

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**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel

documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

Due Diligence Team
Department for Education
4th 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:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.fsapplications2014@education.gsi.gov.uk 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 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: The Anna Freud Centre 12 Maresfield Gardens London NW3 5SU
3.	Email address: [REDACTED]
4.	Telephone number:
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"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An Academy chain <input type="checkbox"/> A federation or cluster of schools <input type="checkbox"/> An existing provider <input type="checkbox"/> A state maintained school/Academy <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: Currently a specialist CAMHS Family Education Centre providing services to Westminster Schools via a contract with Central North West London NHS Foundation Trust

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 Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: The Westminster Family School	
14.	Company address: Anna Freud Centre, 12 Maresfield Gardens, London NW3 5SU	
15.	Company registration number and date it was incorporated:	
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:	
Company members 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.	
18.	Please confirm the total number of company members: 5
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████

Company directors

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

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

Related organisations

22.	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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• their name; The Anna Freud Centre• their Companies House and/or Charity Commission number, if appropriate; and 1077106• the role that it is envisaged they will play in relation to the Free School. Sponsor and partner	

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):
Existing Providers	
25.	Is your organisation an existing provider wishing to convert to a Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	If so, is your organisation registered as an independent school? <input type="checkbox"/> Yes <input type="checkbox"/> No An organisation should be registered as an independent school if it provides full time education for: 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.
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.	<p>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:</p>
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>

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: Member of company (please delete as appropriate).

Print name: ██████████


Date: 20th December 2012

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

Section B: Outline of the school

1.	Proposed school name:	The Family School
2.	Proposed academic year of opening:	2014-2015
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other If Other, please specify: 5-14 years
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below) If Other, please specify: Pupils with psychological problems
5.	Proposed number of pupils when at full capacity:	Full time (FT): 48 FTE Part time (PT): 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:	2017
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	
11.	If you have a preferred site, please give details, including the post code:	
12.	Please tell us how you found this site:	
13.	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	London SW1

15.	Local authority area in which the proposed school would be situated:	
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Lambeth Wandsworth Southwark
17.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	
10. A copy of Section A 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 th 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 C: Education vision

Introduction

Combining teaching with elements from the most up-to-date CAMHS practice (including the use of multi-family groups and mentalisation), the Family School will both ease behavioural and mental health-related blocks to learning and provide learning opportunities that will keep pace, day-by-day, with the pupil's nascent ability to learn and achieve.

The school will be built on the understanding that two educational benefits stem from improving a child's behaviour and mental health. The first is that the child becomes more available for learning. The second is that any specific learning needs that were masked by disruptive behaviour are now likely to be revealed.

A central feature of our programme will be that children will remain pupils, in a school context that is non-stigmatising. Treatments, whether individual, family or multi-family in nature, will for the most part be delivered either in the Family School itself or in the mainstream school.

As a result, the focus will remain on learning, and ensuring that each pupil makes measurable progress.

In summary, the Family School will enable its pupils to:

- o improve their challenging behaviours
- o progress academically
- o recover their psychological and emotional well-being
- o gain resilience

so that they can remain in full-time education and return successfully to mainstream education.

Background

This proposal has been developed through a new partnership between the Anna Freud Centre (AFC) and the Central North West London NHS Foundation Trust (CNWL). These organisations, which deliver psychological and mental health services for children and families across a large area of London, have come together to support the staff of the Marlborough Family Education Centre (MFEC) in their application to set up an AP Free School in central London. The MFEC is a part of the Marlborough Family Service which is a provider of CNWL CAMH Services in Westminster.

The joint heads of the MFEC have dual qualifications as teachers and United Kingdom Council for Psychotherapy (UKCP) registered consultant psychotherapists. Over the last thirty years, they have created and developed the practice of the MFEC which delivers a daily programme for children presenting

with complex behavioural and psychological problems that are seriously compromising their ability to function or achieve in their mainstream school.

An innovative aspect of the programme is that it requires a parent or significant adult family member to participate in the Marlborough classroom with their child.

Ten children, each with their parent or carer, attend at any one time, creating what is known as a multi-family group in the classroom. The focus is on families helping themselves and each other to create the conditions and changes necessary so that their children can resolve their problems and be better equipped to return to school as functioning learners. Therapeutic techniques are embedded in all aspects of the teaching and learning programme. Evidence shows that helping a child to change problematic behaviours through family and multi-family based treatment is sustainably effective. Delivering such interventions in a specialist classroom or school context is also highly effective, with the additional advantage of being more accessible and acceptable to the many families who are unwilling to take up the more usual clinic-based offers.

The MFEC and its child and family mental health outreach schools' programme are internationally renowned and have a solid and proven track record for helping children in schools particularly in Westminster but also across other areas of London. The Marlborough Model, as the practice has become known, has been exported successfully to Denmark, Norway, Sweden, Germany and elsewhere.

Our proposal for an Alternative Provision Free School is based on a commitment to provide exceptional educational opportunities for children with complex psychological, family and mental health problems. Our fundamental belief is that all children have a right to high quality education even when they are psychologically unwell, and that their learning and education should continue during their treatment and recovery.

Rationale

A unique centre of excellence

Our vision is for the Family School to become a centre of high quality and innovative education for **children, families** and **schools**. We will target pupils between the ages five and fourteen. The school will predominantly serve the Tri-Borough of Westminster, Hammersmith and Fulham and Kensington and Chelsea but also other parts of inner London. We have longstanding positive relationships with the Executive Head of the Tri-Borough Alternative Provision Service (TBAP) and the Tri-Borough Head of Commissioning and School Support. Both these colleagues are extremely supportive of our application to set up the Family School in the Tri-Borough. Our shared vision is that the school will complement and give additional value to the current TBAP delivery.

“We have worked very successfully with the Marlborough Family Education Centre with direct referrals from schools in Westminster, Kensington and Chelsea and Hammersmith and Fulham as well as with their outreach work in schools. Whilst the TBAP New Build across the Tri-Borough will include significant therapeutic practice as part of the curriculum, we will look to the Family School to help and possibly also deliver the therapeutic side of our personalised curriculum. Longer term, we imagine the TBAP Multi-Academy Trust working closely with all AP free schools to create exciting and innovative alternative curriculums and to develop networks of shared practice and quality assurance”- [REDACTED] (December 2012).

The understanding is that our population of pupils will be those that do not respond well in the TBAP Pupil Referral Units and other services. They will be pupils who are presenting with mental health difficulties or are living in families with a parent who may be suffering from diagnosed or undiagnosed mental health conditions. They will be those who present as psychologically unwell, often exhibiting extremely challenging and risky behaviour, and who are perceived to be unable to manage successfully in mainstream schools. For a variety of reasons, these children have missed out on effective and well-targeted early intervention, and their undiagnosed problems are often interpreted in the classroom only in terms of anti-social behaviour. This population is already well known to us through our practice in the MFEC.

Many local headteachers have expressed a wish that the MFEC could be bigger and able to take more referrals:

[REDACTED], [REDACTED],

Our ambition for the Family School is to more than quadruple the intake to accommodate 48 FTE pupils at steady state.

For children: our Alternative Provision will provide evidence-based therapies and psychological interventions, delivered in the classroom as well as in confidential therapy suites, which will support children and young people to become resilient and independent learners, have pride in themselves and succeed in their education. We will provide personalised learning and an appropriate curriculum for children and families working together, an approach that has been shown to be effective.

For families: our multi-family approach - families helping families - delivers improved outcomes, sustained over time, for pupils. Families will be strengthened so they can support their children and help ensure that the rate of academic progress will continue, allowing the pupil access to the benefits of the full curriculum of mainstream schooling. This will be achieved by the use of a Personalised Care and Learning Plan (PCLP) for every pupil, and delivered using a multidisciplinary education and mental health team. The whole team will be

housed on the school site to provide flexible care and excellent management of risk.

For schools: there will be increased provision so that schools will have better access to places for their vulnerable pupils. Teaching staff in mainstream schools will be supported through high quality direct and on-line training, forums and consultation to improve the conditions for pupils' re-integration and make long-term inclusion more likely. In addition, consideration of the psychological well-being of a pupil's peers in the referring school will be included in the planning and delivery for every referred child. The aim of this is to promote optimum conditions for learning in classrooms that have been disrupted by the challenging and symptomatic behaviour of the referred pupil. Pupils' experiences of the impact of the behaviour and attitudes of their peers are an important part of the whole school behaviour picture, as the current Ofsted framework (September 2012) recognises.

Outreach intervention: our model will both offer on-site provision and act as a hub-and-spoke model of mental health outreach work, which will address some of the shortfall in current provision. We have found that our commissioners particularly value an approach that offers a personalised programme for each child through a short-term, part-time placement or a longer-term full-time recovery option as needed, as well as providing outreach support which gives much needed professional development to teaching staff in mainstream schools. This addresses the expressed needs of mainstream teachers for support with their most challenging pupils (*Identification and Management of pupils with Mental Health Difficulties*, NASUWT).

Our pupils' needs: the pupils who will come to the Family School will have had academic outcomes significantly lower than those of their peers. It is often the case that schools have been unable to assess these pupils because of their lack of compliance or poor attendance, resulting in scant available evidence of prior attainment. Many are at risk of exclusion, with the potential impact this has on their life chances, and many have mental health, behavioural and other social needs, including those of young carers who may be looking after siblings or parents who are in some way incapacitated. This complex combination of need means that a crucial task is to ensure that pupils can become independent learners as well as being able to sustain significant behavioural and psychological improvement.

Current outcomes for these pupils: there is a strong body of research evidencing the multiple difficulties that children with mental health problems have, all of which have a negative impact on their academic progress and attainment. The NHS report *Mental Health of Children and Young People in Great Britain* (2004) explores the difficulties these children experience, including higher than average absence rates, poor social aptitude and an inability to keep friends. For

children with an emotional disorder, 44% were behind in their intellectual development (almost twice the national average) and 23% were two or more years behind (almost three times the national average). For children with conduct disorders, the figures are even more alarming with 59% behind (over twice the national average) and 36% two or more years behind (four times the national average). In addition, this group of children are disproportionately likely to have been excluded from school at some time (33% compared with the national average of 2%) or more than once (22% compared with the national average of 1%). Children who are excluded from school or who become “lost to the system” are at a huge risk of failing academically and socially – a critical safeguarding issue (Ofsted, *Children missing from education*, 2010).

Mental health needs or challenging behaviour: The government’s *Mental Health Strategy* (2011) confirms that “mental ill-health manifests in young people as behavioural problems” and Charlie Taylor’s recent review, *Improving Alternative Provision* (2012), confirms that the pupils we seek to support have complex difficulties and make poor progress in mainstream schools, and also in many PRUs and other Alternative Provision:

“It is important to note that many children who are referred to PRUs and AP come from the most deprived backgrounds. They often come from chaotic homes in which problems such as drinking, drug-taking, mental health issues, domestic violence and family breakdown are common. These children are often stuck in complex patterns of negative, self-destructive behaviour and helping them is not easy or formulaic. Many also have developed mental health issues. To break down these patterns they need the time, effort, commitment and expertise of dedicated professionals working in well-organised, well-resourced and responsive systems.”

His report confirms that provision to support, manage and reintegrate these children, such as the Family School we propose, is insufficiently available.

Complexity of need in the locality: whilst there are many successful community schools, academies and PRUs in the area we seek to serve, pupils who live in our locality come from an area of high disadvantage and deprivation. One in four London children are eligible for free school meals which is 8% higher than in England as a whole. The percentage in inner London, which is the area we serve, is 16% higher than in outer London. In addition, our local school commissioners report that many pupils have increasingly complex social, emotional and pastoral needs. This has a notable impact on their educational potential and on the mental health of both children and their families. Schools in our locality experience a very high pupil turnover which can disrupt classroom dynamics. Compared with national statistics, they also serve a higher number of looked-after children (LACs) and children with special educational needs. All these factors can contribute to behaviour issues, to poor mental health and to underachievement. In addition, 50% of pupils in London have English as an additional language (compared with 17% in the rest of the UK) and two thirds of

the pupil cohort has an ethnic minority background (compared with one third in the rest of the UK). Data from the 2011 Census show that these percentages are continuing to increase.

The most recent DfE data for the Tri-borough shows that there were 40 permanent exclusions in 2011 and that the percentage of these in Kensington and Chelsea was almost twice the average for England. There were 2010 fixed period exclusions and the percentage of these in Westminster was above the average for England. The number of children for whom English is not their first language far exceeds the England average. There were 590 LACs and, in Hammersmith and Fulham, the percentage of these was 20% higher than the average for England. These children are predominantly those who fall into the category of those with protected characteristics as defined by the Equality Act 2010. In other words, their progress in school needs particular attention and is at greatest risk. PRUs generally have limited access to mental health services and are therefore unable to provide the holistic approach and in-depth therapeutic work with pupils needed to unlock potential. The Family School will have the full support of CNWL and AFC mental health professionals and will be able to take a comprehensive approach that “wraps around the child”. There is always room for improvement in terms of the provision and quality of Alternative Provision. Indeed, Westminster Children’s Services was graded as excellent in the annual Ofsted assessment in 2011, but an area for further improvement regarding Alternative Provision for “children and young people not accessing mainstream school” was identified. This was graded as satisfactory, with partnership working underway “to rationalise and improve services for these children and young people”. The TBAP has a number of current targets under the heading of, “further developing high quality early interventions across all the Tri-Borough schools”. The Family School will make significant contributions to these developments.

Family School programme success: the MFEC already has a strong track record of meeting the complex needs of pupils in the locality. For example, our work has been praised in Westminster’s 2007 Joint Area Review report, in *Aiming High for Children: supporting children*, HM Treasury (2007) and in *New Horizons: towards a shared vision for mental health*, Department of Health (2009). In February 2011, the government launched its mental health strategy, “No Health Without Mental Health” from the Marlborough Family Education Centre because we already exemplified the model of practice it wished to promote. Nick Clegg, Deputy Prime Minister, said:

“It’s so exciting that this (approach) has received national and international recognition, with specialist techniques being developed to help not only children but their parents . . . we have parents helping parents and their families, all being treated together, and that’s the only way forward.”

In a forthcoming publication Charlie Taylor, Chief Executive of the Teaching

Agency, will reference our work:

“There are some exceptional examples of mental health services that are able to help children, families and their schools to create a joined up approach to improving behaviour . . . The Marlborough Family Education Centre provides a partnership arrangement between schools and CAMHS that is all too rare and must become the norm if the behaviour and mental health of the most difficult children is to change.”

Research Study

A research study has assessed the outcomes and effectiveness of the MFEC programme. The results are statistically significant and evidence behavioural change, sustained over a 12-month period. (*Families Changing Families: The Protective Function of Multi-Family Therapy for Children in Education*. Dr Emma Morris, September 2012 (in press)).

‘The Marlborough Family Education Centre uses a specific multi-family group approach with families where children exhibit (primarily) conduct problems and function poorly in school. Research indicates that failure to intervene with these children carries great potential cost to both the family and society. Outcomes for 50 families receiving intervention from the MFEC were compared with a control group of 28 who had access to a range of interventions, but not the multi-family group approach pioneered by the MFEC. The samples were matched and both were in the ‘clinical range’. Data on child and family social, emotional and behavioural functioning were collected at the point of referral, and at 6 and 12 months. Parents of children receiving MFEC support reported statistically and clinically significant improvements in their children that were maintained at 12 months whereas there was no change in the control group. In addition, measures of family functioning were fairly stable for the MFEC group, whilst the control group showed significant deterioration over the same time period.’

MFEC monitoring data shows that our intervention programme enables pupils to make better than expected progress in reading, often from a very low baseline. The rate of progress increases for pupils who attend for longer periods. This ranges from one National Curriculum sub-level over a two-month intervention period to eight sub-levels over twelve months. Our experience, confirmed by commissioning heads, is that children whose academic progress has been hindered or even halted by emotional difficulties may well move more rapidly up the levels as their emotional well-being improves. This has taught us never to limit our expectations of pupils to what has historically been expected of them.

Evidence of the impact of our model includes:

- significant behavioural change
- improved attendance
- academic progress

Availability of mental health support

Currently, when children and young people need CAMHS support, their parents often have to refer them through their GPs. This limits access for many of the most vulnerable families who are unwilling to follow this route, and for whom long waiting lists will be a deterrent. For too many children, there is little expert mental health delivery; available counselling is rarely connected to statutory services and may not include appropriate safeguarding measures within its scope. Options for children with mental health needs are limited and yet these are pupils who are often not well enough to thrive in school, needing treatment before they can progress and achieve academically. We offer a flexible approach. Rather than removing pupils from their local communities and schools for therapeutic education and treatment, with all the implied expense and disruption, the Family School will combine education and treatment, in a family context that enables children to build resilience and develop their social and cognitive capacities, so that they can return successfully to full-time mainstream education. New **NICE** guidance for conduct disorder will state that 11-17 year olds with a conduct disorder should be offered multimodal interventions with an explicit, supportive, family focus, based on a social learning model whose interventions include family, school, criminal justice and community levels.

