will continue to work with their peer group for some of the creative curriculum. However, they will also be offered some classes based on their ability and attainment levels as their individual strengths and needs emerge. We expect to typically deliver drama with peers as group development is fundamental to the work while dance and music technology can be more effectively delivered in groups of equivalent skill and experience.

### **D3: Staffing Structure**

#### **Year One**

Our planned staffing structure reflects what we have learnt about effectively staffing courses for this student demographic during our experience of doing so over the last 10 years. It also reflects our experience of running an organisation, in terms of administrative and other support required.

In order to lead the school, we will need a charismatic and dynamic Headteacher who can build relationships with prospective commissioners and partners in good time to ensure that all our places are filled. He or she will also need to have positive a relationship in place with new students (see E1) before the year begins to ensure that the induction process runs smoothly. In order to achieve, our students need to understand the ethos of the school, including the fact that firm boundaries are in place. A strong leader will implement these.

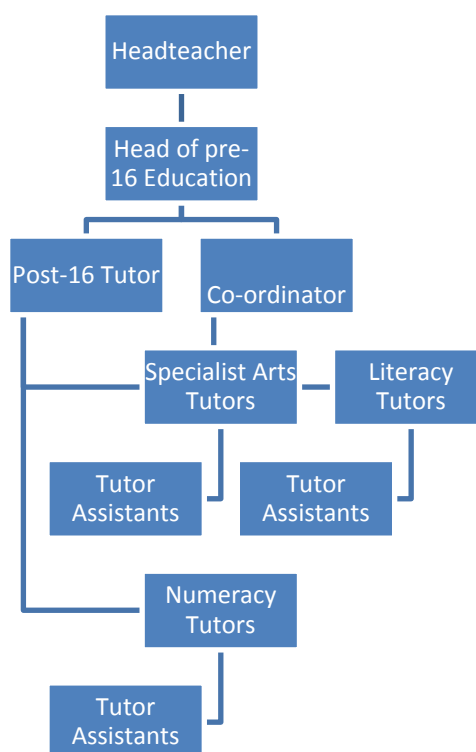
Recruiting the Head of key stage four in the first year is also crucial. This member of staff will need to be in place at least six months before the school opens in order to build relationships with prospective students. Key stage four students need a member of staff who can give close attention to the whole curriculum and ensure that it is joined up. This will ensure that these students receive consistent messages about behaviour, achievement and aspiration from the day that they join WAC Free School.

This is less urgent for key stage five students, who are liable to be in a slightly less vulnerable position. However, we will ensure that a tutor is appointed for this age group in the first year; this person will be responsible for building a group dynamic and having oversight over each student's progress across the

curriculum.

These key personnel will ensure that all sessional tutors are well-briefed and able to meet the needs of individual students. In year one, all other staff will be sessional or part time for a high quality team or core staff will be essential. Sessional staff will be recruited as necessary for the delivery of the creative and broad curriculum. Similarly, tutor assistants will be recruited commensurate to student numbers.

The staffing structure in year one will be as follows:



### Year Two Onwards

By year two student numbers will almost have reached capacity levels. Because key stage five will expand rapidly, doubling in size from the first year, we will appoint a Head of Key Stage Five to co-ordinate provision for this group, including the transition from key stage four to key stage five.

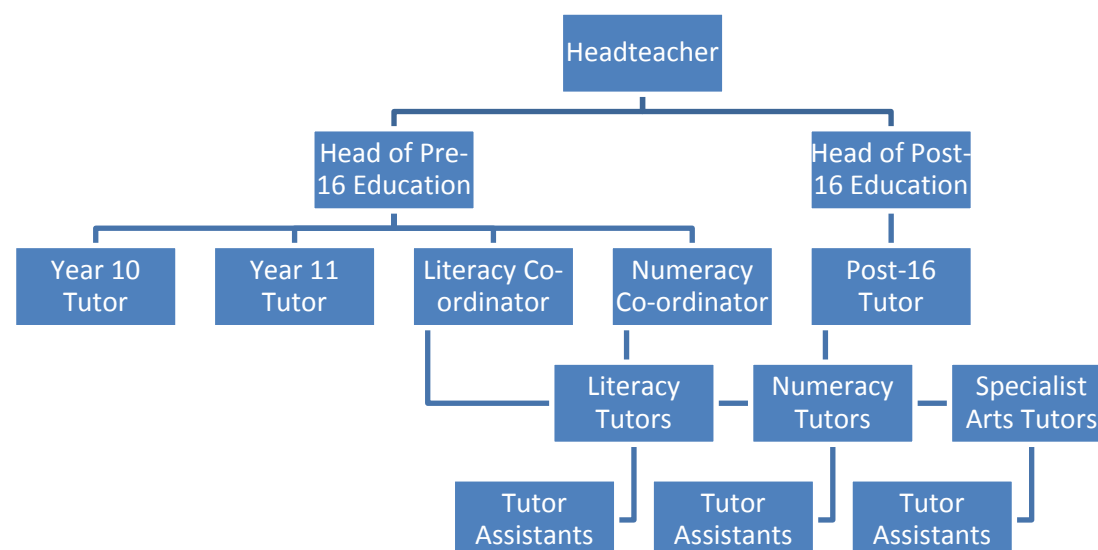
We will also recruit a specialist tutor for key stage four. This appointment will enable the Head of Key Stage Four to take a more hands-off role and work on curriculum development in response to the needs of the cohort.

In this year, we will also appoint co-ordinators for literacy, numeracy and Special Educational Needs. These permanent staff members will ensure that these areas are seamlessly embedded across every area of the curriculum in order to maximise student achievement. They will also provide management for the sessional staff on a day to day basis where appropriate.

After year two we will have recruited all core, permanent members of staff. Additional sessional staff and tutor assistants will be recruited in

commensurate numbers to the rise in student population in year three, when the school will reach capacity. Please see section G and our financial templates for more information on staffing, and section F5 for more information on recruitment.

The staffing structure in our second year of opening will be as follows:



### **Roles and Responsibilities**

#### **The Role of the Headteacher:**

The Headteacher will be employed on a full time permanent basis from as early as possible in the pre-opening process.

The Headteacher will be responsible for the overall co-ordination and management of the school. This will include:

- Monitoring teaching standards and teaching delivery;
- Monitoring pastoral care and student support arrangements;
- Monitoring student progression, development and attainment;
- Developing and co-ordinating the school's student recruitment strategy;
- Liaising with external agencies including colleges, employers, schools, families and other relevant networks;
- Direct line management of other senior members of staff and overall oversight of management structures;
- Co-ordination of budgets and oversight of school finances;
- Developing and quality assuring work experience placements;
- Developing the school's public profile including media communication;
- Quality assuring qualification delivery;

- Developing and updating the curriculum;
- Oversight over the administrative and support staff teams;
- Develop WAC Free School's social inclusion projects;
- Any other duties which might reasonable be requested by the Chair of governors.

#### **The Role of the Head of Pre-16 Education:**

The Head of Pre-16 Education will be recruited for the beginning of the first year of operation on a full-time, permanent basis.

The overall responsibility of the Head of Pre-16 Education is to co-ordinate and manage the delivery of education to the students in key stage 4. This will include:

- Monitoring teaching standards and delivery for staff teaching key stage 4 students;
- Co-ordinating curriculum development and the provision of accreditation for students;
- Providing and monitoring pastoral care and student support;
- Monitoring student development and progress;
- Implementing the student recruitment strategy;
- Liaising with external organisations and agencies, particularly schools, where necessary;
- Convening regular meetings of relevant project staff;
- Supervising the project budget;
- Organising work placements;
- Monitoring and supporting project staff;
- Administering key stage 4 staff workloads;
- Assisting in the public profile of the school or particular projects;
- Undertaking other activities which may reasonably be required by the Chair of governors.

#### **The Role of the Head of Post-16 Education:**

The Head of Post-16 Education will be recruited for the beginning of the second year of operation on a full-time, permanent basis.

The overall responsibility of the Head of Post-16 Education is to co-ordinate and manage the delivery of the key stage 5 programmes. This will include:

- Monitoring teaching standards and delivery across key stage 5;
- Co-ordinating and monitoring curriculum development and accreditation in key stage 5;
- Providing and monitoring pastoral care and student support;
- Monitoring student development and progress;
- Implementing the recruitment strategy;
- Liaising with external agencies and organisations;
- Convening regular meetings of relevant members of staff;
- Supervising the project budget;
- Organising work placements;
- Monitoring and supporting project support staff;

- Administering staff workloads for key stage 5 staff;
- Assisting with the public profile of the programme;
- Undertaking other activities which might be reasonably required by the Chair of governors.

### **The Role of the Year 10/11 Tutor**

The Year 10/11 Tutor will be recruited for the second year of operation on a .85 permanent basis. This will grow to four and a half days in year 3. Their overall responsibility will be to support the pastoral care and personal development of KS4 students. They will be expected:

- To supervise the effective delivery of classes for KS4 students
- To manage the effective accreditation for students, liaising with tutors to ensure best practice
- To provide pastoral care and student support and ensure the smooth induction of all students
- To manage student development and progression
- To build positive relationships and communication with parents/carers
- To develop and deliver effective communication systems to ensure smooth exchange of information between commissioners and the Free School
- To supervise and accredit students on work placements
- To contribute to the teaching delivery as appropriate to skills
- To support teaching staff in concert with the WAC Free School team
- To assist in the public profile of the programme
- To undertake such activities as may, from time to time, be required by the Chair of Governors

### **The Role of the KS5 Tutor**

The Year 12/13 Tutor will be recruited for the beginning of the first year of operation on a full-time permanent basis. Their overall responsibility will be to support the pastoral care and personal development of KS5 students and ensure positive transition to next steps. They will be expected:

1. To support the smooth induction of post 16 students
2. To supervise the effective delivery of classes for KS5 students
3. To manage the effective accreditation for students, liaising with tutors to ensure best practice
4. To provide pastoral care and student support
5. To manage student development and progression
6. To deliver an effective tutorial programme and manage IAG and ILP's
7. To build positive relationships and communication with parents/carers
8. To develop effective partnerships with employers, colleges and training providers to develop effective exit strategies.
9. To supervise and accredit students on work placements
10. To contribute to the teaching delivery as appropriate to skills
11. To support teaching staff in concert with the WAC Free School team
12. To assist in the public profile of the programme
13. To undertake such activities as may, from time to time, be required by

the Chair of the Governors.

### **The Role of the Specialist Arts/Media Tutors**

Specialist Arts and Media Tutors will be recruited for the first year of opening, with an expansion for the second year of opening in line with student numbers. They will be employed on a sessional basis.

The key responsibility of the Arts and Media tutors is to teach a range of skills and process relating to their area of expertise to WAC Free School students. This will include:

- Teaching group and one to one sessions;
- Supporting WAC core values, aims and objectives;
- Creating positive relationships with their students;
- Keeping up to date, accurate registers of all classes;
- Undertaking such administrative work as is necessary to maintain the smooth running of activities;
- Understanding and promoting WAC Free School policies within a framework of Equal Opportunities;
- Providing and maintaining schemes of work and lesson plans;
- Providing the information needed for monitoring and evaluating purposes such as student reports;
- Attending meetings and staff training/development sessions as required;
- Carrying our risk assessment for every teaching space prior to sessions;
- Preparing students effectively to achieve appropriate qualifications;
- Preparing students for taking part in, assisting with and attending performances and other events;
- Arranging appropriate cover when necessary in consultation with the Head of Pre- or Post-16 Education as appropriate;
- Undertaking other duties which might reasonably be required by the Headteacher.

### **D4: Meeting All Needs**

#### **Analysis of Student Demographic**

Characteristic	Probable proportion of student
SEN	55%
EAL	20%
LAC	7%
Minority Ethnic Backgrounds	75%
FSM	70%
Disabilities	15%

These statistics are taken from the last three years of students entering WAC's Alternative Provision programme at Key Stage four. We intend to capture this information about all students during the induction process before they enter WAC Free School. We believe that the student demographic which we can expect for WAC Free School is likely to be highly similar to that which we have

previously seen on our existing AP programmes, as these are the students which our schools want to continue to place with us.

### **Students with Special Educational Needs**

#### **Introduction:**

We will maintain an up to date SEN policy which abides by all relevant legislation and guidance. We are aware of the proposed changes in legislation and will remain up to date with their progress in readiness to update our plans and practice. Our SEN policy and its implementation will be designed to that WAC Free School is, as far as possible and compatible with the needs of each student, as inclusive as possible.

We have been providing specialist training for young people with SEN for over 20 years through our Wonder WAC performing arts and media programmes for young people with learning disabilities. This programme has included regular weekly evening and weekend performing arts and media workshops, intensive day time provision during school holidays and weekend and week -long residential journeys to outdoor education centres. For the last five years we have been running our WAC Wonder Web project for young people with Autistic Spectrum Disorder or Asperger's Syndrome, many of whom are extremely high functioning. We have supported the development of their communication, social and independence skills and our older students are now able to confidently attend further education courses, conservatoires and universities. An analysis of the young people we have worked with over the past three years who are NEET or at risk of becoming NEET show that 55% had additional learning needs and 19% had a statement of special educational needs. We are therefore well placed to both identify and meet the needs of any pupil with SEN. We will also use these processes to identify students with additional learning needs arising from English as an additional language, disrupted education, challenging behaviour and anger management challenges.

#### **Identifying Young People with SEN:**

We will meet with each young person, where appropriate, together with their previous schools, families social services other referral agencies and professionals, taking in to account all previous reports, data and feedback, to agree their IEP. Additionally, all students will be screened for dyslexia during their induction, as in our experience this is an SEN which is commonly not picked up and can cause major problems with the student's ability to access all other areas of the curriculum where not identified.

#### **Meeting Special Educational Needs:**

The first tools in meeting students' Special Educational Needs will be Individual Education Plans. These will be agreed with students themselves, their key worker, their parents and other relevant professionals such as the SENCO from their commissioning school, an Educational Psychologist, a



Speech and Language Therapist, etc. An IEP will take into account all other relevant documentation, in particular a Statement of SEN if one has been issued but also including any other assessments, reports or IEPs which are available. All IEPs will focus on the core skills of communication, social skills, literacy and numeracy. They will include information about:

- the help and support that WAC Free School will provide and how often;
- which staff members will be providing support and how;
- the agreed strategies for managing any behavioural issues;
- an agreed set of SMART objectives;
- criteria for deciding whether the support has been successful;
- criteria for deciding whether help and support is no longer needed;
- when the help and support will be reviewed.

IEP reviews will include input from the support worker (including long-term evidence of progress across the period since the last review), the student, the parents and any other relevant professionals. It will judge whether the IEP has been useful in improving outcomes for that student, whether it should be maintained and how it should be updated to ensure that it remains effective.

We are currently working with Google's Learning Design and Global Innovation Faculty in the USA to develop a bespoke on-line inclusive system to enable all students to personally evaluate their progression and achievement and share selected information with others, e.g. parents and teachers. This facility should be available before WAC Free School opens (summer 2013) and thus be implemented from the first day when the school opens. It will allow our students to take control of their own progress and become partners in setting their targets.

All teachers will be expected to plan and deliver lessons which take account of all the individual needs within the class. They will be asked to demonstrate their approach to differentiated learning in both their lesson planning and delivery, including offering sufficient challenge to all pupils. Our aim is that all young people will be supported, as identified in their IEP, to fully participate in all their timetabled classes and elements of the curriculum. Where additional support is required this will be provided in small groups or one to one, either on a short term or long term basis dependant on the level and type of need. When we assess achievement we will take account of the individual's agreed learning goals, including their contribution and involvement in enrichment activities in addition to external accreditation/ examination achievements. This will enable us to celebrate and support each student with SEN as an individual with particular talents and strengths.

Our Disability Officer will be responsible for the SENCO duties in the school. These will include:

- managing the needs of our SEND students;
- providing professional guidance to staff on SEND related matters;
- Advising the school leadership on SEND strategy;

- Liaising with parents, carers, other professionals, agencies and the local authority.

In addition, WAC Free School will be able to access the existing large team of experienced sessional staff, including experienced teaching assistants, one to one support workers and care workers currently working for WAC. Our current team of specialist sessional staff includes members qualified in BSL, Makaton, speech and language therapy, occupational therapy and a range of other methods to support specific need of individuals. All staff will have access to the full range of training offered by Camden Training and Development Centre and will be supported to both maintain their current accreditation. They will also be encouraged to pursue other continuing professional development opportunities as agreed during the appraisal and supervision process. These might include further training, on-line learning, professional forums and journals, conferences and INSET sessions.

As well as specific strategies to support them, we know that young people with SEN can benefit hugely from specific resources targeted to meet their needs. We have had external access audits carried out on our premises, which are DDA compliant with fully accessible access, classrooms and common spaces. We have three accessible lifts to all floor levels and areas of the building, audible and visual alarm systems, accessible toilets, changing rooms and shower areas, hearing loops, and a portable hoist. In terms of IT and Media systems, we have a range of adaptive inclusive technology equipment, tools and programmes, including a dedicated sensory pod, available to provide individual support needs. Accessible ariels rig for young people with PD.

Our sensory pod and inclusive technology suite enables all of our students to enjoy and use our extensive range of assistive technology. We have several pieces of equipment that are crucial to allow everyone to participate on our workshops. These include the SoundBeam, a device that turns motion into sound as well so allowing "one touch" devices such as switches and pads to trigger sounds and music. There is also "Painting with Sound", a bespoke system developed by our students and tutors that uses sound to create visualisations via a computer. We also utilise wii-motes and other existing technologies to allow more movement based interactions with our performing arts and media classes. We will also utilise other devices and assistive technology that allow anybody, regardless of ability, to engage on our courses. In the past we have used, for example: camera tripods for wheelchairs, large text keyboards, rollerballs, the Eyegaze mouse control system, and dyslexia software (Read&Write 4 Gold, MacSpeech, Inspiration 9 mind mapping).

Alongside the transportable equipment, the sensory pod itself includes bubble machines, optic fibres, a lightwall and Vibrabed that enables hearing impaired individuals to experience music through vibrations, and range of other sensory stimulating light and sound technologies. This can provide a relaxing and/or engaging space dependent on the young people using this area at any time.

We also have a Videobooth system that we use to track all of our young people's progression. This creates a video diary log for each young person which proves invaluable to evaluating a student's progress during their time at WAC. As explained above, we are developing an online evaluation system

with Google which can be used in conjunction with tablet devices for a similar purpose.

We have the experience that is needed to recognise and meet needs. Our team also have a track record of achieving positive outcomes for young people with SEN. One case study is [REDACTED]:

[REDACTED]

We will bring the expertise gained over many years of running programmes for our proposed student demographic to bear on establishing and implementing the support for young people to achieve with WAC Free School.

### **Students with English as an Additional Language**

Our approach to EAL is not to view it as a specialist need, but as part of a continuum of needs around literacy and communication skills. In our experience, there are not many students who join our programmes in the early stages of learning English as an additional language, and we would expect this trend to continue. It is unlikely, therefore, that WAC Free School will admit many students who need a highly intensive level of language tuition in English but are fluent communicators in their home language(s). Even where this is the case, our experience shows us that support can be much more effectively provided through our intensive programme of literacy and communication skills than through support which takes the student out of their peer group and the broad curriculum. We will therefore support students with EAL in the context of our normal curriculum, which already provides high levels of support for all students in terms of their ability to communicate in all forms of English.

Whereas we know that we can meet the needs of students with EAL through our curriculum, we also appreciate that there might be difficulties in communicating with these students' parents and families. Where students are competent English-speakers, they often have one or more parents who are not. In order that we include these parents fully in the life of the school and keep them up to date with their young person's progress, we will use interpreters where needed. We will continue to access Camden's translation services, which we have used successfully in the past. For example, when visiting schools with a high incidence of EAL amongst their students, we will ensure that we provide information in the major community languages spoken within the school to ensure that speakers of EAL are able to access our services.

### **Students who are Looked After**

Because of WAC's experience of working with vulnerable young people through several of its programmes, we are fully aware of the specific challenges facing young people who are Looked After by the LA or otherwise in the care system, e.g. through a private fostering arrangement. These young people have often faced huge challenges in their home lives which have made them extremely vulnerable to educational underachievement. We believe that every young person deserves the chance to access a curriculum which is engaging and allows them to achieve meaningful accreditation, and are

therefore committed to supporting our Looked After young people.

Within WAC, with which WAC Free School will have close links, there are staff members who are experienced in acting as advocates for Looked After young people in a variety of situations and who will be able to provide support and training to staff within the new school. We are involved in running advocacy services for these young people within Camden borough, so have access to staff who are experienced in sharing this expertise.

Our SENCo will have responsibility for coordinating support for Looked After young people within the school. The SENCo duties will be fulfilled by a member of the leadership team in our first year after opening, and will thereafter be a separately appointed position. Whilst we expect that Looked After young people will form a larger cohort proportionally within WAC Free School than would be expected within a mainstream school, our small numbers mean that there are still likely to be less than five young people who are Looked After in the school at any one time. This means that we will be able to provide really targeted support that meets the needs of each individual, rather than artificially treating these students as a cohort. We will, however, monitor them as a cohort to ensure that our school is putting the appropriate support in place to meet their needs.

### **Students from Minority Ethnic Backgrounds**

Throughout our entire curriculum, we will celebrate the cultural difference to be found within our school, our borough and the country as a whole. We know that students from White British backgrounds are likely to be a minority within our school, and that a wide variety of minority ethnic backgrounds are likely to be represented by the other students. Our focus will be on achievement and aspiration for all.

The make-up of the tutors and tutor assistants running our current AP courses reflects the diversity to be found within our student body, and we will aim for this to be the case in WAC Free School as well. This diversity of background and experience within our staff is extremely valuable in encouraging our students to respect all people as individuals, as well as celebrating the diverse heritage of different cultural groups. We will maintain an Equal Opportunities policy for all staff. WAC Free School will have a zero tolerance policy on racism and sexism, with any incidences recorded and responded to swiftly and seriously.

As can be seen from the samples provided in sections D1 and D2 above, the topics covered in all areas of the curriculum will include aspects from a variety of cultures. As well as studying a wide variety of art forms, we will engage with key cultural and religious dates and celebrations as reference points within the curriculum at the appropriate stages during the academic year.

### **Students with Disabilities**

We know that not all disabilities are SEN, or vice versa. However, much of the information included in the section about meeting SEN, above, will also be relevant to meeting the specific needs of those who are disabled. Our primary

aim, as in meeting every type of need listed in this section, is to ensure that every student has full opportunity to access the whole curriculum and to achieve their full potential in line with their peers. No disabled student at WAC Free School will be excluded from participating in any activity.

Some examples of the ways in which we can support disabled students in particular include:

- Our preferred premises are fully accessible to wheelchair users and others with limited mobility;
- we have one of the largest fully accessible recording studios in north London.
- We have access to a range of adaptive technologies such as tripods specifically designed for wheelchair users;
- Within the building, there are accessible toilets, showers and changing rooms;
- There are hearing loops in all learning spaces;
- Our staff will be trained to administer a wide range of medications in a safe and respectful way.

### **Students Eligible for Free School Meals**

We know that students who are eligible for free school meals have historically underachieved in education. We are determined not to let this happen in WAC Free School. Our model allows us to work with every student as an individual to address the particular barriers which have prevented them from thriving in mainstream education. We will not, therefore, have a whole different strategy for addressing the needs of this particular cohort. However, there are two types of very specific support which we will provide:

- We will ensure that every student eligible for FSM accesses a free, healthy lunch time meal;
- We will ensure that every student eligible for FSM is supported to sign up to Camden's COO-L (choice and opportunity online) scheme, which provides £15 per month for that young person to take part in a wide range of activities e.g. the Duke of Edinburgh award, taekwondo, theatre trips etc. These will supplement the wide range of extra-curricular activities available through WAC itself.

### **Supporting Young People and Families**

We know from our experience of working with this particular student demographic that working with the students' whole families can have a profound effect of their well-being and educational achievement. We will therefore build on existing activities and relationships currently carried out within WAC as a larger organisation to provide a high level of engagement with families around a wide range of issues which may be challenging them. We will continue to develop the ways in which we work with families to ensure that we are doing so in the most effective way.

The key ways in which we will work to support families, and in so doing our young people, include:

- We will enable the families of students at WAC Free School to access

the family learning programmes run by WAC, including a family counselling group which focuses on strategies for tackling behavioural issues;

- Families will also be encouraged to join WAC's community programmes in order to engage more closely with the organisation and with the kind of creative activities which will form the core of their young person's curriculum;
- We will run 'Dads and Lads' activities in which the focus will be giving the young person an opportunity to lead in an activity in which they have expertise, e.g. digital media;
- We will signpost young people and families to external organisations which will be able to provide specialist support when it is needed. For example, in the past we have recommended that recent Somalian and Congolese immigrants access the services provided at the Tavistock centre, which specialises in mental health care; Alone in London for post 16 counselling and Camden Families in Focus for holistic family support.
- Existing WAC staff will provide support to the school staff in terms of acting in an advocacy role for families. We also have staff members who will be able to provide mediation services for families if required;
- WAC currently has a relationship with a counsellor training organisation which works with people over the age of 18 which enables us to access their services. If our application is approved, we will aim to build a corresponding relationship with the equivalent organisation specialising in training for adolescents in order to provide free counselling services for those who need them.