A ground-breaking new partnership

Mental Health: bringing **CNWL NHS Foundation Trust** and **Anna Freud Centre** professionals together with the **Marlborough** team will not only increase the depth and range of treatments available to children and their families, but it will also enable the provision to expand to meet our commissioners' requests for an accessible, responsive service which is more defined by a child's needs than by any rigid definition of the service itself.

Anna Freud Centre (AFC) is a well-established charity, with a national and international reputation for excellence in clinical innovation, training and basic and applied research concerning vulnerable children and fragile families. For 20 years, it has played a leading role internationally in the field of children's attachment relationships, and their impact on social cognitive capacities such as emotional intelligence or mentalisation, attention, and age-appropriate emotional/behavioural regulation, which are vital to children's educational prospects. The AFC provides specialist help, training for professionals and innovative research to develop and improve treatments for children and young people with mental health problems. Its use of traditional and state-of-the-art techniques in research, including currently fields such as neuroscience and the science of evaluating intervention outcomes, contributes to understanding of the roots of childhood emotional distress and effectiveness of therapies. Internationally respected training is delivered in collaboration with UCL and Yale University.

Central and North West London NHS Foundation Trust (CNWL) is a large and diverse organisation, caring for people with a wide range of physical and mental health needs, providing healthcare to around one third of London's population and the surrounding areas. In broad terms, the needs it caters to include common physical health problems, long-term conditions, mental health, learning disabilities, eating disorders, addictions and sexual health problems. CNWL has a national and international reputation for the provision of services that meet the needs of the people who use them, actively encouraging involvement from local people who can help make a difference.

Educational Expertise: the Marlborough Family Service (CNWL) has developed and delivered the renowned Marlborough Model over the last 30 years. [REDACTED] and [REDACTED], who developed the systemic model on which the Family School will be based, are qualified teachers with many years primary, secondary and special school experience. They are also trained and experienced Consultant Family Psychotherapists (UKCP- registered). Their model has been successfully used in many London schools, evidenced through the TaMHS feedback reports, and has also been widely adopted in Scandinavian and German schools.

The Family School will be enhanced and enriched by other strands of work including outreach development in mainstream schools, teacher and educational psychologist training, and a research programme. This last will ensure that the school leaders are constantly validating rigorous self-evaluation with evidence from external research to ensure that each child and their family benefits from long-term cognitive, social and emotional learning.

Cultural Expertise: accessibility to education and therapy will be ensured by the use of in-house professionals who can communicate in a range of Sub-continental, Chinese and Arabic languages. These match the ethnic background of the majority of children and families which our commissioners have referred to us in the past. The Marlborough Cultural Therapy Centre, part of the MFS, has committed to providing expert delivery and advice. We also have access to experienced interpreters for other languages.

Demand from commissioners: commissioners for the Tri-Borough (Westminster, Kensington and Chelsea, Hammersmith and Fulham) have offered strong support for provision located in the Victoria area of London. Reasons for this are firstly to do with current and potential Alternative Provision. The two new Tri-Borough Pupil Referral Units will be in the north (North Kensington and North Westminster). Secondly, this location will ensure the best accessibility for our families. Many pupils attending Tri-Borough schools already travel from south of the river and their families are often reluctant to travel far into north London. The percentage of both primary and secondary pupils residing in other local authorities attending schools in the Tri-Borough is at least twice that of the inner London average (ref DfE Schools, Pupils and their Characteristics, January

2012). These data also show that significant numbers of both primary and secondary pupils travel from Lambeth and Wandsworth to schools in the Tri-Borough, and significant numbers of secondary pupils travel from Southwark. Victoria has good tube, rail and bus services and has a number of council buildings that might be suitable for conversion (see Section H). CNWL also supports this location.

Our commissioners: our commissioners support the Family School model secure in the knowledge that the risks involved in dealing with mental health needs will be well managed, with children continuing to be educated locally. In addition, the continuing partnership with mainstream school staff throughout the placement provides valued professional development for those staff. Mainstream schools experience a period of respite during the placement and, when children return changed to their school, their teachers are better equipped to ensure that those changes are maintained.

“The reason we were attracted to the Marlborough in the first place, and then introduced the programme into schools in our local authority, was because of the intrinsic link between therapeutic work in multi-family groups and the pupils’ academic progress. Engaging parents through this programme meant that they supported each other in a unique way. In our local authority we found that this was a very effective way of supporting schools to engage with parents who were often hard to reach.” (Local Authority commissioner and head of PRU)

Our commissioners have responded positively because the service delivery in its current form is of high quality and also delivers value for money for schools in the following ways:

- The levels of engagement are high: evidence from Westminster shows 97% attendance by both pupils and families over a period of five to seven months. This is much higher than usual for CAMHS provision
- There is a high success rate in returning vulnerable pupils with mental health difficulties to their mainstream school and in maintaining them there
- On a yearly basis the cost savings for children with complex needs are considerable: up to 50K per year (Clark et al 2005). Children who have been excluded cost £60K per child (Brooks et al 2007)

In addition, the social benefits are considerable. By helping families to help themselves we address their aspiration to be independent and included in the local community. We support pupils to develop resilience so that they learn life skills for independent living and avoid the obvious risks which exclusion brings:

“Economic growth associated with improving attainment – moving test scores up by 0.2 SD equates to a 5% increase in lifetime earnings”
(Duncan and Magnuson 2007)

A successful social and economic life demands the same skills and abilities that

are needed for academic achievement (Y Roberts, Grit, *The skills for success and how they are grown*, The Young Foundation 2009) and our aim is to develop the whole child.

Our aims for the Family School are to:

- Promote and improve inclusion for all pupils referred to us
- Re-engage disaffected and disengaged pupils and those who are vulnerable, depressed and anxious
- Enhance the self-control and self-management of so-called 'out-of-control' pupils
- Improve pupil learning, achievement and progression rates so that all our pupils have tangible educational outcomes
- Support our pupils whose family circumstances make them vulnerable and less likely to make good progress
- Improve our pupils' mental health and psychological/ emotional well-being
- Give additional value to the existing TBAP delivery
- Quadruple available places in this type of facility, to better match local need in schools
- Enable families to help their children settle and achieve in school
- Extend teachers' knowledge and skills for managing pupils presenting with complex difficulties.
- Reduce the impact on peers of pupils presenting with conduct problems.

Innovation: The current MFEC is at the forefront of development at the psychological health/education interface. The Family School will continue on this path, working with partners such as UCL, Yale University and others to improve current theory and practice, and to break new ground. For example, the current programme using heart monitors to enable children and parents to predict and control their reactions will continue and develop.

Balanced approach: the Family School will fill a significant need. Not only are there many children in the area who show challenging behaviour and who are missing out on suitable provision: there is no other provision which offers them the specialised support and intervention that we can. We will provide highly accessible education and non-stigmatising therapies for some of London's most vulnerable and disadvantaged children and young people. The Family School will balance therapeutic interventions with academic progress. Part of what makes us unique is that we will deliver education as therapy and therapy as education. We develop treatments for families rather than fitting families into treatments.

Supporting the most vulnerable: in summary, we will provide both highly accessible education and also non-stigmatising therapies. This is for children and young people who present with challenging and risky behaviours, anxiety and depression. These children and young people are often at risk of exclusion, young carers for parents with diagnosed or undiagnosed mental health disorder, or those whose ability to access education and learning is seriously impaired.

For **each pupil** this means that the Family School will help them to:

- Improve their challenging behaviour
- Progress academically
- Recover their psychological and emotional well-being
- Gain resilience so that they can return successfully to mainstream education

And **each family** will:

- Improve their capacity to value and support education and learning
- Improve their mental health
- Repair and improve attachment relationships
- Develop skills for helping their child to improve their learning and behaviour in classrooms

And each referring **school** will:

- Benefit from increased access to places
- Improve their capacity to manage children presenting with complex and challenging behaviour
- Have access to relevant training and professional development programmes
- Gain help for (and respite from) fellow pupils who have been negatively impacted by the challenging or unacceptable behaviour of others
- Gain enhanced and helpful insights into the difficulties experienced by their vulnerable and psychologically unwell pupils.

Our education: Our academic curriculum is based on the core areas of English and literacy, mathematics and numeracy, and personal, social and health education. This curriculum runs alongside a family mentalising curriculum that we describe in detail in our education plan (Section D Curriculum Principles). A key component in fostering and facilitating each child's learning will be work in the multi-family setting which enables parents to develop a repertoire of skills to support their child's academic, social and emotional progress. Personalised learning is at the heart of how we will deliver an individualised curriculum for each child. Most of the children who come to us have missed out on crucial parts of their schooling and need to overcome significant barriers to learning. Accessibility is crucial. We will use the AQA Unit Award Scheme (UAS) and The English Speaking Board to celebrate pupils' and family members' progress and achievement. Our units of work will be based in each child's personalised curriculum linking back to their mainstream school. As individual learning goals are achieved, the skills demonstrated will be accredited through each unit of work. These accreditations will be an important element in our evaluation of each child's recovery and rehabilitation to mainstream school.

Initial assessments: A baseline educational assessment will be made alongside the comprehensive psychological well-being and risk assessment for every child

on entry. Each child will have a Personalised Care and Learning Plan (PCLP) and be able to move towards integration into a mainstream school by following a structured and supported programme.

Pupils will be assessed as to the best education and treatment stream. Those who have more severe problems will have the most comprehensive timetable in the Family School and those with less severe problems will have half their timetable in the Family School and the rest in their referring school, with some support. As progress is reviewed children can be moved between streams. (This will be described in more detail in Section D)

Placement and accessibility: the length of attendance will vary from a month to a year. Progress will be reviewed with the child and their professional network every six weeks. Ongoing conversations, involving any or all of children, parents and teacher/therapists, will take place regarding the progress that children are making and about tools for learning. The classroom context is often a more accessible and comfortable setting for families than a clinical setting, because they can focus on actually observing their children’s learning and behaviour. They are truly learning together.

Integration and transition: teacher/therapists will liaise in person and by email with the child’s mainstream classroom on a weekly basis to monitor agreed systemic behavioural targets. Some participating schools will place their teachers in our classroom for professional development, also enhancing learning opportunities for children. Raising achievement will be a key outcome alongside reduction in problematic behaviours and improvements in reflective functioning. Specialist treatment programmes for children diagnosed with attention deficit hyperactivity disorder (ADHD) and other conditions will be provided during the day and evenings.

What children and young people at the MFEC say about the Marlborough model:



What our parents and families say:



Aspiration and Outcomes: Key Targets for the Family School

For the benefit of all pupils attending the Family School:	
<ul style="list-style-type: none"> • Successful return to mainstream school 100% (inclusion*), 85% (Inclusion+*), 75% (4Inclusion*) which is maintained for the academic year post-transition • Successful placement in a new school 15% (Inclusion+*), 25% (4Inclusion*) • Over a two term placement, 2 National Curriculum sub-levels progress (mild), 	<ul style="list-style-type: none"> • No exclusions of pupils returned to mainstream school • 50% reduction of detentions on return to mainstream school compared with number pre-admission • Sustained improvement – at least 50% - in behaviour against pupils’ individual targets on return to mainstream school compared with performance pre-

<p>1-2 National Curriculum sub-levels progress (moderate), and sustained improvement and 1 National Curriculum sub-level (severe)</p> <ul style="list-style-type: none"> 95% (KS1 and KS2) and 93% (KS3) attendance on return to mainstream school 	<p>admission</p> <ul style="list-style-type: none"> Evidence of sustained academic progress against pupils' individual targets on return to mainstream school – see table in Section D5
<p>For the benefit of all commissioning schools:</p> <ul style="list-style-type: none"> Positive evaluation by mainstream school of impact of Family School professional development on staff ability to identify and teach pupils with mental health needs and/or challenging behaviour – 90% satisfaction rate 	
<p>For the benefit of all pupils, their families and the wider community:</p> <ul style="list-style-type: none"> Demonstrate mental health improvement in all pupils using the Children and Young Persons Increasing Access to Psychological Treatments Measures 	
<p>For the benefit of the strategic direction for the Family School and Commissioners:</p> <ul style="list-style-type: none"> Ofsted judgement in first post-opening inspection of at least “good” 	

Key Family School targets (*These terms are explained in Section D1)

The future: Our aspirations as the Family School are to:

- Develop a unique and dedicated specialist Alternative Provision School that delivers impressive academic and social outcomes in improving the quality of life for children and adolescents who present with challenging behaviours. The School aims to close the attainment gap for children diagnosed with conduct disorder, attention deficit hyperactivity disorder (ADHD), pervasive development disorders and autism spectrum disorders (ASD), enabling de-stigmatisation and inclusion in mainstream schooling.
- Build a reputation for innovation and impressive outcomes and be recognised nationally and internationally for the treatment and education of children with challenging behaviours and their families.
- Become a centre for cutting edge research and training for the development of next generation treatments for school age children and young people. We aim to offer professional development for teachers and other professionals, particularly Educational Psychologists, working in mainstream schools in the delivery of highly effective education and treatment programmes that work with pupils from disadvantaged families.
- And finally, through this new partnership, develop a way of working that is evidenced based, manualised for training and can be replicated with confidence in any part of the UK.

Summarising our education vision

Against the above background, the Family School intends to provide an integrated and holistic programme from which pupils, families and schools all benefit. We aim to deliver:

1. A non-stigmatising learning environment for the assessment of psychological and mental health difficulties
2. Access to evidence-based therapy to ensure pupils recover their psychological and emotional wellbeing while continuing to progress academically
3. Assessment of learning need and provision of personalised teaching to ensure that pupils progress academically
4. Strategies for each pupil to improve their challenging behaviour and poor attendance
5. Life skills that make pupils more resilient and build capacity and skills for independent learning and living
6. Support for families at home and at school to improve their capacity to help their child sustain effective learning and good behaviour
7. Training for teachers in commissioning schools to extend their knowledge and skills that will help children returning to mainstream classrooms.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Key Stage 1		4	8	12	16	16	16	16
Key Stage 2		4	8	12	16	16	16	16
Key Stage 3		4	8	12	16	16	16	16
Key Stage 4								
16-19: commissioner-referred								
16-19: pupil application								
Totals		12	24	36	48	48	48	48

Section D: Education plan – part 2

D1 Curriculum Rationale

Brief description of curriculum

Our curriculum consists of interventions intended to remove or mitigate our pupils behavioural, emotional and social difficulties, delivered largely in multi-family groups, combined with literacy and numeracy work in small, key-stage groups. The two sides of the curriculum (psychological/emotional and educational) interact strongly in that a step forward in one generally opens the way to an improvement in performance and ability in the other.

This curriculum will ensure pupils return to, and benefit from, their mainstream school. Its focus will be on skill and knowledge deficiencies, carried out to a large extent in a context that involves both classroom and family learning, while matching as far as possible what is being taught in the mainstream school. This will happen at the same time as authoritative diagnosis and treatment of any problems which are medical and/or psychological.

The curriculum is described in more detail in section D2.

Our expected intake and their needs

Our intake will be pupils, initially from the Tri-borough area of inner London, presenting with challenging behaviour in the classroom who are underperforming educationally. Seemingly unpredictable and inexplicable emotional states and behaviour would be the factor distinguishing them from referrals to PRUs.

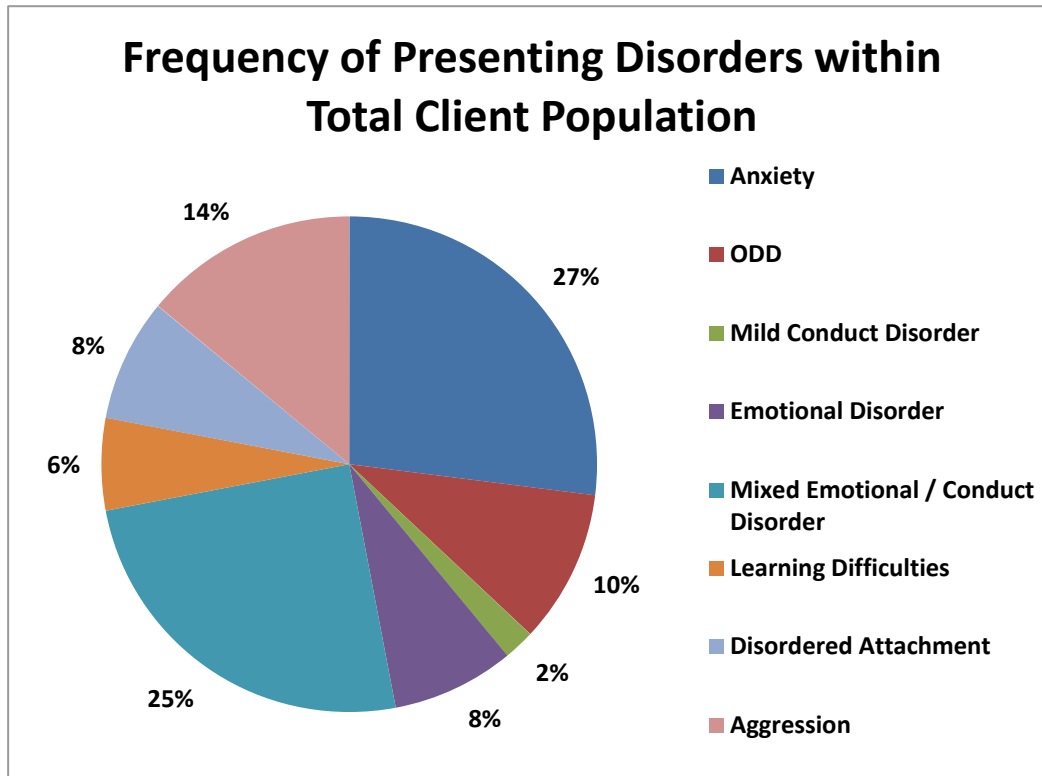
Their needs lie in the area of alleviating their underlying problems so that the presenting problems will fall away, and of bringing this about in a way that speeds educational progress.