### **D5: Defining and Tracking Success**

Success will look different for every young person who attends WAC Free School. We are highly experienced in supporting this student demographic to achieve in line with their abilities and interests; our stimulating curriculum offers accreditation to every student. Our targets for every student and for the school as a whole will be ambitious and appropriate.

The following case studies of previous students demonstrate our ability to support every student to achieve in a way which is useful and meaningful to them:

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### **Areas of Success**

The broad areas in which we will define and measure our school's success are:

#### **Academic Attainment and Progress:**

Our vision for WAC Free School is a vision for a provision which re-engages

some of the hardest to reach young people in education and prepares them for their next steps. Supporting them to make academic progress which can be measured in attainment is central to this vision. It is therefore crucial that we measure against a variety of measures which focus on academic progress and attainment. For our targets in this area, please see the next sub-section.

### **Student Pathways:**

We know that our students will be drawn from cohorts who are more likely to be permanently excluded from education, become NEET on leaving school or enter the criminal justice system than their peers. Ensuring that our students are able to take positive pathways into further or higher education, training or employment will therefore be a central test of our school. For our targets in this area, please see the next sub-section.

### **Life Skills and Resilience:**

All of the students at WAC Free School will have been unable to succeed in mainstream education. In our experience of running our current programmes, the reasons for this underachievement are diverse and highly dependent on the circumstances of the individual. However, we will use strategies (see D4) to target additional educational needs within a highly personalised curriculum offering. We intend to support every student not only to achieve accreditation, but to develop the life skills and emotional resilience which they will need to succeed.

### **Whole School Targets:**

As well as targets relating specifically to the achievements of our young people, WAC Free School will set targets relating to the performance of the whole school. As an AP Free School, our reputation amongst commissioners and our community will be highly important to our success and stability. As well as providing an excellent education to individual young people, we need to be able to demonstrate that the school as a whole is successful. For targets which will prove this, please see the sub-section below.

## **Targets**

It is important to us that our specific targets are tailored to our student population and the local educational context. We will therefore continuously review and monitor these targets to ensure that they remain the most appropriate measures of our ambitions for our students.

### **Academic Attainment and Progress:**

100% of students completing at least one term at WAC Free School will achieve at least one accreditation:

We believe that every student is capable of achieving accreditation whilst at WAC Free School. We offer a wide range of qualifications which are taught in discrete units, each of which can be accredited separately. This enables all of our young people to achieve something very tangible whilst with us, which in turn boosts their self-esteem and makes them more able to achieve as they progress.

100% of students completing at least one year will progress to a qualification

at least one level higher than their level on entry:

We know that most of our students will have underachieved in their education prior to joining WAC Free School. We also know the power that aspirational targets can have on a young person's belief in their own ability to make progress. We will therefore set an expectation that every young person achieves this target in order to make our intentions clear: we will provide the necessary support which is needed for all young people to achieve, no matter what their previous level of attainment, additional educational needs or other challenges.

100% of students completing at least one year will progress at least one level in literacy and numeracy:

Literacy and numeracy are of fundamental importance to our student's ability to access the rest of the curriculum, especially for those who return to mainstream school. Accreditation in these subjects will also be extremely useful for their lives outside school, in terms of gaining employment. Our innovative and flexible way of teaching these core subjects will ensure that every student is able to make progress against their level on entry, and thus we feel that this target is appropriate.

100% of students completing at least one year will experience an accredited work placement:

Having completed work placements will be extremely useful to our students on leaving school, not only in terms of having accreditation as evidence of experience for potential employers but also in terms of having experienced the world of work and its expectations for themselves. Succeeding in a work placement will also provide a valuable boost to students' self-esteem, as it is unlikely to be something which they have been able to complete at earlier stages in their education.

100% of students will have a show-reel by the time they leave WAC Free School:

The success of our creative curriculum can be measured not only by a day to day evaluation of the quality of what students achieve, but by their level of engagement with it. As our students are likely to be those who have been unable to engage with mainstream education, the completion of a show-reel whilst with WAC Free School will be an ambitious target which we nevertheless feel will be achievable through our stimulating curriculum offer.

### **Student Pathways:**

90% of students will successfully progress to further education, training or employment:

Students who have been excluded from mainstream schools are significantly less likely to follow positive pathways on leaving education. We want to reverse that trend. The pathways taken by students who currently access some AP will WAC demonstrate that we have been extremely successful in doing so in the past. 85% of our students have successfully moved on to next step of FE employment or apprenticeship over the last three years. With the ability to admit students for longer periods of time and for full time courses as a Free School, we believe that a 90% success rate for achieving these pathways will be possible.



30% of students will move into careers in the creative industries:

Our creative curriculum is designed not only to engage our students, but to develop their talents within the creative industries specifically. This will then allow them access to opportunities within these industries. We will encourage every student to follow the pathway which is right for them, so we do not aim for a majority of students to go on to careers in these areas. However, we believe that 30% is an ambitious and achievable target .

20% of students will progress from volunteering to paid work on WAC projects:

The expertise and knowledge that our students gain whilst at WAC Free School is highly valuable to WAC across many of our projects. Working with us will also bring them benefits in terms of gaining valuable experience of the working world which relates directly to their skills. We aim that at least 20% of our students will progress to work with WAC in roles such as tutor assistants, play workers and support workers.

**Life Skills and Resilience:**

100% of students will have a bank account, passport and CV before leaving WAC Free School:

We know that our students are likely to be amongst the most marginalised young people in the local community. Many of those who have attended WAC courses in the past have been without simple conveniences such as a bank account, passport and CV. Not having these things will make it very difficult for our young people to make a successful transition into higher education, employment or training after school. By ensuring that every student has access to them, WAC Free School will improve the chances of their taking positive pathways and contributing fully to their community.

100% of students will feel confident and positive about their future before leaving WAC Free School:

Many of the students who join WAC Free School are initially likely to lack confidence in themselves and their ability to go on to succeed after leaving school. We want our strong support systems, engaging curriculum and development of fundamental skills in literacy and numeracy to challenge our students' previously low opinions of their own capability. We believe that every student at WAC Free School deserves this outcome, so our target will be 100%.

100% of students will have formed positive, respectful relationships with a number of adults by the time they leave WAC Free School:

Again, this is an area in which our students may face particular challenges before they arrive at WAC Free School. It is also an area which is crucial for the students' well-being and chances of succeeding in their lives after leaving school. We therefore consider it crucial to support all students to achieve this change. Having staff who are both experts in their fields and, in some cases, who have received their education with WAC, will help to engender these positive relationships.

100% of students will have positive, respectful relationships with their peers and the skills to work in a team by the time they leave WAC Free School:

As above, we believe that this skill will be vital to the well-being of our students and to their ability to succeed after leaving school. It will be a challenge for many of our students to achieve this goal, but we believe that the support structures outlined elsewhere in the application will enable them to do so.

100% of students will develop an appreciation for and life-long interest in the arts whilst at WAC Free School:

Students at WAC Free School will be lucky enough to be able to access specialists in the arts and top class facilities at our preferred premises. Everyone involved in the organisation is passionate about the arts both as a means of education and also in and of themselves. We want all of our students to feel the same way, whether they go on to a career in the creative arts or not. Whether or not we achieve this target will be a measure of the strength of the ethos of the school as well as the quality of our teaching and learning experiences.

**Whole School Measures:**

WAC Free School will achieve a rating of at least 'Good' in all Ofsted inspections whilst we build to capacity.

We know how much of a challenge it will be to reach an Ofsted rating of Outstanding. Whilst this is our eventual aim (please see below), we will aim to be rated as Good in all categories whilst the school builds to capacity (probably in our first one – two inspections).

WAC Free School will achieve a rating of at least 'Outstanding' in all Ofsted inspections after reaching capacity.

Once we have reached capacity we will be in a position to really push forward the quality of our provision. The major period of recruitment will have finished and thus a significant burden will be lifted from the senior management team, freeing them to really focus on quality of planning of teaching and learning. We therefore believe that it is possible for us to achieve this Ofsted rating by the time of our first inspection after reaching capacity (likely to be our second or third inspection).

100% of staff will feel that they have been supported in their professional development through our appraisal process.

We know that high quality staff who feel that WAC Free School is supporting them will be a very valuable asset in the school. We will provide regular lesson observations, appraisals and training opportunities for staff members so that they are able to engage in continuing professional development. We therefore want every member of staff to feel that we are providing the support needed for them to flourish as professionals.

90% of commissioning schools feel they have had the opportunity to share best practice.

We want WAC Free School to be an involved member of the local educational community. This will entail sharing best practice for working with our student demographic with our commissioning schools. By working closely with them, we intend to proactively prevent young people from reaching the crisis points at which they may need to enter WAC Free School as well as supporting those who do. We feel that 90% is an appropriate and ambitious target, as it will

depend on the willingness of our commissioning schools to engage with us in this way, which we cannot always guarantee.

WAC Free School achieves Investors in People status and an ILM kitemark for leadership and management within three years of opening.

We believe that being recognised for the good work done within WAC Free School will be positive for all of our staff members and students. We will therefore aim to achieve the above for the school within the first 3 years after opening. We have successfully achieved the same for other aspects of WAC's provision and so have the required expertise to do so successfully.

### **Measuring Success**

We will measure whether we are achieving our targets using a variety of methods which are tailored to the particular aspect which we are measuring.

**Academic attainment and progress:** this will mostly be measured by formative assessments by tutors during lessons, internal summative assessments and external accredited examinations.

**Student pathways:** these will be monitored by gathering information about students' pathways immediately before they leave WAC Free School. In addition, we will remain in contact with their commissioning schools and ask them to inform us about their eventual pathways, so that we can monitor which students leave WAC to successfully maintain a mainstream placement and what they go on to do afterwards. We will also encourage students to stay in touch with WAC Free School, although we acknowledge that in some cases this will be difficult.

**Life skills and resilience:** these will be monitored through a series of student questionnaires which will be completed at the beginning and end of a placement. Throughout the placement we will also expect tutors to monitor against these measures to ensure that students are making good social and emotional progress as well as academic.

**Whole school outcomes:** most of these measures will be judged by external bodies, so WAC Free School itself will not need to measure them. In the case of commissioning schools, we will regularly ask for feedback on how well we are sharing best practice and use this to judge whether we are meeting this target. Similarly in the case of staff professional development, we will conduct regular surveys in which staff can anonymously share their views on the support provide to them by the school.

### **Monitoring and Analysing Success**

We will aim to be at the forefront of developing different ways to monitor and track success. Our youth steering committee will feed into this process; our young people will be experts in digital media and will thus be able to contribute to every aspect of the design process. Our systems should map what is actually happening in the school, and thus our priorities are that they will be responsive, easy to use and accurate. We believe that evaluation can be enjoyable, and that in this way it will make the most impact.

We know from experience that involving young people in monitoring their own success results in higher achievement and greater engagement with their work in school. Our monitoring and tracking systems will therefore be a combination of tutor assessment against the formal levels of attainment and student led evaluation of their own progress. Both will be used to inform lesson planning, guidance to students and transition plans.

WAC is currently engaged in working with Google to develop a one-touch evaluation system which measures the young person's progress against the targets set out in their IEP. This is initially being developed for students with learning difficulties/disabilities, but by the time WAC Free School opens in 2014 we intend to be in a position to roll this system out across the whole school. The system will be entirely online, allowing young people to make updates swiftly and to view them in a format which they understand. They will also be able to share their progress with tutors, parents/carers and other professionals through a secure section of our website.

Tutors will also record progress made by students online, using a similar system. This will be used to write formal termly reports to parents and students. It will also inform the individual review for each student which will take place at the start of every term and in which the student's targets for that term will be set. Every term will include an inset day in which teachers will collaborate to plan the term's provision on the basis of the new targets which have been set for students.

We will also use other multi-media tools to record progress. These will be especially useful for young people who join WAC Free School with low literacy levels. We have developed a range of these tools through WAC's existing work with young people with LDDs and will continue to do so using the digital media element of our work.

In order to complete the surveys which will measure our progress towards attitudinal targets, we will use Survey Monkey. As young people become more confident in their literacy skills, they will be more able to share their opinions in this way rather than through the multi-media approaches above.

For every student, WAC Free School will keep a full record of their achievement and progress throughout their entire time at the school. This will include digital records of all of the information above. This record will be accessible online and will be a vital source of information for WAC Free School staff, other professionals and the student's mainstream school.

### **Reporting Success**

The ways in which we communicate progress and success will be tailored to the audience for these communications. We know that our students are likely to have disengaged with education and may well have lost confidence in their ability to achieve. Similarly, many of their parents and carers may not be used to engaging with schools and may therefore find it difficult to access traditional reports. We also need to take into account that our staffing model utilises many members of staff who are highly skilled tutors and specialists in their

fields, but who have not necessarily worked in mainstream schools and received training in writing these kinds of typical reports. All reporting needs to be meaningful and engaging for all of these groups so that it is completed efficiently and to high standard, and used effectively. We believe that this is an area in which we can share best practice with mainstream schools, and will seek to do so with our commissioning schools in the first instance.

**Reporting to young people:** all reporting to young people will be interactive so that students can record their own perceptions of their progress. We will use reporting online rather than on paper so that we can keep better records which can all be copied to the student's online records. Young people will be updated very frequently on their progress in particular subjects in order that they understand their learning objectives. They will also have access to all reports which are sent to their parents/carers.

**Reporting to parents:** parents will be able to access their child's own reports about their progress when the young person chooses to share them with them. They will also receive short termly reports on the progress made by that young person. A more in-depth report, to which all professionals who have worked with the young person over the course of the year will contribute, will be sent to parents on an annual basis at the end of the summer term.

**Reporting to governors:** governors will meet twice per term. At each meeting, there will be a report from the senior leadership team on the school's progress towards the targets outlined above.

**Reporting to the community:** we will make full use of all available resources in reporting WAC Free School's successes to the community. Our focus will be on celebrating the achievements of the school and of our young people. This will include the use of social media, our website, a community newsletter and local noticeboards. We will also use our existing contacts within the local press to publicise our results and public events such as performing arts taster sessions.

In addition to reporting to the wider community, we will ensure that all professionals involved in the school community have the opportunity to share in the successes of our young people. We will encourage students to invite members of the team of professionals with whom they are working to attend performances and other sharing opportunities where they can see the positive progress being made in school. These professionals would include social workers, key workers, educational psychologists etc.

**Reporting to commissioning schools:** reporting to our commissioning schools ensures that they remain engaged with the education of the young person placed at WAC Free School. We will send detailed reports to these schools on a termly basis. They will also be able to log in to our intranet to access detailed up to date information about the students they have placed with us.

### **Interventions**

Because our leadership team and governors will monitor our targets to ensure

that they remain ambitious and appropriate, they will be able to intervene promptly and efficiently when these targets are not being met. Similarly, our tutors will be expected to frequently update targets for classes and individual young people so that they are able to intervene appropriately if a class or student is underachieving.

Tutors will be expected to use interventions discussed in D1, D2 and D4 to ensure that their students are achieving. The interventions here are those which will be used by the senior leadership team and governors to ensure that the whole school meets its targets.

**Where targets are being met:**

The targets listed above will be reviewed by the governors, with input from the school's senior leadership team, on an annual basis. This time period will allow sufficient opportunity to test whether targets remain appropriate and will allow us to benchmark against national outcomes, whilst still allowing us to make changes frequently where necessary. This process will enable us to be confident that successes are truly signs of excellent performance by the staff and young people in WAC Free School.

**Where targets are not being met:**

We believe that our systems and processes will enable us to work with all staff to meet our ambitious targets. However, we appreciate the needs for a rigorous system which can respond where there is underachievement. The following process is described in terms of a problem with student attainment, but will apply in very similar terms to any case of failure to meet our targets.

The first step will be for the senior leadership team to identify the person/people with initial responsibility for meeting the target. In the case of student attainment, this is likely to be one or more of the tutors. The issue will be discussed with the member(s) of staff by their immediate line manager in the first instance, and the cause of the issue identified. Appropriate support will be put in place to enable them to succeed; this might include their receiving feedback on lessons and having opportunities to observe identified best practitioners. Their line manager will then be responsible for monitoring the issue closely. If a problem remains, the Headteacher will be informed and the member(s) of staff will have access to appropriate external training or other support as necessary. If the problem persists despite significant support from the senior leadership team, then the governing body will be informed and capability procedures may begin.

When conducting staff appraisals, we will follow the new regulations laid out in the Education (School Teachers' Appraisal) (England) Regulations 2012. As part of this, WAC Free School will maintain a written appraisals policy which is accessible to all staff. We know that our staff will be a highly valuable resource for the school and we are committed to supporting them to the highest standard. In so doing, and with the option of robust procedures if standards slip, we will ensure that all our students are able to succeed.

**D6: Behaviour, Attendance and Well-being**

**Behaviour**

We have an excellent track record in improving the behaviour of young people who have struggled to behave appropriately in mainstream school. Our experience will be invaluable in establishing high standards within WAC free School. We believe that success will be based on:

**Our exciting and enjoyable curriculum:**

Before joining WAC Free School, each student will take part in a series of 'taster' workshops. These will be used to determine whether our curriculum is likely to engage that young person – i.e. whether they are committed to our arts and media based curriculum. Students will therefore choose to come to WAC Free School; they will also choose their subjects each half term. This ability to determine the course of their own education will mean that our students are much less likely to behave inappropriately through boredom or dislike of their subject.

**Our celebration of success:**

Our curriculum will be delivered in 'bite-size' chunks so that students celebrate completion and achievement every six weeks. Students who have struggle with a particular unit will be able to start afresh with the new unit rather than feeling that they are continuing to struggle or underachieve. Our qualification framework will allow students to work at their own pace rather than being compared with others, minimising the risk of negative relationships with others arising.

**Our democratised learning environment:**

Our tutors will act as facilitators who work with our students in collaboration. They will all be trained in engaging reluctant learners and dealing with challenging behaviour so that minor incidents do not escalate. The focus will be on avoiding conflict. All students will be encouraged to work collaboratively with each other, rather than competing to achieve the best results.

**Our clear boundaries and support mechanisms:**

Our expectations around behaviour will be clear to all students. They will be made aware of the consequences arising from poor behaviour, including the sanctions which will be applied. This will enable our young people to take control of their own behaviour. Our mentoring programmes will enable staff and students to reflect persistent issues, and agree on strategies for behaviour change. Our mentors will also be able to monitor the effectiveness of these strategies and intervene where necessary. WAC Free School will build strong links with external agencies so that specialist help can be accessed quickly and particular issues dealt with effectively.

We will be proactive in encouraging students to behave well. Measures such as the following will be implemented to support good behaviour:

- Close communication and positive relationships between the school and parents/carers. There will be a home visit before students start the programme and an appropriate communication system agreed;
- Every class will agree rules as appropriate for the activity and staff and students sign up to follow them, thus ensuring that student buy in to the rules from the start;
- Students identified as struggling to concentrate will receive extra

support in class from a support worker;

- Agreed time out system – students can leave the room and go for help from duty teacher if they feel they cannot cope with a particular activity;
- Respect from all staff members, who are expected to model respectful, reasonable behaviour however challenged. Staff members will strive to acknowledge the positive contributions of students and praise.
- We offer unconditional love for each individual student. However difficult a young person has been once the issues have been explored and dealt with we start with a clean slate the next day.

We will also focus on celebrating and rewarding good behaviour. This will be done in a variety of ways as appropriate to the young person and the behaviour, but will include:

- Individual certificates presented at the end of term for attendance and outstanding progress in individual subjects;
- Groups who produce outstanding work collectively are rewarded with a trip at the end of the project;
- Termly 'Jack Petchey' awards for the student who has contributed most to supporting their peers.

However, we appreciate that there will still be times when students do not behave appropriately and sanctions need to be put in place. Most challenging behaviour is a result of issues not connected to the classroom or the activity in which the young person is engaged when the behaviour commences. If a student has an outburst or behaves inappropriately towards their peers, they will be removed from the situation to give them time and space to calm down. The duty teacher will then talk through what has happened and try to work with the student to resolve the issue. If a student is unable to calm down and behave appropriately, they will be sent home for the day; the next day will be considered a clean slate.

The specific procedure to be followed where a student is behaving inappropriately in a lesson is as follows:

**Step 1:** The tutor will resolve the difficulty by dealing directly with the student. Where appropriate, can apologies be satisfactorily exchanged? If this is effective the class will proceed, but the tutor will inform the senior teacher on duty of the incident at the end of the session, who will record it.

**Step 2:** If the difficulty with the student cannot be resolved in class time the tutor will stop the class to get help from the senior teacher on duty. The tutor and senior teacher will agree how best to follow up the incident. The senior teacher on duty will withdraw the student to a private space.

The student will not be allowed back into class unless the tutor and the Senior teacher are happy that it has been resolved satisfactorily. A record of the incident will be written up in the Incident Book, and the student file. The student and the parent/carers will be informed of these actions.

Where possible the senior teacher on duty will effect reconciliation and an agreed behaviour strategy to prevent recurrences. A particularly serious incident may result in immediate exclusion from the building. We will then investigate the incident separately and impose the appropriate sanctions.



On other occasions, students might refuse to join in a class activity. In this case, the student will be asked to leave the class and discuss the issue with the duty teacher. It is our fundamental expectation that students will join in. Students who are refusing to engage with the curriculum as a whole over the course of several weeks will be supported to find and settle in more appropriate provision. It is our policy never to permanently exclude except in the cases of the most severe incidents. Even when all parties accept that we are not the right provision for a young person, we will continue to work with them on a one to one basis until they have settled elsewhere.

### **The WAC Free School Code of Conduct**

All staff members and students at WAC Free School will expect to work in a positive and safe environment which values everybody equally. There is a code of conduct for all users of the WAC Arts building which will also apply to all students at the Free School. This states that:

- All persons shall be able to carry out their business without any threat of violence or fear of physical aggression;
- Racist, homophobic, sexist or other discriminatory behaviour (or materials e.g. pornography) are unacceptable. This includes verbal insults.
- The buildings and property of WAC Arts will be treated with respect.
- WAC Arts operates a no smoking rule and specialist spaces need to be cared for in particular ways.
- The use of drugs, alcohol and weapons are prohibited.
- Everybody should conduct themselves in a socially responsible manner and unruly, disruptive behaviour, bullying or victimisation will not be tolerated.

The school will also have six key rules to support good behaviour throughout the school. These will be shared and discussed with young people regularly through class discussion and creative workshops. They are:

- We try hard to engage with the work and do our best.
- We treat other people as we would like to be treated ourselves.
- We are considerate and respectful when others share their work and ideas and expect them to do the same for us.
- We are considerate of other users of the building
- We treat the building, the equipment and technology we use with care so it can be enjoyed by everyone
- We will not bring anything into the building that puts others at risk. This includes weapons, drugs or alcohol.

### **Anti-Bullying Measures**

It is impossible to collaborate in a creative activity if a student is bullying others. In our experience, this enables our staff to pick up on issues swiftly and deal with them effectively in a way which is more difficult where the curriculum does not require constant group working. We know that our students are at risk of being victims of bullying outside of school, and thus we provide support

throughout the curriculum to give them the skills to deal with the issues. We also know that our students are at risk of bullying others, so we provide support to enable them to examine their own behaviour and develop strategies to change it. If the problem continues to be unacceptable, we will work to find alternative provision for the bullying student.

We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure environment. If any incidents of bullying do occur, all students should feel able to inform staff members in the confidence that the issue will be dealt with promptly and effectively. Anyone who knows that bullying is occurring should feel able to inform the appropriate staff member, and will be expected to do so.

We understand bullying to be the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities.

We will use KIDSCAPE methods for helping young people to prevent bullying. As and when appropriate, these will include:

- writing a set of school rules
- signing a behaviour contract
- writing songs, stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters.

We know that a young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a young person:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

All bullying incidents should be reported to staff members. All bullying behaviour or threats of bullying will be investigated by staff members. In serious or repeated cases, the incidents will be recorded by staff in a single record. Parents may also be informed and asked to come in for a meeting to discuss the problem. If the incident constitutes criminal behaviour, the police will be consulted. Sanctions will be applied in line with our broader behaviour policy and support provided which will help the bully to change their behaviour. The bullies may be asked to genuinely apologise as part of the consequences of their actions; if possible, the students involved will be reconciled. After each incident has been resolved, it will be monitored by staff members to ensure that repeated bullying does not take place.