The rationale for our curriculum can only be fully understood if the underlying problems are recognised for what they are.

Presenting problems

The chart below shows the relative frequencies of different disorders identified among the pupils referred to the MFEC during 2011. The MFEC draws on a very similar constituency to that which the new Family School is intended to serve.

Although they are seen here through a psychiatric lens rather than an educational one, it is easy to envision the classroom manifestations of some of them, such as aggression and ODD (oppositional disorder).



Underlying needs

The emotional/behavioural side of our curriculum will work by tackling two broad areas which relate strongly to all the above disorders. Tackling these areas has been demonstrated in the MFEC to deliver in-tandem behavioural/emotional and educational improvements.

These areas are **attachment problems** and **poor mentalisation**.

Attachment

From a very early age, children learn through their relationship with their parents how to manage themselves in relation to others. When a significant adult in their lives is frequently psychologically unavailable, for whatever reason, or is hostile, the child is likely to experience a lack of what is known as secure attachment.

There is a very large research literature showing the strong impact of attachment insecurity, especially the 'disorganisation' of a child's relationships with key adults. Among the consequences can be

- Restricted social cognition skills
- Poor interpersonal skills
- Disruptive or chaotic classroom behaviour

- Restricted friendship patterns
- Inadequate self-regulation skills
- Poor attention or focus abilities
- Limited inhibitory or impulse control
- Reduced learning and educational achievement

The chart above, showing disorders presenting to the MFEC, mentions 'Disordered attachment', which is an extreme manifestation of lack of attachment. However, some degree of impaired attachment is thought to lie behind many more of the presenting problems.

Children with attachment difficulties commonly have a significant achievement gap in literacy and numeracy when compared to their less vulnerable peers. Poor academic attainment for these pupils is accompanied by a lack of confidence and low academic aspirations.

Mentalisation

Socio-emotional competence has been shown to be an independent predictor of academic ability. Core to social cognition is **mentalising**, the understanding of one's own as well as others' feelings and beliefs as predictors of action (Fonagy, Gergely, Jurist and Target, *Affect Regulation, Mentalisation and the Development of the Self* (2002), Other Press.)

This is necessary for interpersonal functioning. Social cognition links directly to self-regulation, essential for effective learning. Mentalising skills are vital in the classroom, where the learning environment makes demands on the child's ability to self-regulate in learning as well as in social interactions. They are also essential for the management of attention.

Mentalisation has been described as "the ability to see oneself from the outside and others from the inside" (Holmes, J. 2010 *Exploring in Security: Towards an Attachment-Informed Psychoanalytic Psychotherapy*, Taylor & Francis.)

It is closely associated with attachment.

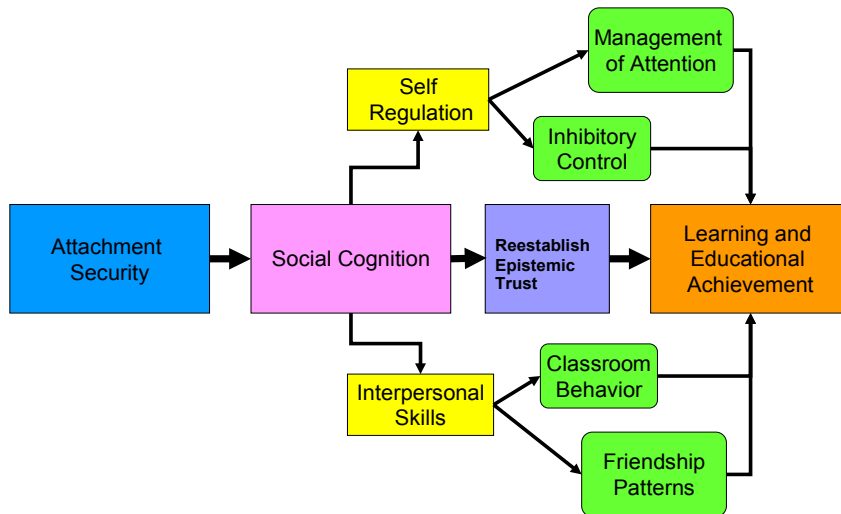
How attending to attachment disorder can improve learning

Considerable evidence has accumulated over the last decade that improvement in background attachment relationships, and in those social cognitive capacities which are associated with secure attachment, facilitates educational performance, cognitive development and interpersonal school success.

An emotionally secure environment allows children to develop the skills of 'social cognition'. These skills, which allow us to manage our feelings and our relationships, make it possible for the child to become integrated into a group.

This in turn builds the child's capacity for 'epistemic trust', a basic confidence that

adults such as teachers and parents can be relied on to support the child in learning about the world, within a safe context. Without that trust and safety, a child has to devote their resources to protecting themselves, and nothing can be taken in as something to rely on. With such trust, the child is ready to settle down, attend and learn.



Pathways from Attachment to Educational Achievement
Personal communication: Professor Mary Target, UCL and AFC

The MFEC’s research study referred to in Section C gives objective evidence that pupils’ psychological wellbeing (or ‘attachment security’) significantly improves through participation in the programme. Data gathered from referring Westminster schools for three times yearly contract monitoring reviews has shown that improved attachment security results in the pupil delivering improved learning outcomes. It is self-evident that a pupil who is less preoccupied with emotionally disturbing thoughts will be likely to have more attention available for learning. This has been our clinical observation for the many hundreds of pupils who have attended the MFEC programme.

Why our curriculum involves family and multi-family settings

The children that will be referred to the Family School will often display complex, rigid behaviours and will not initially be open to processing new information. In the school setting, this combination of poor communication, lack of trust and rigid behaviours leads children into a cycle of negativity, disengagement and educational failure.

Key to improving matters is attending to the parent-child relationship: hence the importance of the family dimension in our curriculum. Entrenching improvement into the family system also makes it far more likely that it will ‘take’ than if the progress is made with the child in isolation from its surroundings.

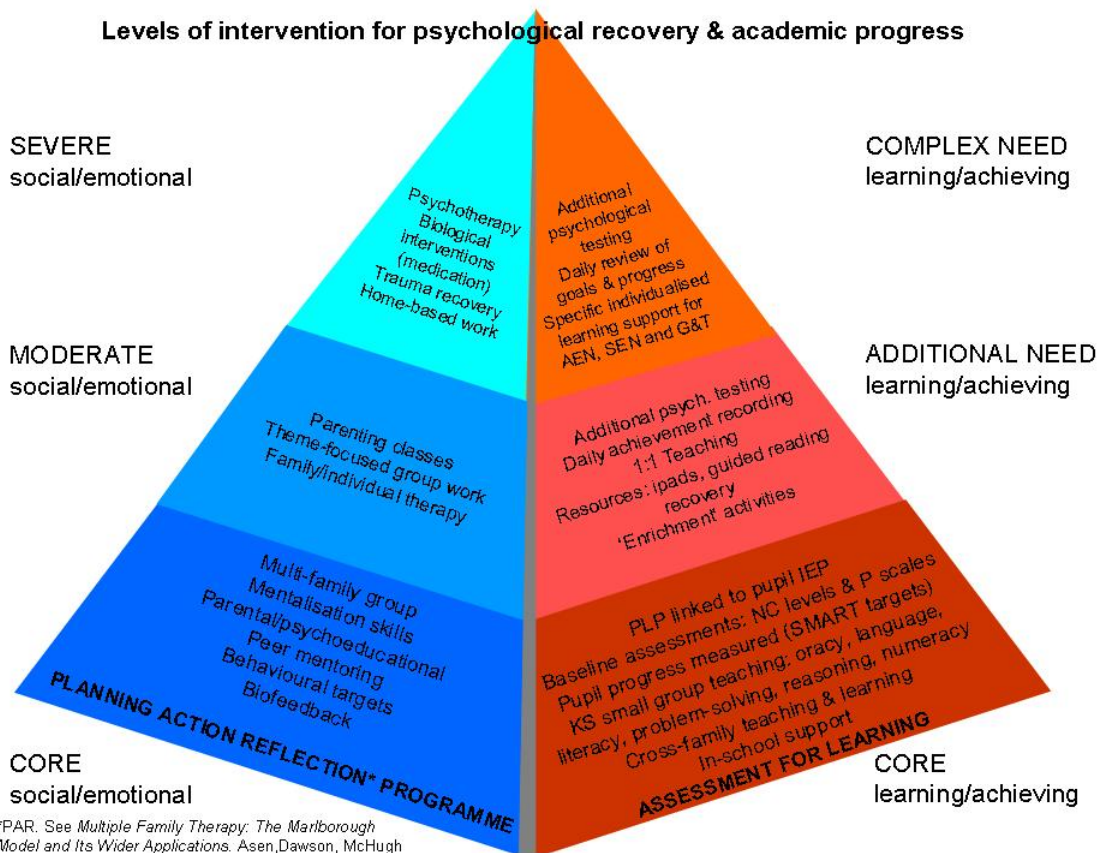
The multi-family dimension takes this a step further by creating a mini-society, in which the skills of living within a society can be learned and practised.

It uses a planning, action, reflection (PAR) approach (see section D2) which, at every step, seeks to enhance Mentalisation skills which improve societal participation and, specifically, classroom behaviour conducive to learning.

The multi-family classroom for recovery and learning will create the opportunities for working towards the re-establishment of trust and social cognition.

Delivering the educational content in conjunction with behavioural/emotional improvement

Our approach to delivering teaching and learning in close association with therapeutic intervention can be represented as two adjacent faces of a pyramid, as shown below. The focus is on the National Curriculum, on staying in touch with the pupil's mainstream school progress, on ensuring the most rapid possible progression while at the Family School, and on helping the mainstream teacher to build on that progress once the pupil returns.



The right-hand face of the pyramid covers the educational work appropriate to the severity of the emotional/behavioural state at initial assessment. Thereafter, the educational content depends on the pupil's abilities as psychological recovery takes place.

Bringing to life the above pyramid model of psychological recovery and academic progress

The pyramid represents our approach to delivering teaching and learning in close association with therapeutic intervention with pupils presenting with a wide range of problematic emotional, behavioural, psychological and learning needs.

Although pupils do not always fit neatly into convenient categories we will use generalised case studies to illustrate the different levels of social, emotional, behavioural and learning needs that the Family School will be able to help with. The following three studies are distilled from actual case experience at the Marlborough Family Education Centre, but names have been changed and stories combined.

Case Study 1: core social/emotional need with core learning and achieving need

School background: [redacted] [redacted]

Rationale for level on pyramid model: [redacted]

Summary of Case Study 1 features	
Risk Factors	• [redacted]
Resilience Factors	• [redacted]
Interventions	• [redacted]
Period of attendance	Five months on the Inclusion Programme (base of pyramid) with attendance reducing from four to three days after four months. Fully integrated into school after that with follow-up meetings in school at monthly intervals for a further six months.

It is never easy to say which face of our pyramid, psychological recovery or academic progress, initiates the change: only that the two together will be fundamental to the success of the Family School. For [redacted], was it when he started to score well on his targets that his mother gained sufficient confidence to risk engaging fully in the multi-family support aspects of the programme? Or, was it that [redacted] was extremely observant of his mother's depression and noticed when her mood started to lighten? Only then could he risk going 'off duty' as her watcher and relax into being a little boy who could pay attention to what a six year old should be doing: learning, playing and getting on with others at school.

Case Study 2: moderate social/emotional need with additional learning/ achieving need

School background: [redacted] [redacted]

Summary of Case Study 2 features	
Risk Factors	• [REDACTED]
Resilience Factors	• [REDACTED]
Interventions	• [REDACTED]
Period of attendance	Nine months initially on the Inclusion+ programme (middle level of pyramid), changing to the Inclusion (base of pyramid) stream after seven months. Fully reintegrated into school thereafter with monthly review sessions for a further period of six months

Case Study 3: Severe social/emotional need with complex learning/ achieving need

School background: [REDACTED]

Summary of Case Study 3 features	
Risk Factors	• [REDACTED]
Resilience Factors	• [REDACTED]
Interventions	• [REDACTED]
Period of attendance	One year in total – initially nine months on the 'Inclusion+' stream (top section of pyramid). As she began to recover, [REDACTED] transferred initially to the Inclusion+ programme (middle level of pyramid) for a month and for the last two months participated in the full Inclusion (base of pyramid) programme as she increasingly resumed attendance at school. As part of this reintegration package she moved to a new secondary school for a fresh start away from the original bullying peer group. After she returned to school full time there were monthly review meetings at school for a period of four months.

(End of case studies section)

To what extent is our curriculum ambitious?

The curriculum is ambitious in two major respects.

Firstly, the concept involves understanding the causes of behavioural and emotional disruption in a more systemic way than usual, and attempts to reach farther into the world surrounding the child in order to bring about and embed change.

Secondly, the approach enables improvement in educational achievement to closely follow improvement in emotional, behavioural and societal factors, removing the time-lags that must occur if all these are tackled separately. It will therefore help learners at all levels and be particularly effective for those whose underlying abilities have been most held back.

On what measures will our curriculum and its delivery improve outcomes?

The curriculum will deliver improvements on a range of measure, discussed in detail in section D5

For the purposes of this section we have listed broad categories of improvement and given reasons why the curriculum as described will bring about progress.

Measure of progress	Why our curriculum will be effective
Return to school or successfully placement in a new school	Improved mental health and behaviour Access to full broad & balanced NC
Academic progress during placement	Behavioural blocks to learning removed Learn how to learn
Greater participation in activities	Improved mental health and behaviour Improved social skills
Academic progress when returned to mainstream school	Improved mental health and behaviour Contact with mainstream school and NC maintained
Attendance when returned to mainstream school	Improved structure and functioning of family unit
Fewer exclusions when returned to mainstream school	Improved mental health and behaviour
Attitude to learning	Behavioural blocks to learning removed

Improvements our curriculum will bring about, and why.

How will re-integration into mainstream education take place?


This is described in more detail in section D2.

Broadly, the pupils will be streamed in accordance with the severity of their problems (see above pyramid diagram, left-hand face). As these problems are mitigated, they will be re-streamed to a lower level of the pyramid until they are deemed ready for re-inclusion.

In parallel with this will be continuing and increasing contact with their mainstream school, including time spent in their mainstream classroom, and strong contact between mainstream teacher and Family School teacher, augmented by on-line contact. The key forum for decisions to change stream or to fully re-integrate will be the six-weekly progress review involving the Family School, parents, mainstream school and wider network. The rationale for this approach is to maximise the Family School effect (i.e. progressive removal of blocks to learning combined with small group literacy and numeracy teaching) while keeping the time during which the pupil is out of mainstream education to the minimum possible.

The curriculum related to our vision of the new school

The table below relates different elements of the proposed curriculum to components of our vision as outlined in section C and is a summary of how our curriculum rationale and plan relate to the components of our vision.

Vision components	Curricular expression
1. A non-stigmatising learning environment for the assessment of psychological and mental health difficulties	Multi-family PAR programme teaching NC language and literacy, numeracy, problem solving and reasoning
2. Access to evidence-based therapy to ensure pupils recover their psychological and emotional wellbeing while continuing to progress academically	
3. Assessment of learning need and provision of personalised teaching to ensure that pupils progress academically	Personalised Care and Learning Plan (PCLP) linked to IEP NC language and literacy, numeracy, problem solving and reasoning
4. Strategies for each pupil to improve their challenging behaviour and poor attendance	Systemic behavioural targets Multi-family mentalisation + Biofeedback programme.
5. Life skills for independent learning so that pupils gain resilience and build capacity and skills for independent learning and living	Mentalisation-based + NC curriculum + Enrichment using London resources (Mayor of London report) in sport and arts
6. Support for families at home and at school to improve their capacity to help their child sustain effective learning and good behaviour	Multi-family mentalisation learning + at home support where needed Adult literacy
7. Training for teachers in commissioning schools to extend their knowledge and skills for children returning to mainstream classrooms.	Training using the microsite www.marlboroughtraining.com 1:1 Consultation

D2 Curriculum Model

The work at our school will be designed to develop resilience in pupils, enabling them to progress academically and to thrive socially and emotionally in mainstream classrooms. The curriculum model will need to improve the learning and close the educational achievement gap for each pupil in comparison to their peers in mainstream schools.

In particular, the curriculum will address learning failure in relation to:

- Restricted social cognition skills
- Poor interpersonal skills
- Disruptive behaviour
- Inadequate self regulation skills
- Poor attention or focus skills
- Limited impulse or inhibitory skills
- Educational underachievement in literacy and numeracy

It will be made up of four strongly interlinked elements:

Numeracy and literacy work based on the national curriculum and linked closely to the work in the pupil's mainstream school. The aim here is to develop the pupil as much as their ability and emotional/behavioural circumstances will allow, given that the latter will be expected to improve progressively as a result of the second element (below). It will take place in small key stage groups led by the curriculum teachers.

Social, emotional and behavioural work in a family or multi-family setting. This represents the defining difference between our school and other approaches to alternative provision, in that we seek to bring about change within a setting (family) that will help to make change enduring, and within a mini-society (multi-family group) that will enhance coping skills. These skills are recognised as being important to proper 'mentalisation' (described in the Curriculum Rationale above) and together can be referred to as the **Family Mentalisation Curriculum**. This element of the curriculum will be led by the therapist teachers

Enrichment activities. This element will include the arts, sport and other activities offering access to the world outside the classroom and developing skills for life. It will be taught in small groups and led by the therapist teachers.

Psychological Well-Being. This element will be provided to attend to any mental health problems presented by children and parents. It will be provided either by a therapist teacher or by therapists from the AFC/CNWL mental health support team. These therapists could be clinical psychologists, psychiatrists or child psychotherapists, depending on need.

Family Mentalisation Curriculum

The skills/abilities to be taught include:

- Impact awareness
- Reflective contemplation
- Turn taking
- Assuming responsibility and accepting accountability
- Safe uncertainty (taking on new challenges and opportunities)
- Playfulness
- Perspective taking
- Curiosity
- Belief in change
- Forgiveness
- Humility
- Autobiographical continuity

(ref E Asen P Fonagy *Mentalisation based therapeutic interventions for families*. Journal of Family Therapy, Volume 34 Issue 4 pp 347-370 Nov 2012)

The nature of a placement at the Family School

The referral process will be described in some detail in section E

Placements vary between six weeks (the length of an initial assessment) and a year.

The Management of Part-time and Short term Placements.

Pupils will present with different levels of complexity of need resulting in the Family School providing them with different degrees of intensity of therapeutic and learning support (via the three streams Inclusion, Inclusion+ and 4Inclusion).

This differing level of need will mean that pupils and their families will attend for different lengths of time and for different proportions of the school day. In our experience at the MFEC, this correlation is rarely a simple one however, as many 'hidden' difficulties may surface once a pupil and their family have fully engaged and committed to the therapeutic and learning programme. This means that management of the entries and exits from the Family School will not fit into a neat predictable pattern.

Our AP vision is a driver towards short stays and a relatively high pupil turnover. We believe that pupils who attend the Family School should experience rapid psychological recovery and the fastest possible return to full-time mainstream education. On the other hand, we feel strongly responsible for pupils committed to our care and will do all that we can, regardless of pupil stay-length to get the right outcome.

At the MFEC we have been handling this mixture successfully for many years and have found that it causes no major problems in terms of streaming, inter-family co-operation or key stage teaching.

The creation of a personalised care and education plan followed by six-weekly reviews involving parents and mainstream school, as well as regular contact with the mainstream school on progress and curriculum, help us manage the situation.

For the Family School, the Principals, the school Business Manager and the SENCo will oversee and manage the critical referral flow rate. The Principals will be responsible for the case management of all the pupils and families referred to the Family School. Each pupil will be allocated to one of the Principals on referral, who will take the clinical lead. For the creation of the PCLP and the day-to-day management of the pupil's experience in the school this responsibility will be delegated via the SENCo to either the therapist teacher or curriculum teacher, as specified in the following sections.

Personalised curriculums

Every individual will have their own Personalised Care and Learning Plan, based on assessment of their academic and psychological needs. This will be produced by a combination of work by the therapist teacher and the curriculum teacher. The therapist teacher will hold responsibility for completing the psychological assessment profile of the new pupil. The curriculum teacher will be responsible for creating the pupil's baseline education assessment profile. The SENCo will coordinate and ensure that the joint PCLP is created for each pupil. The PCLP will be produced using information gained during the pre-entry phase and during the pupil's first week in the Family School. The different aspects of the PCLP (psychological and learning) will be reviewed regularly and updated during by the therapist teacher and the curriculum teacher during the first six week attendance phase. The PCLP will be reviewed and revised as necessary during the six-weekly review meetings.

Thus pupils' numeracy and literacy needs and any necessary psychological intervention as well as enrichment activities will be defined in the PCLP. Pupils' exposure to the Family Mentalisation Curriculum will depend on the multi-family group they are allotted to, but will be broadly similar in its opportunities and experiences for all pupils.

Organising individual curriculums into a structured timetable

On entry each pupil and their family will be allocated to a specific multi-family group (maximum 12 pupils per group). Within the group each pupil will have their own personalised behavioural, psychological and emotional goals. These are set in the group at the suggestion of the different pupils and adult family members. The therapist teacher takes the lead in the group and manages it so that the goals are reviewed daily.

Pupils' personalised learning programme will be taught individually and in small groups within their key stage.

To describe an overall curriculum in this sense requires an understanding of our assessment and streaming procedures, the way we will attend to emotional and behavioural challenges and our strategy for returning children to mainstream school.

Assessment: creation of PCLP

Prior to entry the needs of each pupil will be assessed via:

- observation in the pupil's classroom
- discussions with key teaching staff
- discussions with parents and other family members
- review of school records
- review of other agency assessments and records when available

	School records	Teacher interview	Pupil interview	Parent interview	Multi-agency	GP	Classroom observation
Behaviour records	✓	✓	✓✓	✓✓	✓		✓✓
Attendance	✓						
Literacy	✓						✓✓
Numeracy	✓						✓✓
NC levels	✓						
Risk assessment		✓	✓	✓	✓✓	✓	
CY1APT: SDQ		✓✓	✓✓	✓✓			
CY1APT: CORS			✓✓	✓			
Psychological tests			✓				

Assessment for PCLP- checklist

Key: ✓ = pre-entry; ✓ = on entry

The PCLP will be compiled with contributions from both the therapist teacher and the curriculum teacher using data from baseline assessments and information from the network intake meeting. The therapist teacher will take responsibility for the psychological components and the curriculum teacher for the education assessment aspects of the PCLP. Information for the PCLP will be gained from any of the following, as relevant:

- Clinical psychology assessment
- Psychometric tests
- Literacy and numeracy tests/record of achievement
- Attendance and behavioural records
- Risk assessment
- Review of medication where applicable
- Psychiatric assessment

- Observations in the Family School
- Interviews with the pupil and their family members

The PCLP, monitored by the therapist teacher and the curriculum teacher through continuous assessment and recording of academic progress for each pupil, will direct and inform the following:

- Personalised learning programme designed to match progress with mainstream peers
- Literacy lessons developed in partnership with referring school teachers using the on-line curriculum and lesson plans - progress evidenced using National Curriculum assessments, AQA and Differentiated AQA Award and English Speaking Board awards
- Numeracy lessons developed in partnership with referring school teachers using the on-line curriculum and lesson plans - progress evidenced using National Curriculum assessments, AQA and Differentiated AQA Awards
- Cognitive, social and emotional skills training delivered through the multi-family Planning Action Reflection (PAR) curriculum (described below) - progress evidenced using AQA and Differentiated AQA Awards
- Bio-feedback skills based training for behavioural improvement - progress evidenced using systemic behavioural targets

Streaming of pupils according to social and emotional need

Depending on the initial assessment, pupils will be allocated to one of three levels of support designed to help them make the transition back into their normal school as quickly as possible. The pupils will initially be allotted to the level of support appropriate to the assessment of need gained from the pre entry enquiry processes listed above.

In Section D1 we have given case studies which show how the pyramid model of intervention will operate in practice. They also illustrate how we will make decisions about suitable curriculum plans for each pupil.

The pyramid model below illustrates how the more severe the need, the fewer pupils are likely to be at that level at any one time.

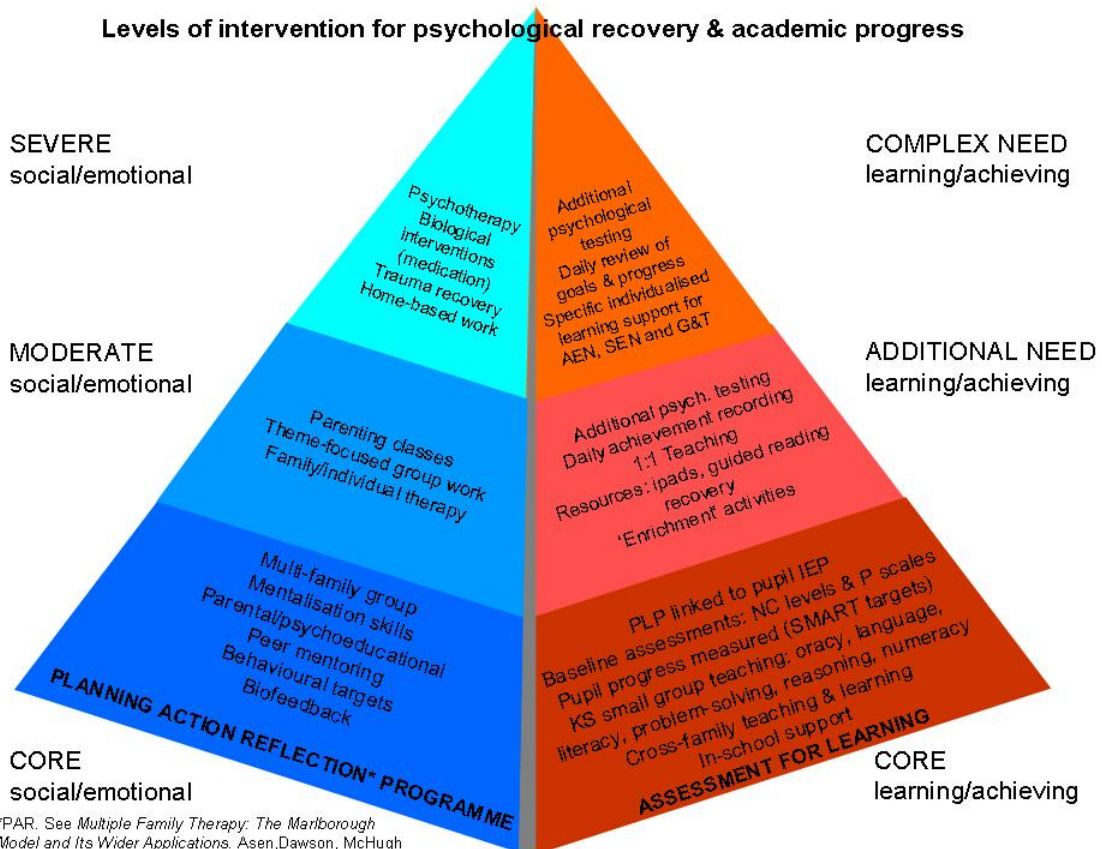
We have labelled the different streams corresponding to these pyramid levels as follows:

Inclusion (core level, base of pyramid)

Inclusion Plus or **Inclusion+** (moderate/additional need)

For Inclusion or **4Inclusion** (severe/complex need, pyramid apex)

Levels of intervention for psychological recovery & academic progress



Inclusion stream

In this stream, pupils and parents will attend the Family School in the morning and their mainstream school in the afternoons. They will follow the Core Curriculum and therapy programme at the Family School. Our staff will liaise with mainstream school staff around strategies for behaviour, social cognition and learning. This liaison will be led by the curriculum teacher. Pupils' academic progress will be measured against their mainstream peers.

Re-integration may be made by a step-down programme of inclusion depending on the outcome of a review attended by mainstream school staff, the pupil and their family, the Family School and other involved key professionals. These reviews, which can provide re-integration opportunities, will occur once every six weeks. Attendance can roll on in these six week blocks if all parties agree. This review process will be coordinated by the SENCo, with the actual review meeting being led and managed by the therapist teacher.

Inclusion+ stream

In addition to the Core Curriculum of therapy and learning these pupils will be offered extra support with more 1:1 teaching, use of technology and a differentiated curriculum for literacy, numeracy and oracy. Parents will be offered

parenting classes, where appropriate, as well as individual therapeutic support. On some afternoons the pupils will be supported in their mainstream school and on remaining afternoons they will be offered the Enrichment Curriculum of sport and London-based arts. Family School staff will liaise with mainstream school staff around strategies for behaviour, social cognition and learning. Pupils' academic progress will be measured against their mainstream peers.

Progress towards re-integration may be made by transferring to the Inclusion Stream. Opportunities for this will arise at six-weekly review of progress meetings attended by mainstream school staff, the pupil and their family, Family School staff and other involved key professionals. This review process will be coordinated by the SENCO, with the actual review meeting being led and managed by the therapist teacher.

4Inclusion stream

These pupils will receive additional 1:1 therapeutic and learning support. The level of both will be determined by psychometric testing and psychological assessments.

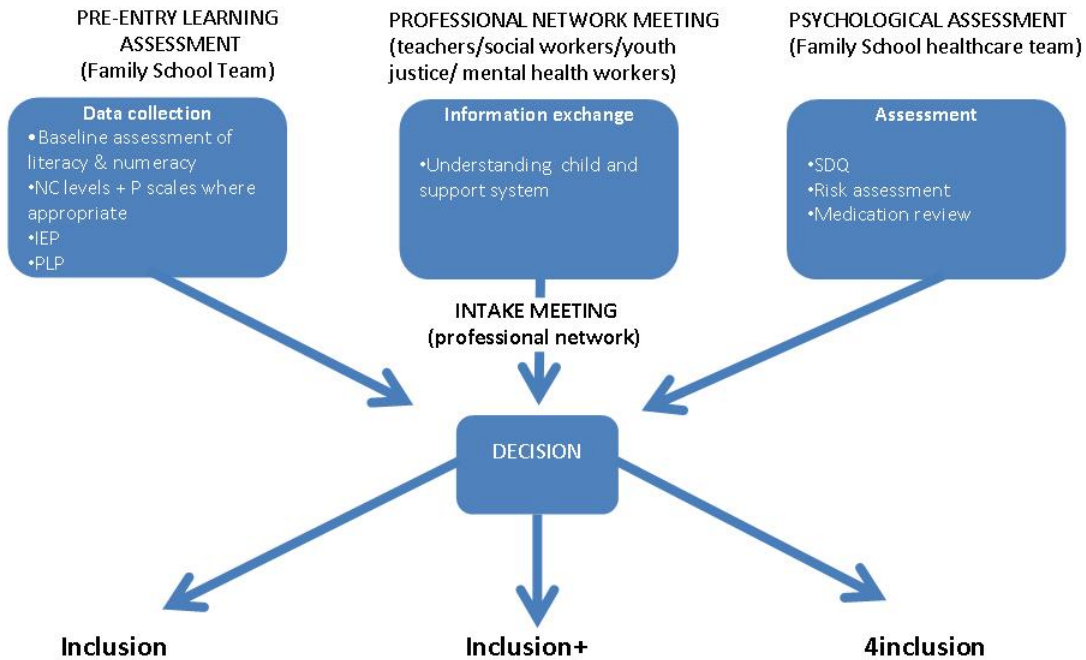
Parents and children may receive home-based help as well as trauma recovery and/or biological interventions where appropriate. All interventions will be evidence-based and monitored by an AFC/CNWL clinician in partnership with the Family School therapist teacher. The latter will be both a professional teacher and a trained family therapist. Liaison with the pupil's professional inter-agency network, including their GP, will be maintained regularly by the therapist teacher, who will also manage discussions with any potential future school to which pupils might transfer.

In addition to the Core Curriculum of therapy and learning these pupils will be offered extra support with more 1:1 teaching, use of technology and a differentiated curriculum for literacy, numeracy and oracy. Parents will be offered parenting classes, where appropriate, as well as individual therapeutic support. The afternoon programme will consist of the Enrichment Curriculum of sport, London-based arts and therapy sessions delivered on the Family School site in a confidential area. Family School staff will liaise with the therapeutic and educational team to review progress. Pupils' academic progress will be measured against their mainstream peers.