### **Attendance**

It is vital that our students attend school every day. If they arrive at school and participate in sessions, everything is possible in terms of their achievement. The importance of attendance will be discussed with the young person and their family at the initial home visit which will take place before every placement commences to ensure that everyone is working together and understands the school's expectations.

We will take a register every morning and at the end of every school day. Registers will also be taken in every class. All attendance information will be entered onto our central database at least once per week so that we are able to produce an accurate, detailed and up to date record for every individual student on request.

If a student does not arrive in the morning, the school staff will immediately phone their parents to find out the reason for the absence. If erratic attendance becomes an issue without sufficient explanation, a family conference will be called to explore any underlying issues which are preventing the student from attending school. We will always try to work with the young person and their

family to resolve issues rather than resorting to punitive measures.

If there is no improvement in the young person's attendance after the family conference, we will organise a meeting of all agencies involved with the family with the aim of finding the most effective solution to whatever the underlying problem might be. For example, some students are likely to benefit from receiving alarm calls if they are finding it hard to get up in the mornings. Others will benefit from being collected by a support worker on their way into school in the mornings. Regular attendance will be rewarded by certificates and prizes, which will also have a motivational effect.

We appreciate that some of our young people are likely to experience one or more periods in which their home life is so chaotic that they find it very difficult to attend school. In the past, students who have engaged with WAC have undergone experiences of family illness, bereavement and homelessness which are entirely beyond the control of the school or the young person. Our curriculum is designed to be delivered in discrete modules so that even if a young person misses a period of time with us they will be able to reengage during the next half term. Every day has a fixed timetable for each student so that if an individual needs to attend regular appointments such as family counselling, probation or medical appointments they will be able to engage with all of their other classes without missing work and therefore risking disengagement. If necessary, we will create individual timetables for short periods of time so that we can provide the flexibility which a young person might need. whilst they are facing challenges outside of their education.

### **Safeguarding**

Keeping all of our young people safe is a key priority for WAC Free School. We will do everything that we can to ensure that all staff members recognise and respond to signs of abuse appropriately, that our recruitment practices are safe and that all of our students feel comfortable in talking to staff about issues which may have arisen inside or outside of school. We know that our students may be more vulnerable to abuse because of challenges they may have faced in their home lives or during previous educational experiences, and so will ensure that we have the most effective possible policies and procedures in place to protect them as WAC Free School students. We will maintain a Safeguarding Policy of which all staff members will be made aware.

The principles behind our Safeguarding Policy will be as follows:

- The policy applies to all individuals working at the school;
- Every young person at WAC Free School has a right to feel safe and a right to, within reason, have their needs met;
- Young peoples' safety and well-being is a core value of WAC Free School.
- We have a duty to report any significant concern about a child to the appropriate authority;
- We will share all information with the primary carer, and the primary carer will be informed and consulted **except** where informing them would increase the risk to the young person.

### **Recognising signs of abuse:**

All staff at WAC Free School will be trained to recognise key signs of abuse – be it physical, sexual, or emotional abuse, or neglect. The signs will vary according to the type of abuse which may be being perpetrated.

### **Responding to a disclosure of abuse:**

Staff will be given guidance on how to respond to a disclosure of abuse. They will be asked to follow the following principles:

- Staff need to listen to the young person making the disclosure and take them seriously. They should not show shock or revulsion. Young people rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Young people may even retract what they have said if they meet with revulsion or disbelief.
- Staff should ask open-ended questions; closed questions can invalidate evidence given in court.
- Staff should stay calm and reassure the young person that they have done the right thing. It is essential to be honest with them about who you have to tell and why. The young person should then be kept up to date with what is happening.
- The Child Protection Officer should be informed immediately, and the child protection forms completed.

The Child Protection Officer will then inform the relevant agencies. The young person's parents/carers will also be informed as long as this will not place either the young person or the member of school staff at risk.

If an allegation is made against a member of staff, the same principles of child protection will apply as in any other case. The CPO will inform the Police Child Protection Unit as well as the duty social worker. The CPO will also inform the member of staff that an allegation has been made and they will be asked to leave the school premises immediately, leaving their contact details so that they can be kept informed. The CPO will then inform the Chair of Governors.

An investigation will then be conducted according to the LSCB Child Protection procedures. Careful consideration will be given to the kind of support which the staff member in question may require at this time. The process of the investigation will be communicated to the young person, their parents and the staff team at WAC Free School. If it is decided that it is not a child protection issue, then it should be dealt with by the disciplinary procedures or by normal supervision. If it is a child protection issue, then the Chair of Governors will decide what action to take along with social services.

### **Safer Recruitment:**

All staff and volunteers over the age of 16 will need to have a valid CRB check before they begin work at WAC Free School. Please see section F5 for detailed information on our recruitment policy. Staff will also need to provide at least two valid forms of ID before they begin work.

### **Well-being**

Promoting the well-being of our students is central to our vision for WAC Free

School. Information about our strategies for doing so is given throughout this application. Specific measures which we will implement include the following:

- we will provide a healthy breakfast club for all of our students which enables them to prepare physically, mentally and emotionally for the working day ahead;
- we will provide voucher which students can use to purchase lunch at venues which provide healthy food, so that students who leave the school site at lunchtime will be incentivised to purchase healthy options;
- all students will undertake at least one physical activity every term as part of their curriculum, which will promote their physical health as well as stimulating them educationally;
- all students will undertake a first aid qualification. This will be useful to them in terms of accessing employment on leaving school, as well as providing an important life skill;
- All students will undertake courses in drug and alcohol awareness and sexual health as part of the PHSE curriculum, with an emphasis on enabling them to make safe and healthy choices for themselves;
- All students will be encouraged to undertake volunteering experiences or other experiences which build on their sense of citizenship. WAC itself can provide many of these opportunities, including the opportunity to work with physically disabled people from the local community;
- equipment and facilities will be made available on site wherever possible so that students are able to follow their interests and build on their talents in any of the areas of the curriculum outside of lesson times.

## 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.  $D = ((B+C)/A) \times 100$ .

2	2014				2015			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3								
Key Stage 4	12	16		133%	18	28		156%
16-19: commissioner referred								
16-19: pupil application	20	30		150%	40	60		150%
Totals	32	46		144%	58	88		152%

## 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.

### **E1: Referral Process and Commissioner Relationships**

#### **Referral Process**

We have worked for many years with Camden secondary schools and Pupil Referral Units who refer students from year 10 and 11 onto our alternative programme. Therefore, schools know about our work. We visit most schools at least once a year at parents' evening, options evening or a PTA meeting to talk to parents about our provision and we have leaflets and information on our website under the title Arco Junior (<http://www.wac.co.uk/content/?q=node/318>).

Camden has a PRU specifically run to deal with short term exclusions, so in our experience, commissioners – ie schools – are looking for full time and part time provision for at least a term and most frequently from the point of referral to the end of the academic year. 75% of our students have remained with us from the point of referral to the end of their statutory education, so we do not expect a high turnover of students through the year. If a student joins once year 11 has begun they are far more likely to succeed if placed with us until the end of the year than if they undergo a transfer back to mainstream which disrupts their work. Our curriculum is different and with pressure to achieve exam results it is almost impossible for them to return and reintegrate with the mainstream curriculum.

In order to facilitate students in engaging both with WAC Free School and with mainstream education, we will produce timetables in collaboration with their mainstream school which allowed them to access the appropriate subjects in both settings. The focus will be on enabling the student to:

- engage with as much of a full broad and balanced curriculum as possible;
- succeed in gaining as many appropriate accreditations as possible.

#### **The Referrals Process**

Ideally, the referral process for a young person will begin in the summer term of year 9 or 10 and take approximately six weeks; the young person will then begin their placement at WAC Free School at the beginning of the next academic year. This process is designed to ensure that students are committed to the creative curriculum that WAC Free School will offer, as this is the best way to ensure that we are the right provision for them.

Once a commissioner has contacted WAC Free School with an initial enquiry about whether a placement would be appropriate for a particular young person, the first stage will be for that young person to meet with the school team at the school. During this first meeting, the young person will have the opportunity to see the school and hear about our educational offering before



deciding whether they want to explore the option of a placement. The young person can choose whether or not to bring their parents to this initial meeting. If they decide not to, we will arrange for the parents to visit the school on a separate occasion as we believe that their buy-in is also crucial to the success of the young person's placement.

The next stage will be to meet with the school, the family including the young person and any other relevant professionals or agencies who are involved, such as social workers, connexions workers or probation officers. If the decision is made to continue exploring the option of a WAC Free School placement, the young person will attend a series of taster classes to find out whether our curriculum engages them in practice and our environment is one which is conducive to their learning. The young person will also take a functional skills assessment which will help us to plan their provision should they be placed with us.

Finally, WAC Free School staff members will meet with the appropriate members of staff from the young person's mainstream school to agree the scope of the provision. Decisions will be made on the length of the placement, whether it is likely to be full time or part time and reintegration plan.

For students who are referred to the school at other times during the school year, there will be considerably more priority on speed throughout the process. It is likely that such students will have reached a crisis point in their mainstream education. The process will remain much the same, as every stage is important to ensuring a successful placement, but we would aim to complete it within three weeks. Because we expect most students to be placed with us for the beginning of the academic year, we will have sufficient resource available within the school throughout the rest of the year to meet this target.

Once a place is agreed, our first step is to create an Individual Learning Plan for the student. This will set out their targets for the next half term. It will also introduce the student to the monitoring and self-evaluation systems in place in WAC Free School so that they are able to track their own progress from the beginning of their placement. The student will also be introduced to their peer mentor or buddy.

Our aim is that the young person, their family and their school see the move to WAC Free School as a positive step. It is therefore important that the referral process offers them the opportunity to make a positive choice to join us. In our experience, this makes a placement much more likely to result in success for the student.

### **On-Going Collaboration with Commissioners**

In our experience of working with our student demographic, maintaining links with their mainstream schools is crucial to the success of their placements. This is in part because the mainstream school needs to engage with WAC Free School in order to monitor and develop the reintegration plan. It is also in part so that mainstream schools are able to hold WAC Free School to account in terms of the students' achievements. It is also important, however, for the students themselves. Where mainstream schools are engaged with their

progress at WAC Free School, students will be recognised that the school has not given up on them but is instead working in partnership trying to help them to succeed.

We will continue to work closely with the student's mainstream school, sharing information to ensure that both schools are fully up to date on the needs and progress of each young person. If the young person has a Statement of SEN or has additional learning needs, our SENCo will meet with the appropriate member of staff within the mainstream school for a detailed briefing. They will then work with that member of staff to agree a strategy for specific support whilst the student is at WAC Free School.

On a weekly basis we will inform each student's mainstream school about:

- the student's attendance;
- particular achievements or progress made;
- particular concerns or challenges.

On a half-termly basis, we will invite key members of staff to a sharing session in which this information will be discussed in more detail, including how it fits into the student's reintegration plan. In these meetings, we will also impress on the mainstream school the importance of high levels of attendance on student achievement. We know from experience that some students have left WAC programmes and their attendance has slipped once back at mainstream schools, resulting in a return to underachievement. By working closely with schools on the reintegration strategy and sharing best practice, we aim to ensure that this will not happen for WAC Free School students.

If any serious concerns arise which need to be addressed between these half-termly meetings, we will inform the school immediately and organise a conference call or meeting to discuss and resolve the issue.

At the end of each term, we will send each student's mainstream school a comprehensive update on their achievement which will include:

- attendance statistics;
- records of qualifications/accreditations or other academic achievements;
- an overview of the progress made in different areas;
- records of any achievements outside of the curriculum areas, e.g. in their volunteering work;
- any concerns about the student.

Again, this information will be taken into account as part of monitoring and implementing the students' reintegration plans.

### **Management of In-year Turnover**

Our experience tells us that late induction will be the most significant management challenge. We intend to work closely with local school and thus admit most students at the beginning of the academic year. However, we know that some young people will reach a crisis point at other stages during the year and that we can therefore expect some intake at other stages.

The first challenge is that these young people will be joining a peer group which has already formed. Group trust and respect are an essential part of

creative work, so the introduction of new members of the group will take time and care to ensure that the working ethos of an established group is not jeopardised and that the new member is able to achieve right from the start of their placement.