Progress towards, reintegration or transition to other appropriate provision will be assessed at six-weekly progress review meetings. These will be attended by mainstream school staff, the pupil and their family, Family School staff and other involved key professionals. Decisions will be made at these meetings about whether the pupil has made sufficient recovery and progress to enable them to transfer either to the Inclusion+ or Inclusion stream.

The entry process decision making is summarised in the diagram below.

Entry decision-making process

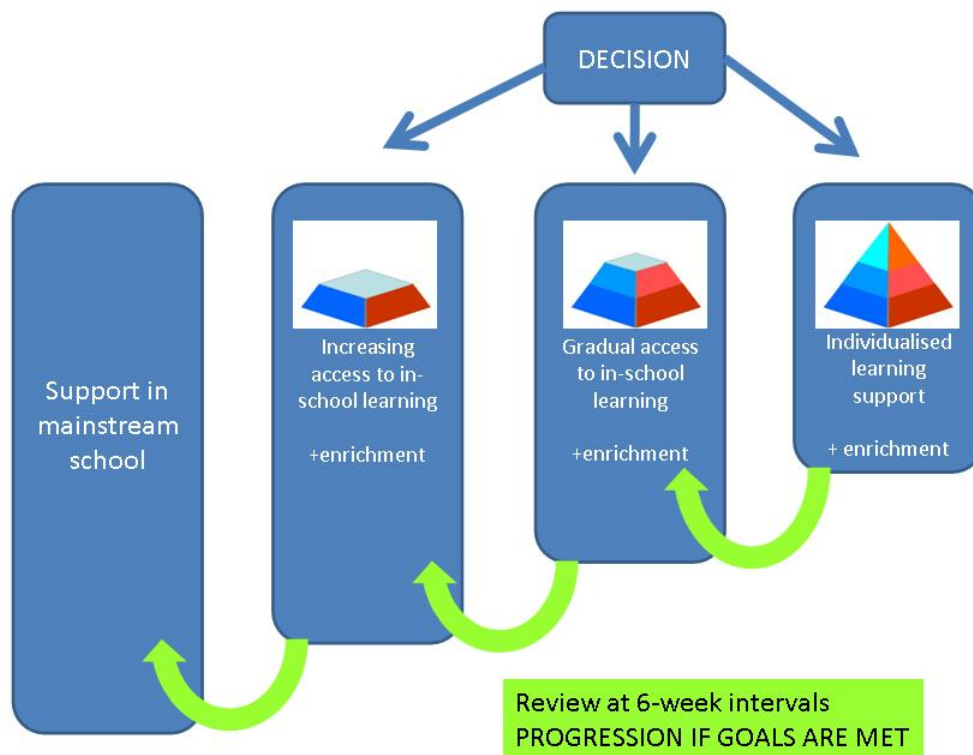


Streaming of pupils at entry

How will we ensure progression and inclusion?

- Part-time programme with timetabled in-school supported working
- Feedback on daily targets agreed with mainstream school staff
- Skype link for conversations with mainstream school staff
- Access to teachers' weekly lesson-planning via on-line platform
- Six-weekly review of progress with parents, teachers and wider network

The diagram below summarises how the initial streaming followed by regular assessment will work towards re-inclusion of pupils.



How curriculum and streaming work towards school reinstatement

Allocation to multi-family group and key stage learning groups

Once streamed, pupils will be assigned together with their family member to a multi-family group.

A new family will be introduced into a group that has some experienced members who can act as mentors for the parent and pupil to improve the experience for a new pupil and engagement of the parent.

These mentors provide inspiration as “living proof” of change, helping to de-stigmatise the experience of seeking help.

Organisational Structures

The grid below illustrates how the Family School’s pupil population may look at steady state. Each group of twelve families will contain mixed-age primary or mixed-age secondary pupils, and both will attend the Family School at the same time to allow for some mixed-age work across all three key stages. There will also be crèche provision for a family’s pre-school children if needed. All sessions will be supported by the SENCo and professionals on placement. The distribution of pupils across key stages will vary from year to year dependent on commissioning and local priorities

SOCIAL & EMOTIONAL PROGRESS GROUPS

ACADEMIC PROGRESS GROUPS		Vertical family group A	Vertical family group B	Vertical family group C	Vertical family Group D	Total no. pupils
	Peer group Key stage 1	5	4	5	3	17
	Peer group Key stage 2	3	3	4	5	15
	Peer group Key stage 3	4	5	3	4	16
	Total no. pupils	12	12	12	12	

Description by year

Year 1: 1 multi family group (maximum 12 pupils)

Literacy and numeracy curriculum. There will be three groups of 4 pupils for key stage learning in literacy and numeracy teaching sessions and each group will be taught by a curriculum teacher and a therapist teacher: KS1, 4 pupils, KS2 4 pupils, KS3 4 pupils. English and mathematics will be predominantly taught in separate primary and secondary groups although some teaching will combine KS2 and KS3 pupils. Mix of group work and one to one tuition will be available.

The mentalisation, social, emotional and behavioural curriculum will be taught in a vertical multi-family group of 12 pupils and their parents or carers. The therapist/teacher will lead on this curriculum input.

- PAR – mentalisation skills curriculum: mix of one to one, group and multi-family groups. (PAR is described below.)
- Enrichment activities: predominantly group and multi-family groups.
- Multi-family group session: whole group
- Bio-feedback for behavioural and stress management.

Year 2. There will be 2 multi-family groups of 12 children and parents in each. Teaching groups will increase to an average of 8 pupils per key stage group. Staffing will increase to match expansion.

Increase to 24 FTE pupils distributed as for year 1 (2 multi-family groups)

Year 3. Increase to 36 FTE pupils distributed as above (3 multi-family groups)

Year 4. (Steady state) 4 multi-family groups (maximum 12 pupils), totalling 48 FTE pupils.

Teaching groups: KS1 17 pupils, KS2 15 pupils, KS3 16 pupils. Total 48 FTE pupils

In *section D3* the projected pupil numbers and classes are used to derive necessary staffing levels.

Curriculum in more detail

The balanced pyramid model above stresses the role of the National Curriculum in our proposed family school. This should enable the most effective transition from and integration back into the mainstream for our pupils. It is likely that initial assessments will highlight the need to work in a 'stage not age' way, so that each pupil can catch up with concepts and skills that previous poor behaviour and attendance have inhibited. This is intrinsically child-centred because our entry point to the curriculum begins with an assessment of each pupil's previous academic attainment, their emotional literacy and their prior educational, social and family experience. This means that we will use the skills base within the pyramid model to support academic learning.

Our approach to the content of the curriculum will be responsive to each pupil's changing learning needs and informed by the curriculum planning in the mainstream school. Weekly links to mainstream teachers' on-line lesson plans will ensure that the content of the National Curriculum literacy and numeracy are covered in a personalised and differentiated learning plan. Success of the academic teaching will be judged by assessment against the rate of progression of peers in mainstream school. Other curriculum projects covered by peers will be incorporated into the literacy- and numeracy focused lessons.

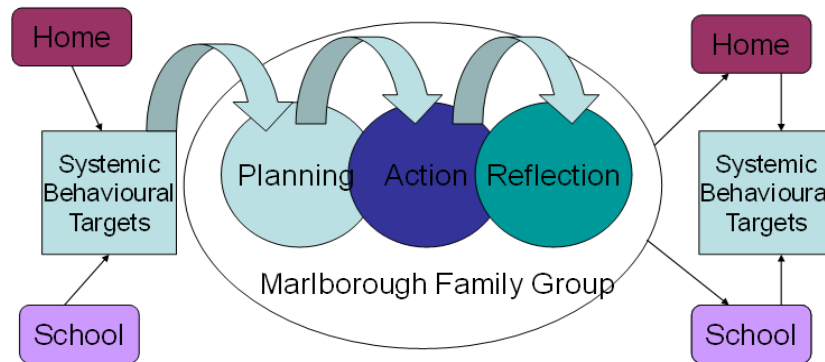
Our approach to pedagogy will be based on a balance of one-to-one tuition and group work. One-to-one teaching will provide a safe context for pupils to take risks and address areas of previous failure, and will also provide the context for highly focused skills teaching. Group work will support each pupil in developing the skills of team work and problem solving that will be essential in making a successful return to their mainstream classroom.

Two methodologies which will be important in our family mentalising curriculum are **Planning, Action, Reflection (PAR)** and **Biofeedback**.

Planning, Action, Reflection (PAR)

PAR means that time spent with pupils and families on any particular task is segmented into a planning stage (where each pupil is enabled to set an aspirational target) an action stage (where the plan is carried out) and reflection, where lessons are learned from the session.

The task itself may involve a behavioural target set by the mainstream school, for example, or by a parent.



The PAR process

Our programme’s daily structure will include a repeated pattern of PAR, employed over the course of each session and also within each lesson.

Our pedagogy is based on the understanding that family and multi-family learning can strengthen the outcomes for each pupil since it is in the family context that many previous patterns of failure and difficulty have occurred. Structured family conversations about learning will inform a “next steps” approach to planning and curriculum delivery.

The PAR mentalisation skills multi-family session is a unique element of our programme. It is a key mechanism for linking pupils’ progress at home and mainstream school. The PAR process will thread through the whole day, and the whole programme, as a way of ensuring that pupils’ needs are being met and that targets are relevant and enable progress.

Example of a PAR/mentalisation session

This example is based on methods already used successfully at the MFEC:

Aim: to develop Social Cognition in pupil and parent.

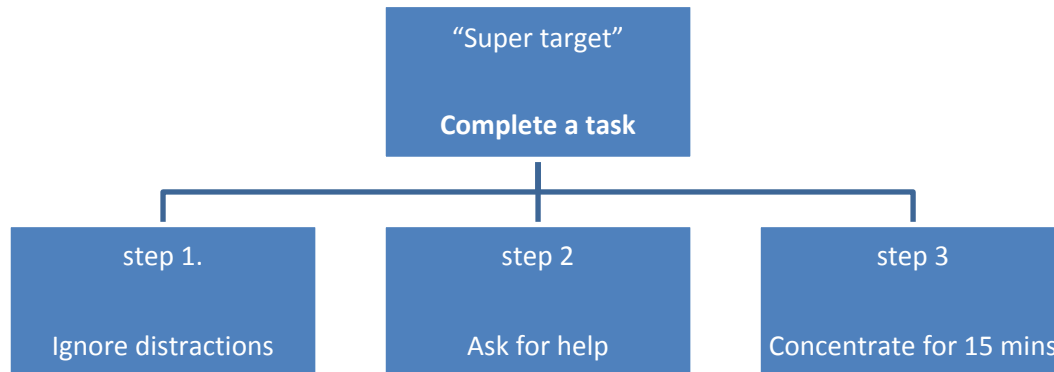
Context: Vertical multi-family workshop using the PAR model.

Planning (P): psycho-educational

- Outcome identified for the group - to improve thinking under pressure.
- Twelve families work together with two staff to plan an aspirational goal for each pupil for the day - commonly known as super-targets (see below). Each pupil will have been supported to identify an aspirational goal for workshop focus. The target can be behavioural, academic or both.
- Each child names their behavioural and learning target for the session. For example, these might be the skills needed in schools and at home, typically:

- Listening and following instructions
- Turn taking and patience
- Focusing and concentrating
- Managing conflict between peers and siblings
- Managing disappointment/losing

A goal identified by the mainstream school can be broken down into observable steps:



A mainstream school goal as ‘supertarget’, broken down into steps

- A parent coach is allocated to each pupil to identify strengths and, if the pupil comes under pressure, to help in the use of, for example, breathing techniques to help the pupil access their higher brain function (thinking)
- Pupils are offered the use of heart rate monitors to aid breathing and heart rate management
- Scientific and sport-based tips on keeping focused and calm by using breathing and heart rate techniques are given

Action (A): educational workshop

All About Me:

- Pupil interviews parent for historical data linked to year of birth
- Pupil writes/draws/cut and pastes information gleaned into a paper or ICT document- working alone for 15mins
- Pupil shares ideas with the group
- Camcorder used to film process
- Parental involvement techniques used to develop parental observation and feedback skills.

These skills and attitudes are important in the formation of group cohesion, engagement, and the development of the ‘Family Team’. Multi-family group sessions will be led predominantly by the therapist teacher, but opportunities to hand over the leading of the activity to parents and children offer excellent contexts for change. Much important relational information is gleaned during

these activities and, like all the activities, if they are filmed and played back, opportunities for reflection and constructive observations can be found. However, they can also be used simply as a short warm-up or introductory activity, where they contribute to the creation of an enthusiastic, energetic group atmosphere. Typical ice-breaker and circle time activities fit into this category as do activities that look at, explore, amplify and offer the opportunity to develop such aspects as family dynamics and relationships. A main aim is to create a situation where the usual family pattern can be seen in action and to then disrupt it in order to give a positive alternative. Attention can also be paid to attachment patterns.

Reflection (R): lessons and skills learned

The multi-family group watches film of the activity, pausing to note new skills and emerging competences. Families help create a take-away menu for each child, of new skills to be tried at school and at home based on the observations.

Another example: daily target reflection:

Step 1: Revisit the purposes of the group and the ground rules for sharing ideas

Step 2: A child reads out their behavioural home and school targets from the previous day. Invite the family to speak for two minutes to give feedback on targets and any other important information linked to the task of change.

Encourage participation by curious questioning

Step 3: Summarise themes and questions coming out of family's feedback, checking this out with family and bringing it back for the whole group to focus on

Step 4: Facilitate constructive suggestions and ideas from the rest of the group. Encourage children **and** adults to speak. Set up enactments or role plays when appropriate. Encourage recognition of change and give lead for applause and praise. Block destructive challenges or negativity

Step 5: Summarise and write up a list of options and ideas and possible strategies as a menu for each family for the future. Type out the ideas menu and send to each pupil and parent as well as the mainstream teacher. Certificates of Success ceremonies to include invited key family members and professionals

Biofeedback for behavioural control and stress management

Unacceptable classroom behaviour ranging from disruption to violence is often described as coming 'out of the blue'. Such behaviour may be as unpredictable to the pupil involved as to peers and teachers.

At the MFEC we have extensively trialled simple biofeedback appliances, such as wrist-watch heart-rate monitors, in enabling pupils to predict and avoid loss of control. The techniques used have been described in a published article:

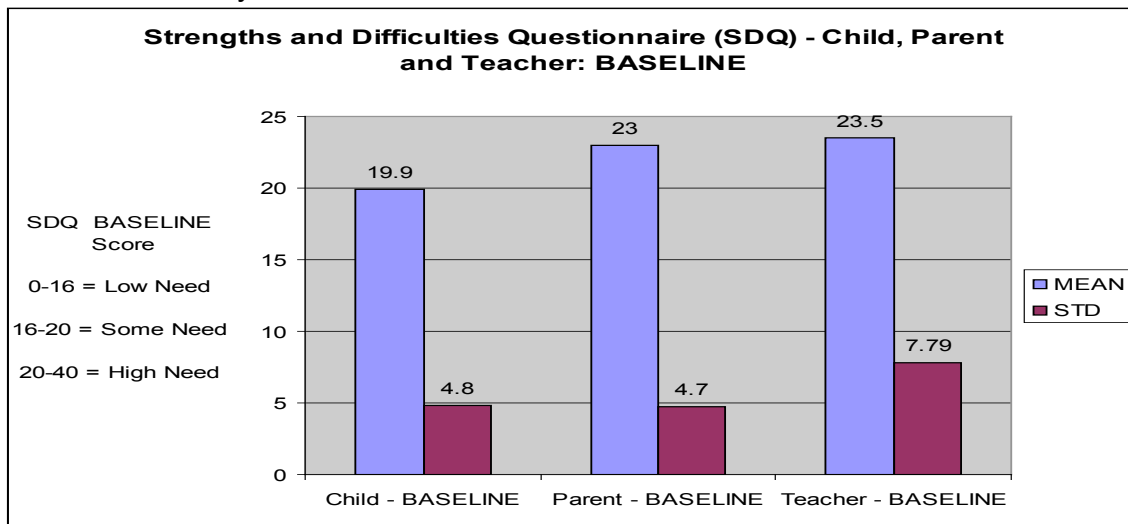
'Hearts on their sleeves: the use of systemic biofeedback in school settings,'
Brenda McHugh, Neil Dawson, Anthony Scrafton and Eia Asen *Journal of Family Therapy* (2010) 32: 58-72.

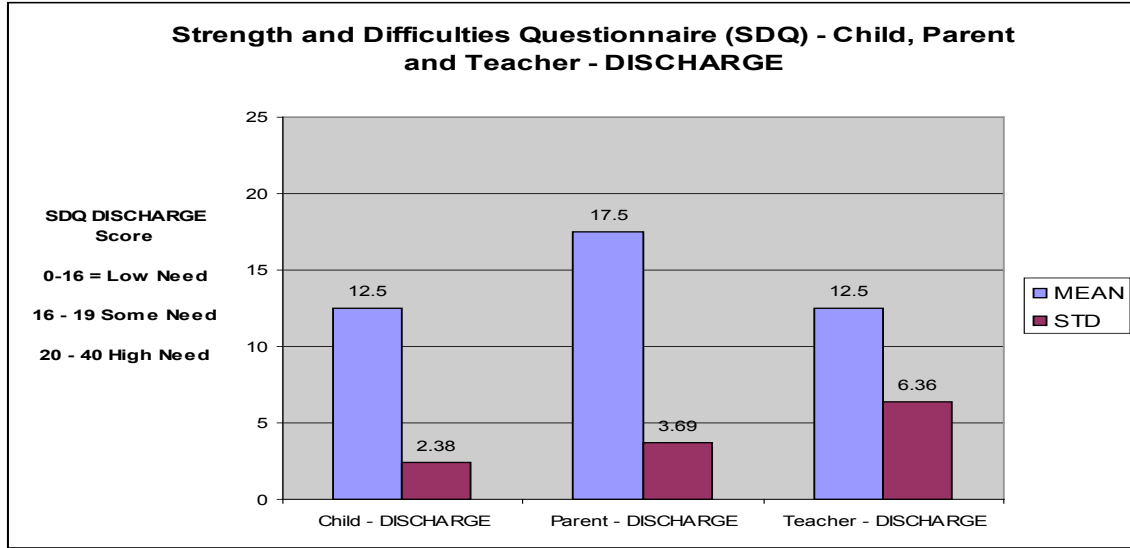
In the proposed family school, systemic biofeedback monitoring will be offered to all pupils and their parents to help them identify stressful triggers and practise the

management of internal and external stress.

Heart rate monitors will be available for pupils to learn to manage their breathing rate and heart rate variability in a mind lab, and then to practise the newly acquired skills in classroom learning situations. They may be worn throughout the day and stressful triggers recorded in a diary along with time taken to recover physically and to access higher brain function when problem solving in classroom or play area. Pupils and parents will be encouraged to practise these skills at home, with outcomes discussed in the daily multi-family group.

A feasibility trial *Multi Family Group for ADHD and other Challenging Behaviours* was carried out in the MFEC in 2012 to assess the effectiveness of working with heart-rate monitors and the biofeedback curriculum. The results for the 8 pupils participating with their parents are set out in the table below. They show that the pupils made highly statistically significant changes as measured on the Strengths and Difficulties Questionnaire described in section D5, moving from the border between 'some need' and 'high need' down to the 'low need' category. The parents' scores reduced from high into the 'some need' range and the teachers' from high to low need. The programme was carried out over eight weekly sessions of ninety minutes each as described in the curriculum structure below.





Multi Family group for ADHD and other Challenging Behaviour

This is an example of a programme currently in use in the MFEC and will be used for the bio-feedback curriculum in the Family School. Skills learnt in these lessons will rapidly be applied in the mainstream classroom.

Sess- ion	Date	Title	Attendees
1	Tue 31 st 90 min	Nurtured Heart Approach: Introduction. Group discussion on Nurtured Heart approach	parents
2	Tue 7th 90 min	Experiencing different states of emotions and recovery: Intro to biofeedback. Circuit training & recovery phase. Discussion & reflection	parents children
3	Tue 21st 90 min	Experiencing different states of emotions and recovery management (visualization and relaxation): Baseline heart rates (HR) worked out. Exercise, visualization, breathing, relaxation. Discussion/reflection	parents children
4	Tue 28th 90 min	Experiencing different states of emotions and focused recovery: Chelsea FC: striker/defender differences. Emotion activity levels. Communication/ instruction activity. Discussion/reflection	parents children
5	Tue 6th 90 min	Video analysis/mentalisation of HR level: Video feedback/analysis (recorded activity from previous session). Predicted HR vs actual HR. Discussion/reflection	parents children

6	Tue 13th 90 min	Different types of stimulation and impact on HR: 3 hubs of stimulation Stroop test/Nintendo Wii/The Arithmetic corner Time taken to resume baseline HR Discussion/reflection	parents children
7	Tue 20th 90 min	Medication, review and Robot buttons: Medication issues/management – Group discussion with children and parents. Focus group: Review of My Outcomes Robot activity: parent group and children group	parents children
8	Tue 27 th 90 min	Final session Parent and child face-painting Review of the programme and outcomes	parents children

Biofeedback learning programme



With displays of the type shown here, 16 pupils or 8 pupil-parent pairs can work together to improve heart rate management and breathing rate.

Qualifications

To promote and encourage excellence, the Family School will nurture and strengthen success through the recognition provided by using external qualifications. Public recognition of the cognitive, social and emotional steps made towards closing the achievement gap will reward progress towards developing skills for independent learning and inclusion.

Responsibility for **end of Key Stage assessments** will remain with the commissioning school where each pupil is on-roll, and the Family School will ensure that each child is supported in taking part in all relevant assessments and examinations taking place there.

In addition, all pupils will be offered accreditation through the **AQA Unit Award Scheme (UAS)** to recognise progress and development in their social, emotional and behavioural learning achieved through the pyramid model of the curriculum. There will be an AQA Unit Award for every pupil in Key Stages 1- 3, and also for their parents. This will give them recognition for skills acquired and demonstrated across the Family School, both intra- and extra-curricular. The areas that these UAS will cover are:

- Safe uncertainty
- Playfulness
- Reflective contemplation
- Perspective taking
- Impact awareness

- Curiosity
- Turn taking
- Belief in change
- Forgiveness
- Trusting attitude
- Humility
- Assuming responsibility & accepting accountability
- Autobiographical continuity

(E Asen, P Fonagy, Mentalisation-based therapeutic interventions for families, Journal of Family Therapy, Volume 34 Issue 4 pp 347-370 Nov 2012)

Improvements in social and emotional skills for communication and co-operation will also be acknowledged using the curriculum and awards from the **English Speaking Board**. In particular the Group Speaking Junior Foundation, Junior Intermediate and Junior Advanced Awards for children aged 7-11 years. Adult literacy, as a means of strengthening families to support pupils' learning, will also be evidenced through the English Speaking Board using the Award in Oral Skills for Work Preparation.

The Pupil's Experience

Programmes of Study

As stated earlier, our pupils will be expected to arrive with at best a patchy grounding in the fundamental areas of literacy and numeracy, much of the National Curriculum will have been inaccessible to them. Therefore, whilst the breadth of what we offer will be more restricted than in their mainstream school, it will be based on their class teacher's planning. This will give pupils the best chance of accessing the mainstream curriculum. It will also include personalised curriculum contexts and experiences that reflect each individual pupil's strengths and interests and that reinforce their independence and resilience. Each pupil's curriculum plan will be co-ordinated using the PCLP and will be connected to their mainstream teacher's planning. The PCLP will have two elements necessary for the management of mental health in the classroom.

1. Fixed- a structured day
2. Flexible- skills and knowledge-based learning can be adapted in line with psychological state.

Example of a personalised learning programme of study and recovery: timetable for pupil described in Case Study 1 - INCLUSION+ stream

Pupil A arrives on a Monday in a distressed state. His mother tells of family arguments between adults at the weekend. The timetable is created, orientated to a stress management curriculum. Lessons 1 and 2 focus on stress management using bio-feedback. Lesson 3 contains goals involving stress

management and impulse control as well as literacy progression. The pupil is rewarded for skills learnt in the bio-feedback session and implemented in the literacy lesson. Enrichment includes a range of therapies and child protection monitoring from the curriculum below. The therapist/teacher organises the day, with the parent in attendance.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.00	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
9.00 - 9.30	Daily Goal setting	Daily Goal setting	Daily Goal setting	Daily Goal setting	Daily Goal setting
9.30 - 10.15	PAR	Numeracy	Biofeedback	PAR	Numeracy
10.15- 11.00	PAR	Literacy	Numeracy	PAR	Biofeedback
11.00- 11.15	Break	Break	Break	Break	Break
11.15- 12.00	Literacy	PAR	PAR	Literacy	PAR
1.15 - 2.30	Enrichment	Biofeedback	Enrichment	Enrichment	Enrichment
1500 - 16.30	Homework Club / Adult Literacy	Homework Club / Adult Literacy	Homework Club / Adult Literacy	Homework Club / Adult Literacy	Homework Club / Adult Literacy

Mental Health Team Intervention	Parents/Family	Pupil
Multi Family Therapy	Mentalising skills practice	
	Parents group	Behaviour targets
	Psycho-social education	Educational targets
		1:1 and small group teaching
	Cross family teaching	
	Adult peer mentoring	1:1 mentoring

Pupil A's timetable and the interventions that would be used

School Timetable and calendar

Our school year will follow commissioning local authority patterns so that our pupils can maintain maximum opportunities for inclusion with their peers.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.00	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
9.00 - 9.30	Daily Goal setting	Daily Goal setting	Daily Goal setting	Daily Goal setting	Daily Goal setting
9.30 - 10.15	PAR	Numeracy	Biofeedback	PAR	Numeracy
10.15- 11.00	PAR	Literacy	Numeracy	PAR	Biofeedback
11.00- 11.15	Break	Break	Break	Break	Break
11.15- 12.00	Literacy	PAR	PAR	Literacy	PAR
1.15 - 2.30	Enrichment	Biofeedback	Enrichment	Enrichment	Enrichment
1500 - 16.30	Homework Club / Adult Literacy	Homework Club / Adult Literacy	Homework Club / Adult Literacy	Homework Club / Adult Literacy	Homework Club / Adult Literacy

A typical term time weekly timetable

	Inclusion	Inclusion +	4 Inclusion
8.30-9.00 *	Breakfast - establishing readiness for learning	Breakfast - establishing readiness for learning	Breakfast - establishing readiness for learning
9.00-9.30	Planning, goal-setting	Planning, goal-setting	Planning, goal-setting
9.30-10.15 Lesson 1	Classroom based group learning: Literacy/numeracy + School project	Classroom based learning: Literacy/numeracy Small group & 1:1	Classroom based learning: Literacy/numeracy 1:1
10.15-10.45 Lesson 2			
10.45-11.00		Break	
11.00-12.00 Lesson 3	PAR - mentalisation skills multi family session (AQA) Preparing for inclusion Speaking/listening (ESB)	PAR - mentalisation skills multi family session (AQA) Preparing for inclusion Speaking/listening (ESB) Stress management/Bio-feedback	PAR - mentalisation skills multi family session (AQA) Anger management/Bio-feedback Trauma recovery Speech & language
12.00-12.15	Setting targets for school	Reflection	Reflection
12.15-13.15		Lunch	
13.15-15.30 Lesson 4 +	In school with support	Enrichment programme or in school with support or therapy	Enrichment programme or therapy
15.30-16.30 *		Homework club/Adult literacy	Homework club/Adult literacy

A typical day's activities (* Denotes not compulsory)

Arrangements will also be made for pupils to attend their mainstream school all day for specific events including assessments and examinations, school programmes at the start and end of terms and particular school or class celebrations. This is important for pupils so that they maintain and nurture links with their mainstream school, teachers and peers. Homework will be accessible via the virtual learning platform.

Enrichment activities:

The aim of the enrichment programme is to enhance the young person's experience of the world outside themselves. We will aim to:

- Prepare young learners for successful reintegration into school, further education or employment
- Develop young learners' personal integrity, self-esteem and citizenship
- Identify and change aspects of behaviour that contribute to difficulties experienced in school.

We intend to make use current developments in a London Curriculum following the Mayor's Education Inquiry, such as London Arts opportunities.

During the summer break, there will be a specific programme for pupils with higher vulnerability (moderate and severe) and their families. In addition, vulnerable pupils making the transition from primary to secondary school will also participate in a tailored programme.

Elements within the **extended curriculum and in any out of hours provision** will include:

- Sports and exercise
- Self-care and personal responsibility
- Cultural development
- Preparation for transition to secondary school

The activities for pupils offered, at an age appropriate level, will include:

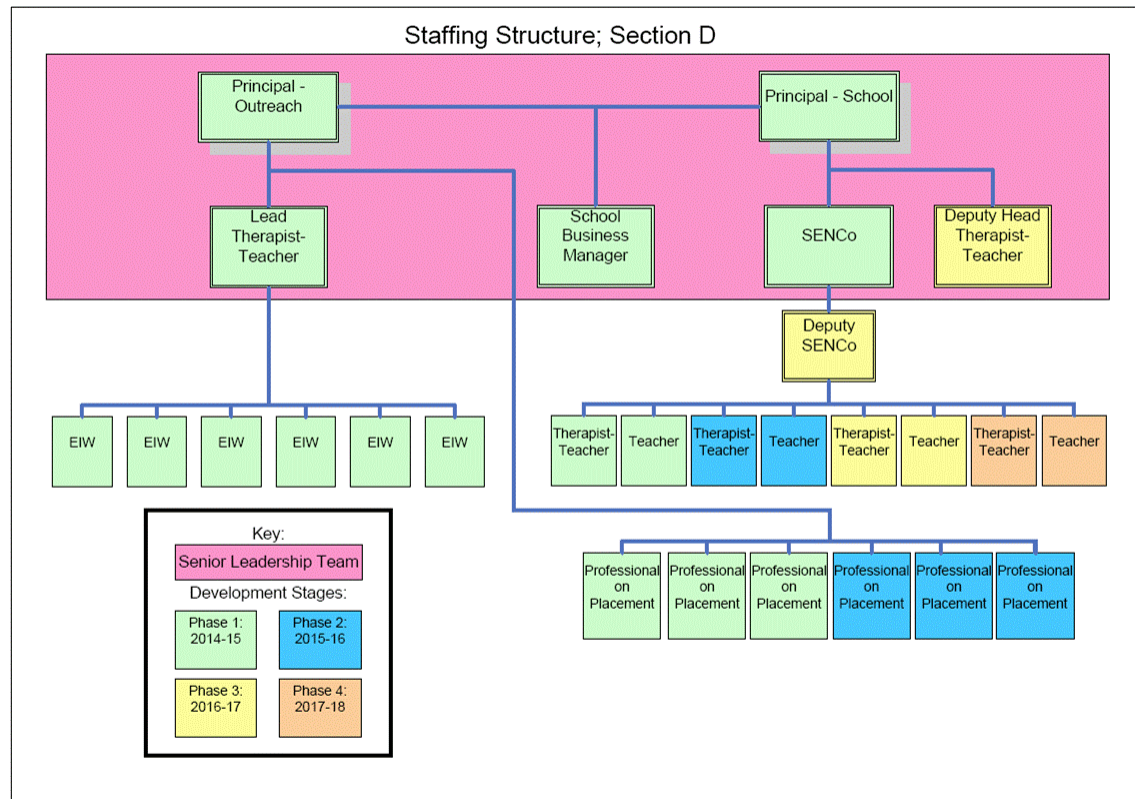
- Breakfast club
- Sports (badminton, rugby, rowing, table tennis, trampoline)
- ICT
- Music (performance and production)
- Study skills
- Art and design
- Therapeutic Support
- Peer mentoring

Activities for pupils and parents will include:

- Breakfast club

- Family cooking
- Family gardening
- Family games/family ICT
- Family sport
- Family outings to London curriculum sites
- Therapeutic support
- Adult literacy

D 3 Staffing Structure



This diagram describes the staffing structure and requirement for years 1-4.

Senior Leadership Team will be:

- Joint Principal (Family School Programme)
- Joint Principal (Outreach programme, training and research)
- SENCo (Part-time)
- School Business Manager (Part-time)

Joint Principal QTS and Consultant Psychotherapist UKCP Reg. Family School Programme will

- line-manage the Lead Teacher , SENCo and the therapist/teachers.
- line-manage curriculum teachers.
- supervise (with the Outreach Principal) other professionals on placements.
- be responsible for performance management
- be responsible for liaison and management of therapy partners and agencies. be responsible for Child Protection and Safeguarding
- manage partnerships with CNWL, AFC and other health partners such as Occupational Therapy and Speech and Language.
- link to the Business Manager in relation to contracts and care of the premises

Joint Principal QTS and Consultant Psychotherapist UKCP Reg. Outreach programme, training and research will

- line-manage and supervise Lead Teacher Practitioner (early intervention and outreach work).
- line-manage and supervise team of six Early Intervention Workers
- supervise performance management of training professionals on placements.
- manage partnerships with AFC, UCL, Teacher Training Institutions, Imperial and Yale in respect of training and research.
- take responsibility for finance and links to Business manager
- manage contracts with local authorities and schools.

Both Joint Principals will work closely with the governing body to ensure strategic direction is linked with resources and policy through the school improvement plan and accountability framework.