Referrals made during the academic year will be invited to taster classes in the same way as those who have been referred to the beginning of an academic year. During this week of classes, the potential student will be allocated a peer mentor or buddy and will also receive additional support from the tutor assistant in class if necessary. They will be observed throughout their classes. At the end of the week the student will meet with the pastoral team, the member of staff who has been observing them and their family to discuss whether a placement at WAC Free School is the most appropriate for them. If it is felt that they are ready to join the school, then they will be allocated to a group and their timetable will be drawn up. Wherever possible, we will aim for students to join WAC Free School at the beginning of a half term, as our modules run on a half termly basis so this will allow them to access whole courses. This will also minimise the disruption to the learning of students already taking the courses in question.

Students will be introduced to the full curriculum at the speed which is appropriate to them over a managed period. This process will be tailored to the needs of the individual student; e.g. a student who disrupts group activities will start by attending classes where they can work alone such as music technology or web design, whereas those who find sitting quietly and concentrating difficult will start with classes in which they can move and contribute verbally such as dance and drama. Specialist support will also be provided where necessary to tackle specific issues in a student's life, such as drugs use, anger management and bullying.

Where it is agreed that a student is in need of a short placement with us to refocus and address specific blocks to learning, we will work with their mainstream school to devise a specific timetable. In these instances there will be less focus on the student integrating into the group. As stated above, we do not expect many students to take up placements of this kind, as there is PRU provision focused on these placements within borough.

### **16-19 Admissions**

We will operate two systems of admission for 16-19 placements: application and referrals. Our student demographic is likely to consist in young people who are not work ready and would not be able to thrive in a mainstream school or FE college. These young people are likely to have left school with no qualifications or a limited set of poor qualifications.

Referrals will continue to work in the same way as outlined above. We will be able to take referrals from a variety of bodies including connexions workers, schools, WK College, charities and other arts organisations.

In order to attract applications, we will use targeted advertising. Students will be able to apply online or to fill out a paper form and hand it in to the school. All students who have made applications will be expected to attend taster

sessions in the same way as those who have been referred, in order to discover whether the school is appropriate for them. They will then be invited to interview. Successful candidates will be selected on the basis of:

- need – priority will be given to those who are most vulnerable and have the poorest prior qualifications;
- response to the course, with their engagement in the taster sessions taken into account;
- their ability to work with us and set appropriate and realistic targets for achievement.

Students progressing to a second post-16 year will be selected on the basis of their engagement during the first year. As second years, we expect them to demonstrate that they are able to act as positive role models for others within WAC Free School.

If WAC Free School is oversubscribed, we will use our close links with WAC to ensure that those we cannot take on are able to engage with relevant enrichment programmes and supported to take their next steps in an alternative appropriate setting.

## **E2: Commissioner Demand**

### **Evidence of Demand from Commissioners**

We sent the following email to all of the schools who currently or have previously commissioned places on WAC's programmes for young people who have disengaged from mainstream education:

*Dear All,*

*We are happy to say that we are making positive progression with our Free School Application (Alternative Provision). We now have a signed letter from the leader of Camden Council saying that Camden will continue to work with us as they have done for many years if we are successful in this application. I would like to reiterate that this a complementary service to what you are currently delivering.*

*We would really appreciate a letter of support from you saying,*

*'If WAC Performing Arts and Media College achieve Alternative Free School Status, we will continue to work with them as we have done '*

*It would be great if you could scan this or email me today. Our deadline is the 3rd January 2013.*

*Thank you in advance and we really appreciate this*



**, WAC Performing Arts & Media College**

Prior to sending this email, we received the following letter of support from the leader of Camden Council:

*To whom it may concern,*

### **WAC Alternative Free School**

*Camden has had a long standing relationship, with WAC Performing Arts and Media College, through many grants and commissioned contracts, for over 30 years. WAC has offered high quality performing arts and media provision for young people in the borough for this duration adding to the menu of enrichment activities that Camden has been able to offer its residents.*

*In addition, WAC Performing Arts and Media College has delivered alternative education to Key Stage 4 and 5 students for the last 15 years starting delivery in 1998 with an ESF Youthstart project and then developing a partnership with Haverstock School, between 2001-4 which was funded by the Government Office for London (GOL) and the European Social Fund.*

*The provision proved so successful that schools continued to fund their own places once the GOL/ESF funding came to an end. The relationship with Acland Burghley, William Ellis, Parliament Hill, Haverstock, Maria Fidelis, Hampstead, Regents College (Formally SCCS), 115, Agincourt and the Camden Welfare, Inclusion and Support in Education department naturally grew over the years for both referrals, commissioned placements and to share best practise. Head of the 14-19 Strategy for Camden from 2008 to 2010 commissioned up to 16 places for Camden young people a year on the ARCO Junior programme as a part of Camden's re-engagement programme.*

*WAC Performing Arts and Media College as a resource for Camden engages and inspires disaffected pupils from years 10 and 11 working very closely with heads of year, Youth Offending Teams, key workers, social workers, local hostels and Connexions PA's. It also provides a range of other programmes for 16 – 19 year olds who are NEET and have left school with poor or no qualifications, offering pathways and opportunities for young people to return to mainstream education or gain apprenticeships and employment.*

*We see WAC as a valuable provider and look forward to continuing our relationship with them in the future.*

This gave the schools we work with permission to commit to commissioning places at the free school. The letters of support which we have received thus far are attached as annexes one, two and three. We have also had verbal agreement from Haverstock School, Maria Fidelis, Regent's High School and Hampstead Secondary school that they will refer students to WAC Free School. Each of these schools anticipates referring at least 3 FTE equivalent students per year.

In the past we have received funded referrals from the following boroughs: Havering, Islington, Haringey, Westminster, Barnet and Brent. Whilst we will target Camden commissioners in the first instance (for the reasons laid out in our rationale in section C), we will continue to offer places to other boroughs if we have the capacity.

### **Student Numbers**

WAC Free School will be a small provision with 64 places available at capacity. We believe that this will enable us to provide the individual care and attention to each of our students which has been vital to our success at supporting this challenging demographic on our programmes in the past. Staff members will be able to form close relationships with students, thus contributing to the well-being of our young people. In a school of this size, staff members will also be more able to diffuse any difficulties which occur during the school day.

We will, however, be able to offer more places at WAC Free School than we can on current WAC Alternative Provision courses, because of the financial stability that the new funding structure will allow. We have therefore made the decisions around the size of the school based on the educational requirements of our young people and the requirements of our commissioners.

### **Engaging with our Commissioners**

We have been communicating with our commissioners about the decision to establish WAC Free School in addition to the services we already run for young people over the last few months. The process was as follows:

Despite written confirmation from all the secondary schools which commission places on our programme that they value our provision and will continue to work with us, they felt unable to agree to make a formal commitment to commissioning and paying for places at the Free School without support from the Local Authority.

We therefore held a number of meetings with Camden officers to secure their approval. We had initial discussions and a meeting with [REDACTED] and [REDACTED] and [REDACTED] representing WAC. During these discussions and subsequent meetings our plans to establish WAC Alternative Provision Free School were closely scrutinised and in depth, detailed questioning was conducted in order to ensure that both the council and ourselves were fully aware of each other's roles and responsibilities.

It was made clear to us that Officers were unable to give written support without the approval of the [REDACTED], [REDACTED] and we were advised to ask [REDACTED], [REDACTED], Access and Inclusion to broker our case as he has been aware of the inclusion work WAC has undertaken in the borough for many years. Having spoken to [REDACTED], he asked us to put our request for support in writing to him. This we did and copied the request to Cllr. Sarah Haywood, Leader of the Council and Cllr. Nasim Ali, OBE, Cabinet Member for Young People. Once we had done this, we received the above supportive letter from Camden within a week.

All of the council officers and members named above have been involved in the commissioning of services from WAC in the past.

Once we had received this letter, we were able to return to our commissioning school and potential new commissioners with this information. The letters of support which we have received since then are attached to this application as

annexes. We have also received phone confirmation from the other schools listed previously in this section.

We are confident that, if we are invited to interview, we will be able to present updated written confirmation of demand from an even greater number of commissioning schools.

### **Support from Other Organisations and Agencies**

WAC has built up significant partnerships with other organisations over our years of operation. During the process of putting together our application, we have received several statements of support for WAC, the work that we do and our plans to establish the Free School.

#### Paddington Academy:

██████████” – ██████████

#### Connexions:

██████████ – ██████████

#### Islington Youth Offending Team:

████████████████████

#### The Eversholt Centre (Camden’s PRU):

██████████

### **E3: Student Demand**

As we intend to admit students solely on the basis of referral, we have not completed a formal demand survey. However, we have completed a very detailed survey on the young people, professionals and organisations on the WAC database in order to gauge their opinions about the proposed Free School. The response to this survey has been extremely positive: at the time of application we have received 180 responses. The relevant information from these is summarised below.

### **Our Survey and Detailed Results**

The following shows our survey and a summary of the responses received:

#### Question 1: Are you 12-17 years old?

Yes	No
14%	86%

#### Question 2: Are you a parent?

Yes	No
55%	45%

Question 3: Are you a professional working with 12 – 17 year olds?

Yes	No
37%	63%

Question 4: Are you aware of the work WAC does with young people?

Yes	No
96%	4%

Question 5: How do you rate the quality of provision which we offer?

Poor	Good	Really good	Excellent
2%	6%	24%	70%

Question 6: Have you, or are you aware of any, young people who have attended any of our projects for young people underachieving in mainstream education?

Yes	No
63%	37%

Question 7: Are you aware of any other organisations in Camden or the surrounding boroughs which do similar work?

Yes	No
13%	87%

Question 8: Do you recognise/believe that the arts are a great way of re-engaging and supporting young people with their key skills, literacy and numeracy?

Yes	Not sure	No
96%	3%	1%

Question 9: If you had the opportunity to complete your GCSEs/further education at WAC, would you?

Yes	Not sure	No
73%	17%	10%

Question 10: If your child was underachieving in school, would you like them to come to WAC to complete their education?

Yes	Not sure	No
84%	11%	5%

Question 11: If you were aware of a young person that was underachieving in school, would you refer them to come to WAC to complete their education?



Yes	Not sure	No
89%	9%	2%

As can be seen, respondents to our survey were overwhelmingly positive about the work that we do and about the idea of students being able to complete their education with us where they are not achieving in mainstream education.

**Comments from the Survey Respondents**

Those who responded to our survey were also invited to leave comments about their thoughts on WAC and the programmes offered, and their thoughts about the new Free School plans. Some examples of these comments are below.

**Comments from Past and Present Students:**

██████████

**Comments from Professionals:**

██████████

**E4: Community Engagement**

**Marketing**

We will recruit for WAC Free School in collaboration with our partners. These include local schools, colleges and alternative providers, the Youth and Connexions Service, YOTs, Social Services, Leaving Care Teams and other community partners working with excluded groups.

We will also market the programme on the WAC web site, which receives 20,000 hits per month, on our Facebook page and through twitter. During the preparatory year we will create a WAC Free School website, Facebook page and twitter account and use all these sources to promote the school. We will produce a school prospectus that will form the content of the website as well as a printed version that can be sent to prospective students.

Our current students are preparing a radio advert which will be played on local radio and pirate stations with a significant youth audience. We have done this in the past with great success. Current members will also flyer clubs and social events that attract our target groups and we will circulate leaflets in all the locations where young people congregate: fast food outlets, youth clubs, hostels, internet cafes etc.

We will also target parents/carers by advertising in the local press as it is often family members who persuade young people to re-engage. We have an excellent track record in recruitment. All WAC's courses are over-subscribed and we have long waiting lists for many programmes.

**Partnership Working**

WAC has applied for funding from Camden LA for our work with 16-19 year olds who are NEET between March 2013 and September 2014. Six partners

have signed up to work with us on the project and we intend that WAC Free School will build o these relationships as it will open shortly after this project ends. The details of these partners and the way in which they plan to work with us are included as appendix five.

## **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.

## **F1: Governance**

### **Governance Structure**

The aim of our governance structure is to:

- provide effective support and challenge to the senior leadership team of the school;
- maintain strong links between WAC Free School and the Interchange Trust (of which WAC is a part);
- ensure that the views of relevant stakeholders are included in the decision making process;
- allow performance management of the school and staff to take place transparently and appropriately.

WAC Free School will be run by a company limited by guarantee which, on signing the Funding Agreement with the Secretary of State, will become an exempt charity: the Academy Trust. The members of this company will be nominated by the Interchange Trust, so that there will always be three Members at any one time. All of these Members will also be Directors to ensure that the vision of the school remains closely allied with the Interchange Trust's broader educational vision.