SENCo

Responsible for ensuring that appropriate PCLPs are in place for every pupil to

1. Ensure that progress is recorded and tracked using on-line systems to provide a better rate of academic progress than prior to referral
2. Ensure pupils improve in self-help, becoming independent learners, and improve their behaviour at home and in school
3. Prepare for inclusion by monitoring behavioural and learning progress

The SENCo will liaise between the Family School and the referring schools to ensure the educational and therapeutic provision is of the highest quality and fits the assessed needs of every pupil.

The SENCo will also have the responsibility for the day-to-day operation of the SEN policy linked to the School Action and School Action Plus plans of the referring school.

The SENCo will be responsible for the preparation of monitoring data for reviews to be shared with parents, pupils and teachers

The SENCo will liaise with the professional network and co-ordinate regular reviews for any complex networks actively involved with the pupils.

A Deputy-SENCo may be added to the staff in year 3 or year 4.

Business manager

The business manager will manage all contractual arrangements, supervise administration of the School and manage the building.

The Family School Mental Health Team

The partnerships with the AFC and CNWL will provide a capacity to deliver, alongside the teacher/therapist responsible for each pupil, the mental health interventions for each child and family. Needs may be:

- diagnosed at the point of referral, or
- identified as part of the psychological and risk assessment for each pupil.

The multi-disciplinary team will be comprised of:

- Child Psychiatry
- Child Psychotherapy
- Clinical Psychology
- Social Work
- Family Therapists – Asian, Chinese and Arabic language speaking therapists
- Early Intervention Workers (EIWs) - (the EIW role is described in detail in Section E1)

The Joint Principal in charge of the Family School programme will liaise with a senior member of the mainstream school’s Mental Health team in order to align and rationalise interventions.

The Roles and Responsibilities of teaching staff

Roles and responsibilities are summarised in the table below.

	Inclusion	Inclusion +	4 Inclusion
Curriculum Leads Curriculum Teacher	Curriculum development linked to mainstream peer group In-school observations Contribute to daily record keeping to track educational progress Produce educational component of PCLP	Curriculum design and development + links to mainstream peer group lessons. In school observations Contribute to daily record keeping to track educational progress Produce educational component of PCLP	Curriculum design and development SEN G&T Extra Curricular support Reading Interventions Maths recovery Contribute to daily record keeping to track educational progress (PCLP).
SENCo	Liaise with mainstream teacher and SENCo Data Analysis and Record keeping Co-ordinate PCLP assessments and monitor pupil progress,IEPs for reviews Advise practitioners working with pupils on SEN	Liaise with mainstream teacher and SENCo Data Analysis and Record keeping Co-ordinate PCLP assessments and monitor pupil progress,IEPs for reviews Advise practitioners working with pupils on SEN	ICT Management Data Analysis and Record keeping Co-ordinate assessments and monitor pupil progress for reviews-IEP Advise practitioners working with pupils on SEN Liaise with any Educational professionals linked to the pupil
Therapeutic Leads Therapist/teacher	Co-ordinate and lead the Social, Emotional and behavioural programme Support pupil in school with behaviour strategies Liaise with Mental Health team Record progress and therapeutic outcomes for PCLP Maintain pupil records on safeguarding and risk.	Co-ordinate and lead the Social, Emotional and behavioural programme Design and deliver the Enrichment curriculum Family therapy Group therapy Support pupil in school with behaviour strategies Liaise with Therapeutic team Record progress and therapeutic outcomes for PCLP Maintain pupil records on safeguarding and risk.	Co-ordinate and lead the Social, Emotional and behavioural programme Design and deliver the Enrichment curriculum Family therapy Individual therapy Group therapy Liaise with Therapeutic team Record progress and therapeutic outcomes for PCLP Maintain pupil records on safeguarding and risk.

Roles of teaching staff by inclusion stream

Relation of staffing to curriculum delivery

Curriculum delivery and numbers of pupils were discuss above in section D2. The table below shows how staff numbers relate to student numbers in year 1.

Year 1: Timetable accommodating 12 pupils in **1 multi-family group** of 12. Staff to pupil ratio minimum 1:1 maximum 1:6

Staffing requirements

- 1 therapist teacher **A**
- 1 curriculum teacher **B**
- 1 SENCo **C**

+ 3 Professionals on placement + Mental Health delivery team

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.00	Breakfast Club A B C	Breakfast Club A B C	Breakfast Club A B C	Breakfast Club A B C	Breakfast Club A B C
9.00 - 9.30	Daily Goal setting A B C	Daily Goal setting A B C	Daily Goal setting A B C	Daily Goal setting A B C	Daily Goal setting A B C
9.30 - 10.15	PAR A B	Numeracy A B C	Biofeedback A B	PAR A B	Numeracy A B C
10.15- 11.00	PAR A B	Literacy B A C	Numeracy A B C	PAR A B	Biofeedback A B
11.00- 11.15	Break	Break	Break	Break	Break
11.15- 12.00	Literacy B A C	PAR A B	PAR A B	Literacy B A C	PAR A B
1.15 - 2.30	Enrichment/ Reviews A B	Biofeedback A B	Enrichment/ Reviews A B	Enrichment A B	Enrichment A B
1500 - 16.30	Homework Club / Adult Literacy C leads	Homework Club / Adult Literacy C leads	Homework Club / Adult Literacy C leads	Homework Club / Adult Literacy C leads	Reviews

Curriculum Delivery to 12 pupils in 1 multi-family group in year one: Coloured letters represent staff members.

By Year 4, 48 pupils will be present in **4 multi-family groups** of about 12

Staffing Requirements

- Deputy Head
 - 4 therapist teachers **A**
 - 4 curriculum teachers **B**
 - 1 SENCo **C**
 - Deputy SENCo (part-time)
- (Staff to pupil ratio minimum 1:1, maximum 1:6)

+ 6 Professionals on placement + Mental Health delivery team

D4: Meeting the needs of all pupils

'Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.' *The United Nations Convention on the Rights of the Child* (Articles 12 and 13)

All pupils will be involved in recording their views and ideas on the continuous development of their personalised care and education plan (PCEP) See Sec D5

Special Educational Needs

The Family School will comply fully with the current SEN Code of Practice and all guidance and regulatory requirements that emerge from any legislative and policy changes arising from the SEN Green Paper. We will have a suitably qualified and experienced SENCo who will ensure the effectiveness of individual programmes and maintain appropriate links with other agencies.

To ensure that the needs of individual pupils are met we will collect all available baseline data for each pupil. There will be a clear and explicit expectation that all referring schools will provide all the data they have as part of the referral process. It is imperative that we are able to collect and fully understand all available baseline data so that we can plan an appropriate and personalised programme for each pupil. The following information and data will be required:

- National Curriculum levels
- Teacher assessments
- School records to include attendance and exclusion data etc.
- SEN records
- CAF
- External agencies (CAMHS, YOT etc)
- Medical history
- Parents / Carers information
- Pupil's own perceptions

We will collate the baseline data from the referral school together with additional assessment on admission to the Family School and design a personalised care and learning plan (PCLP) for each individual pupil. The PCLP will be a way of showing 'at a glance' the range of provision we will make for each pupil with additional needs. It allows us to audit the needs of each pupil and identify how their needs should be addressed. This data will be collected by the SENCo working in partnership with individual curriculum teachers.

Example of a PCLP

Boy 11y 7m

Information gathered from:

- Discussions with school staff
- Access to school records
- Interviews with pupil and family members
- Observations in mainstream class
- Observations during first week at the Family School
- Clinical psychology assessment with pupil
- Information from TAC interagency professionals
- Baseline education assessment during 1st week in Family School

Education baseline assessment

- Reading age 7y 4m. Difference from CA -4y 3m (NFER Test)
- Maths Competency 38th centile (Hodder and Stoughton MCT)
- Spelling Age 8y 6m. Difference from CA -2y 1m
- NC Reading En2 - level 2b
- NC Number and Algebra Ma2- level 3b
- Attitude to learning - literacy 3-4 (teacher assessed 0-10 scale)
- Attitude to learning –numeracy 4-5 (as above)

Psychological baseline assessment

- Unwilling to tackle new work particularly reading and writing
- Poor impulse control –hitting and kicking peers
- Verbally aggressive towards school staff
- Occasionally physically aggressive towards staff
- Tears up and destroys own work
- Social communication deficit
- Looked after child (intermittently over 5 year period)
- Poor mentalising skills – poor perspective taking, lack of curiosity, poor impact awareness, lack of trust, poor understanding of autobiographical continuity
- Anxious, disorganised attachment profile
- Parent with history of mental health issues
- Parent with poor mentalising skills which match her son's
- History of alcohol abuse
- Single parent with history of domestic violence
- Poverty and poor housing
- Three younger siblings age 18m, 4 and 9

A PCLP such as the above will guide our education and therapy programme for the pupil and his family. The initial profile is gathered as quickly as possible with contributions from the curriculum teacher, the therapist teacher, the AFC/CNWL clinical psychologist and coordinated by the SENCo. All of the Family School staff working together with those who will also be UKCP registered psychotherapists will have the skills and competencies to complete a first class PCLP.

The PCLP will be constantly updated to reflect change and new information as it

occurs during the pupil's attendance.

Meeting different needs

Meeting different needs is at the heart of our programme and it is only through a holistic approach to addressing all of a child's needs that they can make progress across all of their targets and return successfully to their mainstream school. We will use daily and weekly formative targets and six-weekly review of progress meetings to evaluate the impact of interventions and plan the next steps. Pupils will be involved in reviewing and evaluating their progress against their targets on a daily basis. The concept of 'No decision about me without me' from the government's mental health strategy will inform the Family School's daily practice of working with parents and pupils together. The SENCo will oversee and coordinate this process, linking both with the commissioning school and the mental health team.

Based on our experience, the Family School will expect approximately 25% of children referred to us to have SEN. This is likely to comprise 15% with Behaviour, Emotional and Social Difficulty (BESD), 5% with Speech, Language and Communication Needs (SLCN) and 5% with Autistic Spectrum Disorder (ASD). Of this cohort there will be approximately 50% of the pupils who will also have an associated Specific Learning Difficulty (SpLD) and 5% with a Moderate Learning Difficulty (MLD). These learning difficulties are commonly hidden by the pupil's behavioural presentation and become revealed more clearly as their behaviour improves. Equally, a pupil who appears to have a defined learning difficulty can show that this is actually not the case once their behaviour and emotional well-being has improved. As their focus on learning becomes established these pupils can make accelerated progress to catch up with their peers.

How these special needs are manifested:

Pupils with **Behaviour, Emotional and Social Difficulty (BESD)** will be referred to the school with a range of behavioural challenges including:

- Violence and fighting with peers
- Aggression towards teachers and other adults
- Abusive language to peers and adults
- Poor attention in lessons
- Destroying work
- Damaging equipment and furniture
- Refusal to attempt work
- Walking out of lessons
- Walking out of school
- Poor school attendance
- Withdrawn and reclusive presentation
- Self-Harm

- Suicidal ideation
- Substance abuse
- Anxious and stressed presentation
- Low mood
- Depression

Pupils with **Speech, Language and Communication Needs (SLCN)**:

- Elective mutism
- Withdrawn and reclusive presentation
- Poor peer relations
- Patchy academic profile
- Anxiety and stress
- Low self-esteem
- Refusal/inability to participate in balanced curriculum

Pupils with **Autistic Spectrum Disorder (ASD)**:

- Poor peer relations
- Inability to understand what is required in many areas
- Tics
- Occasionally associated Tourette's style inappropriate vocalisations
- Specific preoccupations often with particular areas of learning
- Exclusion from broad curriculum
- Discomfort with changes and transitions
- Distress about their failure to be understood by others

For the Family School cohort the primary SEN presentation will be from the above categories and the SpLD and MLD issues will usually be secondarily present and dealt with as part of the treatment/learning process during attendance. Clinical and educational assessments will help to clarify the interaction between the behavioural and learning characteristics of the pupil.

Additional Educational Needs:

All of the pupils referred to the Family School will have AEN. They will present with a range of the behaviours listed above for those who have a statement for SEN. Because the Family School will be located in central London there are other relevant features which affect the targeted population. Approximately 75% of the referred pupils are likely to have **English as an additional language (EAL)**. Our use of interpreters and of access to therapies in languages other than English described in Section C will enable faster access and progress for children and families with EAL.

Social, Emotional and Pastoral Needs:

95% of the whole cohort will also have multiple social and family stress features such as:

- Recently arrived in the UK

- Lack of experience of UK school expectations
- Poverty
- History of trauma
- Family breakdown
- Mental illness in one or both parents
- Substance misuse in one or both parents
- Little or no English spoken in the family
- Witnesses to domestic abuse
- Poor housing
- Alcohol abuse
- Look after Children
- Multiple school attendances

The remaining 5% will be represented by families with children who have specific developmental conditions such as ASD and Tourette's Syndrome or other physical conditions such as muscular dystrophy that are impacting the pupil's self-confidence and ability to function and learn appropriately at school.

Gifted and Talented

If pupils are Gifted or Talented, this is likely to become apparent through our assessment and treatment processes at the Family School. The initial clinical and educational assessments may point to a child's particular gifts or talents but it is more likely that these will be revealed both through the psychological treatment programme and the enrichment elements of the school curriculum offer.

Disabilities

Ease of access for pupils or parents with physical disability will be taken account of both in the design of the building and in the delivery of the individual plan for each pupil.

Additional Therapeutic Needs

It is an assumption that all of the children referred to the school will have additional therapeutic needs. The task of the school programme is to investigate what lies behind the pupil's presenting behaviour problem and devise a relevant and effective therapeutic treatment programme for them.

Classroom management and environment

The learning and therapeutic non-stigmatising environment of every classroom in the school will promote clear messages that positively encourage and value pupils' efforts and respect parents, encouraging their participation. Positive relationships between staff, pupils and parents will be encouraged. Strategies for promoting good communication, closing the achievement gap and improving behaviour will be implemented.

Parents will be included in programmes of study and in therapeutic learning. Each classroom will have areas that allow for individual and small-group work

with pupils alone, pupils with their parent and a teacher and small groups of children and parents.

Parents will be supported at all times by the curriculum teacher and the therapist teacher. In addition teachers in training and educational psychologists in training will be working with children and parents both in the classroom and in the vertical multi-family learning. Again these professionals in training will be supported by the teaching leads and the SENCo.

The Family School recognises that there needs to be a clear recognition that the arrangement of furniture, access to resources, and classroom displays all have a bearing on the way pupils experience learning. Neutral colours will be used throughout the school with colours and textures denoting the different areas of therapy and learning. Furniture will be arranged to provide an environment conducive to focusing on family relationships and improving behaviours. Each therapeutic classroom will have an area for action and a reflective space. Areas will be arranged in a design that allows ready access to a secure and confidential space. Materials and resources will be arranged to ensure accessibility. Displays and the use of the whiteboard in every therapeutic classroom will be used to actively promote self-esteem and the importance of learning, through demonstrating the value of every individual's contribution.

As well as large classrooms designed for therapeutic learning there will be individual spaces for 1:1 teaching and ICT on line teaching. Rooms that are dedicated as a confidential space for therapy will be available for individuals and families.

We will create a learning environment where ground rules are negotiated, agreed and reinforced positively, pupils are listened to and their opinions valued. Careful planning and delivery of lessons that promote wellbeing will be essential to allow pupils to prepare for active learning and listening, build group cohesion, trust and respect as well as providing the opportunity to practise and develop specific social and emotional skills.

An area for the preparation of family meals will be maintained to a high standard as will changing facilities for babies and toddlers.

Use of cameras and video feedback for the families helping families

approach: Filming elements of the multi-family group has become a key feature of the MFEC's therapeutic process. It is done as a transparent collaboration between the families and MFEC staff with the understanding that filming is being done so that we can all learn by playing back and discussing the recordings. As video cameras have become cheaper and higher quality it is easy to produce a reasonable standard of film that can be played back immediately. If the group is held in a room where there is access to an interactive whiteboard or smart board so much the better. With this piece of equipment it is possible to play back recordings for the group and write notes or make lines on the screen to highlight

interactional processes or to draw and fill in 'thought bubbles' from people's heads to promote mentalising discussion.

When people watch themselves on screen they are more likely to see themselves as they are seen by others. The immediacy of the visual feedback offers more powerful information than can be described by words alone. Reflection using words to describe what someone thinks they have seen or heard is the usual way of discussing relationships and interactional processes in the multi-family group. Adding the extra visual element of film greatly augments the impact obtained using the auditory channel alone. Some people are better visual learners and do not perform well through the auditory medium.