The Members of the Trust will be ultimately responsible for the school. This includes financial liability for the company limited by guarantee should the school close or be closed, to a maximum of £10 each. The primary responsibility of the Members is to appoint Directors of the company who can carry out its business. In the case of WAC Free School, the Members will all also be Directors. However, they will not form a majority on the governing body in order that there is a clear line of accountability up to them. They therefore retain responsibility for appointing further directors/governors.

The Directors of the company will also be the Governors of the school. Any governor who is appointed or elected will be registered as a Director at Companies House. The two terms are used interchangeably throughout this application.

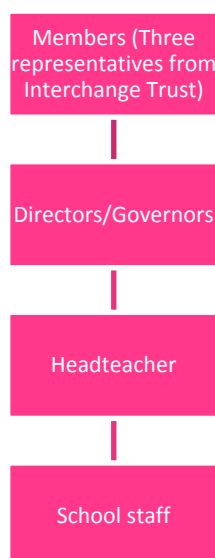
Governors are responsible for driving the school forward and ensuring that it is able to succeed. They do this by acting as a critical friend to the Headteacher and senior leadership team of the school. They will be responsible for working with that team to set targets for the school on an on-going basis (see D5) and monitoring the school's progress against these targets. On this basis, they will provide performance management for the Headteacher.

The governing body is also responsible for taking financial oversight over the school's affairs and monitoring the work of the Finance Manager. They will ensure that accounts are dealt with appropriately and that the school generates an appropriate surplus on an annual basis.

There are also issues which are not the governing body's responsibility in the first instance, but which may be escalated to them by the senior leadership team as appropriate. These include relationships with the media, staff competency issues and complaints made against the school. Where issues

need to be escalated, this will be done in writing by the Headteacher who will make clear what the governors need to discuss and what they need to decide upon. Similarly, if there is a major issue which needs to be escalated to the Members, the governing body will record its decision to enable the Members to discuss the issue separately from the rest of the governing body.

The following diagram shows the lines of accountability within our governance structure:



### **Composition of the Governing Body**

The composition of the governing body will be as follows:

- Three Interchange Board Members. They will be nominated by the Interchange Trust. The first three have already been nominated and their biographies are below;
- The Headteacher of the school;
- Two staff representatives, one from the teaching staff and one from the non-teaching staff;
- Two parent representatives;
- One representative of the creative arts and associated industries;
- One representative from the local communities, with a focus on local employment;
- One governor with external experience of Alternative Provision;
- One representative from local colleges.

We believe that this composition ensures a balance of skills and experience. It will ensure that our governing body is diverse in terms of the viewpoints which they bring to discussions. It also represents all of the groups who are important to our young people, from parents to employers to the local community.

### **Conflicts of Interest**

It is our intention to avoid any potential for conflicts of interest wherever possible in the interests of good governance. All of the school's Members and Directors will be required to act in line with the Articles of Association laid out

for Alternative Provision Free School; the relevant articles for this issue are 98 and 99.

Governors and Members may have a variety of interests which have the potential to come into conflict with the interests of the school. These include, for example, financial interests, personal or family relationships and business interests.

Governors and Members will be required to declare any potential interests which may come into conflict with their making the best decision for the school as soon as they become aware of them. This includes all interests which pre-exist their joining the school, which should be declared as soon as they take up their role. A register of these interests will be kept and when discussions pertain to issues on which an individual may be conflicted, that individual will be asked to abstain from the discussion. In some cases it will be appropriate for them to physically leave the room for its duration.

We will employ a Clerk to the Governors who is not themselves a Governor. The Clerk will be responsible for taking minutes of meeting of the governing body, which will contribute to that body's transparency.

### **F2: Educational Expertise**

We believe that we have the educational expertise and capacity to establish and run WAC Free School. We currently provide courses for over 1000 5-25 year olds every week, including part-time courses with students from the same demographic for which WAC Free School is designed.

### **Skills Audit**

	Application	Pre-opening	Open
Curriculum design	In place on steering committee	In place on steering committee and additional recruitment	Will be in place
Staffing	In place on steering committee	In place on steering committee	Will be in place
SEN	In place on steering committee	In place on steering committee	Will be in place
EAL	In place on steering committee	Literacy officer will be recruited who will have these skills or appoint sessional staff once open as necessary	Will be in place
Meeting additional educational	In place on steering committee	In place on steering committee	Will be in place

needs			
Monitoring and tracking success	In place on steering committee	In place on steering committee and recruitment of Head	Will be in place
Behaviour	In place on steering committee	In place on steering committee and recruitment of Head	Will be in place
Attendance	In place on steering committee	In place on steering committee and recruitment of Head	Will be in place
Well-being and pastoral care	In place on steering committee	In place on steering committee and recruitment of senior management team	Will be in place
Arts	In place on steering committee	In place on steering committee and recruitment of teaching staff with this expertise	Will be in place
Media	In place on steering committee	In place on steering committee and recruitment of teaching staff with this expertise	Will be in place

**Current Educational Expertise**

██████████ - ██████████

████████████████████

██████████ - ██████████

██████████

██████████

██████████

██████████

██████████ ██████████

**Roles and Time Commitments**

██████████:

**Current role in WAC Free School: ██████████**  
**Role during pre-opening: Steering Committee**  
**Time commitment during pre-opening: 1 day per week**  
**Role once school open: Seconded advisor**  
**Time commitment once school open: Half a day a week**

██████████:

**Current role in WAC Free School: ██████████** **Role during pre-opening: Steering committee**  
**Time commitment during pre-opening: 1 day per week**  
**Role once school open: Seconded SENCO officer in year one**  
**Time commitment once school open: 1 day a week in the first year**

██████████:

**Current role in WAC Free School: ██████████** **Role during pre-opening: Steering Committee member**  
**Time commitment during pre-opening: 1 day per month**  
**Role once school open: Governor**  
**Time commitment once school open: 1 day per month**

██████████:

**Current role in WAC Free School: ██████████** **Role during pre-opening: Headteacher**  
**Time commitment during pre-opening: Full time**  
**Role once school open: Head teacher/governor**  
**Time commitment once school open: full time**

**F3: Financial Expertise**

Within our organisation we also have the financial expertise to set up and run WAC Free School. We appreciate that there will be different challenges at different stages which might also entail that we need to access additional skills from individuals or organisations.

**Financial Skills Audit**

	Application	Pre-opening	Open
Budget management	██████████	Finance officer recruited plus	In place

		steering committee	
Financial benchmarking	██████████	██████████	In place
Auditing	██████████	Auditor will be appointed	In place
Raising additional revenue	██████████	██████████	In place

**Current Financial Expertise**

██████████ - ██████████

██████████

██████████ - ██████████

██████████

**Roles and Time Commitments**

██████████:

**Current role in WAC Free School:** ██████████ **Role during pre-opening:**  
Steering Committee member

**Time commitment during pre-opening:** 1 day per week

**Role once school open:** seconded financial advice

**Time commitment once school open:** Half a day per week

██████████:

**Current role in WAC Free School:** ██████████

**Role during pre-opening:** Director

**Time commitment during pre-opening:** 1 day per month

**Role once school open:** Governor

**Time commitment once school open:** 1 day per month

**F4: Other Relevant Expertise**

We are aware from our many years of running programmes for young people that a wide variety of expertise is required in addition to educational and financial knowledge. We are committed to establishing this range of experience at every level of WAC Free School, from the Members and Directors to the school staff. Below, we have identified key areas of this expertise and conducted a skills analysis on our existing team.

**Skills Audit**

	Application	Pre-opening	Open
Project management	Steering committee	Steering Committee and	In place



		appointment of Head	
Premises management	Premises will continue to be managed by IC	Premises will continue to be managed by IC	Premises will continue to be managed by IC
Marketing	Steering Committee	Steering Committee and recruitment of administrator with marketing skills	In place
Community engagement	Steering Committee	Steering committee and recruitment of staff team	In place
Commissioner engagement	██████████	Steering Committee and appointment of Head	In place

**Current Relevant Expertise**

██████████ - ██████████

██████████

██████████ - ██████████

██████████

**Roles and Time Commitments**

██████████:

**Current role in WAC Free School:** ██████████

**Role during pre-opening:** Chair of Board

**Time commitment during pre-opening:** half a day per week

**Role once school open:** Governor

**Time commitment once school open:** half a day per week

██████████:

**Current role in WAC Free School:** ██████████

**Role during pre-opening:** Director

**Time commitment during pre-opening:** 1 day a month

**Role once school open:** Governor

**Time commitment once school open:** 1 day per month

**Members and Directors**

The Members of the company running WAC Free School will be ██████████, ██████████ and ██████████. These individuals will also be the initial

Directors of the company, who will be joined by others during the pre-opening period and once the school is open.

For more information about each of these individuals, please see above in F2,3 or 4 as appropriate to their areas of expertise.

### **F5: Recruitment**

We know from experience that top quality staff are crucial to the success of any educational programme. Recruiting and training will therefore be a major priority for WAC Free School, significantly when the school first opens and then on an on-going basis as we continue to bolster our team. Our Principal designate has worked with WAC for ten years and is highly experienced in managing programmes for the student demographic who will study at WAC Free School. She, and the school's governors, will be responsible for putting together a team of outstanding staff members who are able to embody the ethos of WAC Free School, as well as being high quality professionals in their own fields.

### **Our Principal Designate**

██████████  
██████████  
██████████  
██████████

### **Recruitment of Staff**

#### **Timescales:**

We will appoint our Headteacher as soon as we are confident that we have secured our Free school status and funding is available. We will recruit the Head of key stage 4 to start work from April 2014 so that they can be involved in the recruitment and selection of Year 10 and 11 students and develop positive relationships before the start of the year. Other staff for our first year will be recruited to start work from August 1<sup>st</sup> to prepare for the new year and participate in a range of training. Sessional staff will be in place by the last week of August for lesson preparation and training

#### **Recruitment Policy:**

All new permanent staff will be recruited in line with the Interchange recruitment policy.

#### **Recruitment Process:**

We will advertise permanent posts in a range of publications as well as circulated through our networks of partners and sessional staff. Applicants will be shortlisted and interviewed by a panel nominated by Board of governors of

at least three people, and diverse in terms of gender and if possible, in terms of ethnic background. We will particularly be looking for staff who are passionate about our ethos, have a commitment and experience of the transformative power of the arts, and have experience of working with challenging young people.

Prior to interview, we will ask candidates for teaching roles to run an observed session of their choice with a group of young people and will consider the feedback from the young people in making a decision.

All staff will have a six month probationary period to ensure that both the member of staff and the school feel the right decision was made.

Sessional staff will be appointed by the Head teacher. Tutors we have not worked with before will need to be recommended, will be observed in a current teaching situation or invited to teach a taster session and be observed. They will then be interviewed and references sought.

### **Induction and Training:**

Permanent staff will receive a full induction based on that which has been successful in introducing staff to WAC's other programmes previously. This will be kept updated in line with changing policies, procedures and best practice within WAC Free School.

Sessional staff will attend an induction training day, will be issued with the WAC free school Handbook based on WAC pack and Diploma staff handbook – attached – which will be updated and modified in relation to the Free School. Initial training before the school opens will serve as staff team building as well as professional development and will include dealing with challenging behaviour, engaging reluctant learners, equality and diversity, understanding and supporting dyslexia and dyspraxia, safeguarding and drug and alcohol awareness.

There will be a full day of training/planning at the beginning of each term and an evaluation day at the end of the year.

### **Recruitment of Governors**

Information about the composition of our governing body is contained in section F1. The Members will be responsible for ensuring that the governing body retains a good balance of skills and expertise at all times. Where there are gaps in the governing body, we will recruit governors either through election or appointment as appropriate for the type of governor we are missing. The processes will be as follows:

#### **Elected Governors:**

Our two parent governors and two staff governors will be elected by the relevant body of people on an annual basis. Our first set of elected governors will be elected during the first term after the school has opened. Subsequently, we will ask for nominations for parent governors at the beginning of this term

and hold elections just before Christmas. This is the ideal term in which to maximise the impact of the new governors over the coming year and ensures that our parent governors will definitely have young people at the school during the period of their representation, which would not necessarily be the case if we elected them during the summer term.

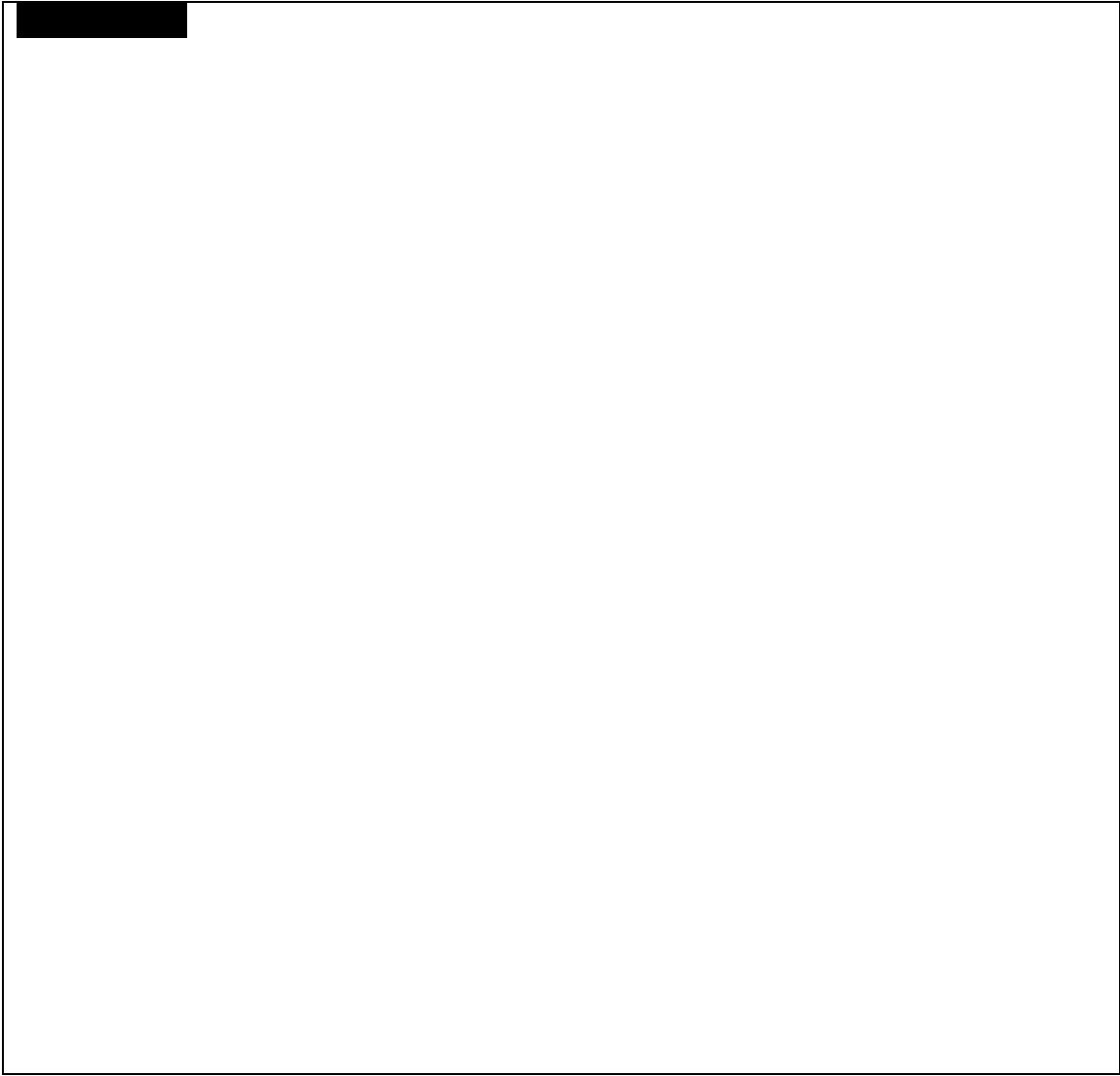
**Appointed Governors:**

Three of our governors will always be the Members of the company, who will be nominated by the Interchange Trust. With the exception of those four governors discussed above, the rest of the governing body will be appointed (see section F1 for the roles which we wish individual governors to fulfil). We want to recruit governors who can bring the required skills, dedication and passion for our work to the governing body.

Initially we will aim to recruit governors from the body of people who are already aware of our work, by using the WAC database and any similar database built up by WAC Free School to advertise amongst our ex-students, parents, community members and professional partners. If no suitable candidates are forthcoming from this source, we will advertise locally and through our website and social media. We will also utilise the free governor search service offered by SGOSS. If this does not attract appropriate candidates, we will broaden our advertising, always keeping in mind the need to evidence value for money in all of our activities.

## 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.



## 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 Preferred Site

WAC Free School will ideally be based at [REDACTED], in the borough of Camden, which was the result of a major refurbishment and building project was led by [REDACTED]. The project was [REDACTED].

We believe that young people need and deserve the best possible facilities and equipment, and if these are provided then they will respect them. This is borne out by the fact that 12 years after completion there is no graffiti or damage to the fabric of the building other than general wear and tear, despite the fact that many of our students have a history of highly challenging behaviour.

[REDACTED] are only 15 minutes from central London and have excellent public transport links via Hampstead Heath Overground station, Belsize Park Tube (Northern line) and local bus routes. There are a number of shops and other facilities close by. [REDACTED] are fully accessible, with reserved parking for our users with disabilities and three lifts providing access to all floors. All of the main spaces are equipped with hearing loops. These facilities will enable all of our students with disabilities or other access requirements to access the entire curriculum and all of our facilities.

Movement around the building is controlled by a swipe card access system which can be zoned to restrict access to areas of the building. This system enables us to ensure that safeguarding requirements are fully met in terms of access to the building.

[REDACTED] is [REDACTED]. At the front is the [REDACTED] which comprises three main multi-purpose spaces linked by a grand imperial staircase. Facilities include:

- main reception area and post room with franking machine, photocopier, scanner and fax machine;
- small meeting room;
- main hall space with a fully sprung dance floor and pull-out bleacher seating for 120, lighting rig, sound system, grand piano, portable staging, remote controlled projector and projection screen;
- small hall with a fully sprung dance floor, upright piano, portable ballet barres, portable mirrors, sound system, remote controlled projector and projection screen;
- [REDACTED] multi-purpose teaching and meeting room;
- Digital Arts studio;
- Atrium Café;
- offices for WAC Performing Arts and Media College;
- lecture/teaching space.

The Edwardian extension is linked by a fully enclosed glazed Atrium area with social seating, dining and workshop areas. The Atrium has a separate entrance and reception area which is used by [REDACTED].

Attached to the Atrium is our state of the art purpose built performing arts and media block which has:

- Drama Studio with Sensory Pod;
- accessible sound recording studio with a live music room and a live vocals room;
- music room;
- music practice room;
- First Aid Room, changing facilities and laundry;
- video room and edit suite;
- music technology room;
- 1 – 1 fitness and Pilates space;
- changing rooms and showers;
- 2 dance studios with fully sprung floors, ballet barres , mirrors, upright pianos and sound systems. The larger studio is rigged for aerials and the smaller is of sufficient height for trampolining.

These facilities mean that we are able to deliver our full, ambitious curriculum without the large amount of capital investment which would be needed to create such facilities from scratch. Our prior experience of using these facilities provides evidence that our curriculum has been a highly effective way to reengage young people with education, and by being based in these premises we will be able to continue with this work.

Outside space at the premises includes:

- a secure garden area;
- a secure staff car park with dedicated spaces for our two mini-buses, cycle storage and drop-off area with access for disabled students directly into the Atrium area.

Although our outside space is limited, we are within walking distance of Hampstead Heath, Parliament Hill athletics track and lido, Kentish Town Baths, Talacre Youth Sports Centre, Swiss Cottage Sports Centre, Kentish Town City Farm and the Pirate Castle water sports centre. All of these facilities could be accessed as part of our curriculum delivery.

All our media spaces are fully equipped state of the art equipment and technology. Through our work with young people with disabilities we have built up a large resource of inclusive technology equipment and software tools, which are available to support all students. We also have experience and expertise to create bespoke technology tools and are proud that we have worked with young people for the last four and a half years developing WAC Wonder Web: a website managed by young people which includes on-line live radio and TV stations and for which they won the Royal Society of Arts Inspiration Award.



### **Other Sites**

We believe that being based in our preferred premises will have advantages which no other site will be able to match in terms of meeting the needs of our young people and delivering our curriculum. We have not, therefore, conducted an in-depth search for other local sites.

### **Capital Investment**

While we have all the resources we need to deliver the creative curriculum we hope to convert bunkers at the side of the building into three classrooms providing a pastoral base for the Free school and teaching spaces that are more appropriate for literacy, numeracy and PHSE and life skills classes. A strategic building development brief has been agreed, in the ownership of the Hamden Trust, and is the basis for the design and costs detailed in the BWA Budget Estimate dated 18 April 2011. We have therefore achieved the requirements of RIBA Stage B Preparation of Strategic Brief, which we have submitted to [REDACTED]. They have confirmed in writing that they would support the application. The project was costed [REDACTED] in 2011 and would take approximately 9 months to complete. As the work will be carried out at the side of the building there would be minimum disruption to the access and activities in the main building.

These classrooms would not be needed in the first year but would need to be completed in time for 2016/17 when the school is has reached full numbers.

# Annexes

## Annexe One: Letter of Support from William Ellis School.



WILLIAM ELLIS SCHOOL  
HIGHGATE ROAD  
LONDON  
NW5 1RN

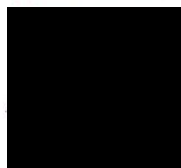
TEL: 020 7267 9346  
FAX: 020 7284 1274  
info@williamellis.camden.sch.uk

5<sup>th</sup> November 2012

To whom it may concern:

We have been referring students who are at risk of permanent exclusion, have been permanently excluded or who are failing to thrive in a mainstream environment, to WAC Performing Arts and Media College for several years. We continue to support the work they do. We therefore support their application to become an alternative provision Free School. We will continue to refer our students to their programme should they achieve Free School status

Yours Faithfully



## **Annexe Two: Letter of Support from Acland Burghley School**

Dear [REDACTED],

I enclose some comments below in support of all the invaluable, important work you and your team do with Acland Burghley students.

**For the past six years, we have referred some of Acland Burghley School's most complex and challenging students to WAC's Arco Junior programme. It is often the case that when students reach year 10 of their secondary education, the mainstream curriculum and the environment of a large 11-18 school can no longer meet some students' specific emotional, behavioural and social needs. We are very fortunate indeed to have been able to offer an alternative education provision to such students for the remainder of their statutory secondary education.**

**The staff at WAC have been extremely supportive to our students and have been highly successful in re-engaging them in their education. The care, concern and personal support offered on a daily basis to each student has made a significant, lasting and positive impact on each of our students who has participated in the WAC courses.**

**We sincerely hope that WAC may continue to offer such a valued and important provision for our students and that we can work alongside the WAC staff team in supporting our most vulnerable students in the future.**

Good wishes,

[REDACTED]

LSU

**Annexe Three: Letter of Support from Westminster Kingsway College.**



**Westminster Kingsway**  
central London's **College**



WAC Performing Arts & Media College  
Hampstead Town Hall Centre  
213 Haverstock Hill  
London  
NW3 4QP

**King's Cross Centre**  
211 Gray's Inn Road  
London WC1X 8RA

**Victoria Centre**  
Vincent Square  
London SW1P 2PD

Telephone 0870 060 9801  
Email [courseinfo@westking.ac.uk](mailto:courseinfo@westking.ac.uk)  
Website [www.westking.ac.uk](http://www.westking.ac.uk)



Thursday 20th December 2012

Dear

Westminster Kingsway College notes WAC's submission to establish a Free School in Camden. If the Free School initiative is taken forward, WKC would be interested in partnering with WAC Free School to maximise the progression choices available to those who were part of its provision. This implies the Free School extending WAC's important role in re-engaging, through the medium of Performing Arts, young people who might otherwise be NEET and the College providing progression routes to high-quality vocational training and apprenticeships.

WKC will, of course, also continue to refer 14-19 students to you where they are unable to engage in the Performing Arts offer we have at the college.

Yours sincerely



**Other Centres of Westminster Kingsway College:**

**St James's Park Centre**  
Castle Lane,  
London SW1E 6DR

**Soho Centre**  
Peter Street,  
London W1F 0HS

**Regent's Park Centre**  
Longford Street,  
London NW1 3HB



INVESTOR IN PEOPLE

**Annexe Four: Principal Designate's CV:**

[REDACTED]

[REDACTED], London [REDACTED]

---

[REDACTED]

[REDACTED]

KEY SKILLS

[REDACTED]

EMPLOYMENT HISTORY

---

[REDACTED]

EDUCATION

---

[REDACTED]

**Appendix Five: Information on Partnership Working**

[REDACTED]

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