Other agencies

One of our strengths in the Family School will be a fully integrated multi-disciplinary professional team. We will carry out planning and evaluation, training and professional development, and supervision and performance management together, so that professional improvements can be shared across disciplines, informing and enriching each pupil's programme. With a view to improving outcomes for some of London's most troubled young people, the recent report from The Mayor's Education Inquiry (2012) highlighted the need to develop "a common language and understanding across professional disciplines, and building partnerships between and across sectors". We have a strong track record in establishing and maintaining productive relationships with a wide range of other agencies, all of which can make important contributions to the progress and wellbeing of our pupils and their families.

For example, many of the pupils referred to the school will have child protection concerns that are already known about and will be actively involved with social workers as well as with a wide range of other agencies. The Family School staff will have a key role to play in the inter-agency collaborations necessary to keep the pupils safe. Equally, as has been our experience in the MFEC, there will be pupils for whom child protection concerns become known during their period of attendance. This is to be expected, given the therapeutic assessment and intervention processes which are at the heart of the Family School vision and design. All staff will be trained and continually monitored in relation to current best practice in safeguarding and child protection procedures. The practice of the school will require close working relationships with the statutory child protection and associated agencies. As family members will be attending the Family School with their children the staff will be in an excellent position to monitor risk in a live way and will be able to contribute very intensively to implementing key features of a coordinated child protection plan.

The following is a list of agencies that the MFEC has been routinely involved with and the Family School will continue to connect with any of them, as required, on a case by case basis:

- CAMHS

- Social Services
- Education Welfare Officers
- Education Psychologists
- Child Development Services
- Housing Services
- Adult Mental Health Services
- Paediatricians
- Police
- GPs and School Nurses
- Speech and language services
- Interpretation services
- Chelsea Football Club sports psychologists
- Faith organisations
- Freedom from Torture
- Youth Justice Board

ICT

A central feature of the Family School's treatment programme will be the use of systemic biofeedback technology designed to help children and parents become more aware of and better able to manage their own anger-associated behaviours. We will design and build a Mind Lab using cutting edge and innovative technology which will provide the opportunity for pupils and parents to learn how to use biofeedback techniques. (See McHugh B, Dawson N, Scrafton A and Asen E, 'Hearts on their Sleeves' The Use of Systemic Biofeedback in School Settings. *Journal of Family Therapy* 2010 32: 58-72)

The biofeedback programme teaches pupils how to use technology to recognise their internal stress and arousal states and to use relevant calming and other de-stressing activities to help them become less distractible and able to focus on a wider curriculum.

A training microsite has already been produced by Dawson and McHugh which provides extensive online material for professionals wishing to set up and run multi-family groups in school. The use of this will become a part of the mandatory training for all professionals who are to join the Family School or undertake placements there.

The school will use online individual tuition as part of the curriculum particularly for those pupils who are in the full-time 4Inclusion stream.

ICT will be used for pupils' self-monitoring of progress via the Child Outcome Rating Scale (CORS). This will be consistent with the requirements of the Government's *Children and Young People- Improving access to Psychological Therapies* (CYP-IAPT) outcome monitoring processes. Pupils will record their CORS data using tablet computers. This information (suitably anonymised) will

then be available for comparison with outcome data for other psychological intervention services across the UK.

ICT will be used to record the pupil's performance on the daily target sheets and we will use a multidisciplinary online record and tracking system to collate this data and use in graph form for the six-weekly review of progress meetings.

Partners

Mental Health Team Provision: this will be delivered via a partnership between CNWL and the AFC. These partners and members of the Family School will provide the supportive therapeutic resources that are central to the psychological treatment curriculum. They have committed to provide:

- Mental health interventions for child, parent and family
- Risk management for children considered high risk

The Bridge Academy Hammersmith and Fulham PRU: There will be a strong partnership with the senior leadership team of the Bridge Academy which will ensure that pupils are supported and directed to the right provision across the Tri-Borough of Westminster, Kensington and Chelsea, Hammersmith and Fulham. Professional skills and practical resources will be shared, including our approaches to innovation and research.

UCL Research and Training: relationships are being developed with UCL which will mean that the Family School will be able to benefit from postgraduate educational and clinical psychologists undertaking placements as part of their training programme. Similarly, research opportunities are being negotiated with the AFC and UCL research departments.

There is a partnership between **Imperial College London** and CNWL which will be made available to the Family School.

Ark Academies: new partnerships are being negotiated with the Special Needs and Innovations Section of the Ark Academies Trust to share and exchange resources.

The school environment: BUILDING

The building will be of a high design quality to inspire children and families who are deemed hard to engage with so that they feel included and keen to achieve. Continuing this theme, it will be in an area of London that is easily accessible by public transport and considered safe for pupils. It will have many of the features of a mainstream school alongside the non-institutionalised values of a family environment. It will avoid signs and features that can lead pupils to be concerned about the perceived stigma of attending a mental health service. In line with the

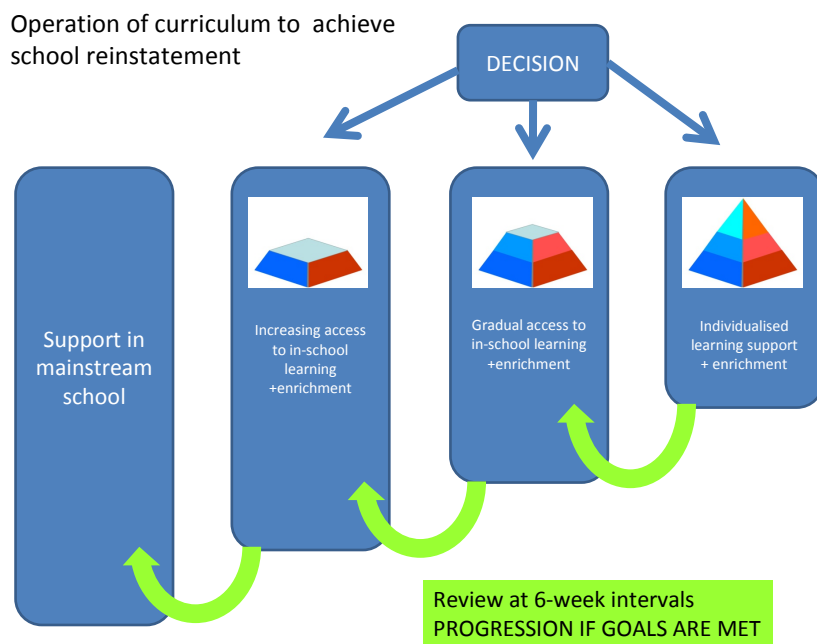
SEN Code of Practice the school environment will ensure accessibility for all pupils and will include features such as ramps, disabled toilets and communication systems for pupils and parents with a physical disability.

School Design: at the centre of the school will be a large multi-family space to accommodate groups of families for the therapeutic programme. This space will provide a challenging environment for pupils to learn the skills of negotiation and collaboration. Linked to it, a family kitchen and dining area will create a teaching and learning environment for family and independent living skills, as well as providing meals and snacks.

Internal and external play spaces will be accessible. Event areas for music and storytelling performances will be signposted using colours. Classrooms will be divided into smaller units providing spaces for individual and small group working. ICT will be available in every classroom.

Therapy and support rooms for confidential therapeutic delivery will form part of the school, alongside an OT Gym and a Bio-feedback Mind Lab. As the school will be a centre for professionals in the development and dissemination of expert practice in this field, facilities for observation, training and learning will also be provided. These spaces will also be used for professional network meetings and staff supervision and consultation.

Integration and transition



Pupils' reintegration and transition from their mainstream school will be kept

under constant review as part of the six-weekly review of progress. Our curriculum model is intended to provide a flexible balance between work in the Family School and that experienced in the pupil's mainstream referring school.

A pupil's PCLP will include strategies for gradual re-integration, using a lesson-by-lesson themed approach, enabling them to access the learning in their mainstream classroom on a daily basis.

Throughout the placement, we will continue to liaise with the mainstream school through regular planned meetings, additional support in the classroom, telephone and Skype contact, and email updates.

The SENCo will oversee and coordinate the six weekly review schedule. The actual review meetings will be managed by the therapist teacher responsible for the therapeutic governance of the pupil's placement. Individual psychological assessments will either be carried out by the therapist teacher or be accessed by them from the AFC/CNWL mental health team.

If a pupil is not making the expected progress at the six weekly review, it is the therapist teacher's responsibility to alert the SENCo who will call an emergency internal assessment meeting to include the School Principal and all key staff involved with the pupil's placement. This meeting will assess and decide what alternative actions should be taken.

After the pupil's return to school there will be further review meetings to secure their reintegration. We will also provide access and entitlement to a top-up programme for the pupil and their family, if this is necessary. One of the beneficial outcomes from our approach is that, on return to their mainstream classroom, pupils often bring with them a range of new social skills and insights that they are able to share with their peers to consolidate their improved social relationships and behaviours.

D5: Pupil Achievement

Our overall aim is to unblock barriers to learning so that each child can realise their potential. Thus we will aim for each child to reach their appropriate National Curriculum level or, if they are already at that level, to accelerate their attainment. Most pupils referred to the school will have made little or no measurable progress in literacy or numeracy in the academic term prior to referral.

Pupils who currently attend the MFEC are not able to engage with teachers or the curriculum until they are enabled, through psychotherapy and bio-feedback training, to manage their stress responses and access higher brain function. To manage pupil achievement in relation to their mental health recovery specific measures will also be in place. The approach to outcome measurement in mental health in the Family School will, wherever possible, use national standard outcome protocols standardised within the *Children and Young People's Improving Access to Psychological Therapies* Programme

Once engaged in mental health recovery we expect every pupil to progress between 1 and 2 sublevels in their National Curriculum standards over a time-frame of four to seven months, depending on the severity of the emotional and behavioural symptoms at the point of referral. We are confident that this outcome is achievable based on the data records of the pupils attending the MFEC over the last year (see table). Whilst it is the case that most pupils in PRUs would be expected to make 2 sub-levels of progress over two terms, pupils referred to the Family School and assessed as moderate/Inclusion+ or severe/4Inclusion will need to undertake considerable remedial work in order for them to begin to access the curriculum and make academic progress. The reasons for this are outlined in our rationale for the Family School in section C.

The table below shows **academic targets** for each group of pupils:

		Return to school	Successfully placed in a new school	Academic Progress During Placement
Core	Inclusion	100%		2 NC sub-level progress
Moderate	Inclusion+	85%	15%	1-2 NC sub-level progress
Severe	4 Inclusion	75%	25%	Sustained improvement and 1 NC sub-level progress

Improving outcomes:

The success of programmes offered will be measured by:

- Levels of attendance
- Numbers of pupils taking part in activities
- Levels of achievement
- Increased participation
- Pupils' progress
- Pupils' attitudes to learning
- Pupils' behaviour
- Improvement in pupil's mental health

There will be a standardised format for self-evaluation and for auditing all monitoring and evaluation activities. This will be carried out by the senior leadership team through a planned termly programme linked to school improvement plan priorities. Monitoring and evaluation will be carried out continually and informed by the PAR process, assessment of pupils' progress against targets, a multidisciplinary online record and tracking system, attendance registers, and feedback from pupils, mainstream teachers, parents and carers. This will be evaluated at the end of each half term in order to assess the success of programmes on offer. Staff performance management will be an essential part of this process. Data from auditing, monitoring, evaluation and feedback will be used to review and update the school improvement plan at least once every school year with the governing body, in order to evaluate success and inform future planning.

The curriculum and its delivery will enable pupils to improve their basic literacy, numeracy, oral and reading skills so that they can begin to progress academically. Short term academic targets will be set for each pupil in collaboration with their mainstream school, so that progress against these Family School targets will be aligned with their achievement portfolio. The pyramid model of the curriculum will give each pupil a direct insight into their behaviour and its impact on their learning and into their psychological and emotional well-being so that these can improve against their personal targets. The impact of combining academic and therapeutic targets will be an improved ability for each pupil to develop the resilience needed to make a successful return to the mainstream. For pupils with ADHD and other challenging behaviours we will use the Partners for Change Outcome Management System which provides progress measures to assess the impact of therapeutic interventions.

The table below links **achievement, assessment and targets** to the **seven elements of our education vision**:

Vision Element	Corresponding pupil achievement	Assessment	Outcome Target
1. A non-stigmatising learning environment for the assessment of	Attendance improvements at the Family School (FS) and mainstream school	Attendance data taken from school records and included in	95% and above for Key stage 1&2

psychological and mental health difficulties	Parental engagement	attendance record of the Family School Parent and pupil feedback/evaluation forms	93% for key stage 3 Low DNA (did not attend) rate for pupils and parents 90% parents and pupils recommend the school to others 98% parental attendance
2. Access to evidence-based therapy to ensure pupils recover their psychological and emotional wellbeing while continuing to progress academically	Sustained progress in achievement Improvement in psychological/emotional wellbeing, readiness for learning.	Weekly recording of academic progress Strengths and difficulties questionnaire (SDQ) Kidscreen - Outcome Rating Scales	Academic progress - see table above All pupils returning to mainstream school progress from SDQ measure "in clinical need" to "not in clinical need" Over the period of the placement, each family's self-evaluation on Outcome Rating Scales shows they note positive improvement from "high" to "some" or "low" need
3. Assessment of learning need and provision of personalised teaching to ensure that pupils progress academically	Each pupil improves in literacy, numeracy and speaking and listening over a sustained period	Appropriate assessments and differentiated curriculum to set suitable learning challenges for all learners Academic progress recorded on-line, monitored and reported every six weeks.	Academic progress – see table above Each pupil and participating family member to achieve at least one AQA Award or ESB Certificate during their placement
4. Strategies for each pupil to improve their challenging behaviour and poor attendance	Improvement in behaviour Attendance at mainstream school	'Blind' baseline assessment of competencies for learning, negotiating and collaborating for a week prior to entry Daily progress targets. Targets will be scored on a daily basis and recorded on-line. Data	No exclusions for negative behaviour Lowered number of detentions on return to mainstream school – 50% reduction on number pre-admission Sustained improvement over a period of time evidenced by the behavioural targets – at

		showing progression Detention & exclusion data per term	least 50% improvement on performance pre-admission 80% score on behaviour targets achieved consistently over 6 weeks means 'ready for reintegration' compared with average on entry score of 40%
5. Life skills for independent learning so that pupils gain resilience and build capacity and skills for independent learning and living	Improvement in resilience Better life skills Participation in after school clubs/ activities	Attendance on the Enrichment programme Better adherence to therapy offered	% Attendance – see 1 above SDQ – 50% improvement pro social measures
6. Support for families at home and at school to improve their capacity to help their child sustain effective learning and good behaviour	Sustained improvement in behaviour	Monitored targets on behaviour and attendance to measure successful transition to the mainstream school (6 weeks, 6 months, 1 year post-graduation.)	No exclusions Evidence of exam and academic success and educational progress in school for academic year post transition – at least in line with progress during placement Evidence of sustained progress with behavioural and social skills improvement at home and at school-see 4 above
7. Training for teachers in commissioning schools to extend their knowledge and skills for children returning to mainstream classrooms	Knowledge and skills to deliver a differentiated curriculum using a psychologically orientated approach to sustain academic progress and functioning partnerships with parents. Pupils will be supported by home and school to be independent learners. A newly developed MSc (AFC/UCL partnership) for teachers on the delivery of psychologically informed teaching for academic success in the classroom	Bespoke and module training offered to all teachers. Teachers offered consultation on individual pupil needs measured by feedback form Feedback interview with Senior Leadership Team of referring school Qualitative data from training feedback forms and tasked focus groups	Schools benefitting from CPD in identifying/teaching children with mental health needs – 90% satisfaction rate 25% increase in take up of courses offered at the FS and in mainstream schools in second year of operation 25% take up of FS placements for Educational Psychologists (UCL) and teachers (UCL +

			<p>Teacher Training Agency) in second year of operation</p> <p>Schools working with the Family School over a period of 1 year receive a judgement from Ofsted of at least “good” on the behaviour and safety of pupils at the school.</p>
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Monitoring and reporting systems

The PCLP will cover the whole programme for each pupil and so will be an innovative approach to combining educational and therapeutic elements (see pyramid model). It is essential that the Family School team will use an integrated approach to planning, to ensure that the team around the child will be able to see how different elements of the programme are making an impact on the pupil’s mental health, behaviour and academic development.

The table below is an example of the range of baseline measures that the Family School will use on referral:

Marlborough Multi-Family groups

School Baseline Measures

Measure	Process	Pre-group	End of term 1	End of term 2	Pre-group	End of term 1	End of term 2	Pre-group	End of term 1	End of term 2	Pre-group	End of term 1	End of term 2	Pre-group	End of term 1	End of term 2	Pre-group	End of term 1	End of term 2	
	Child Name and age/ group																			
Exclusions	Exclusion Data per term																			
Detentions	Detention Data per term																			
Attendance	Attendance Data per term																			
Parental engagement	% attendance at parent evenings																			
Participation in after school clubs/activities	Sessions attended per term per pupil																			

Behavioural Target Monitoring

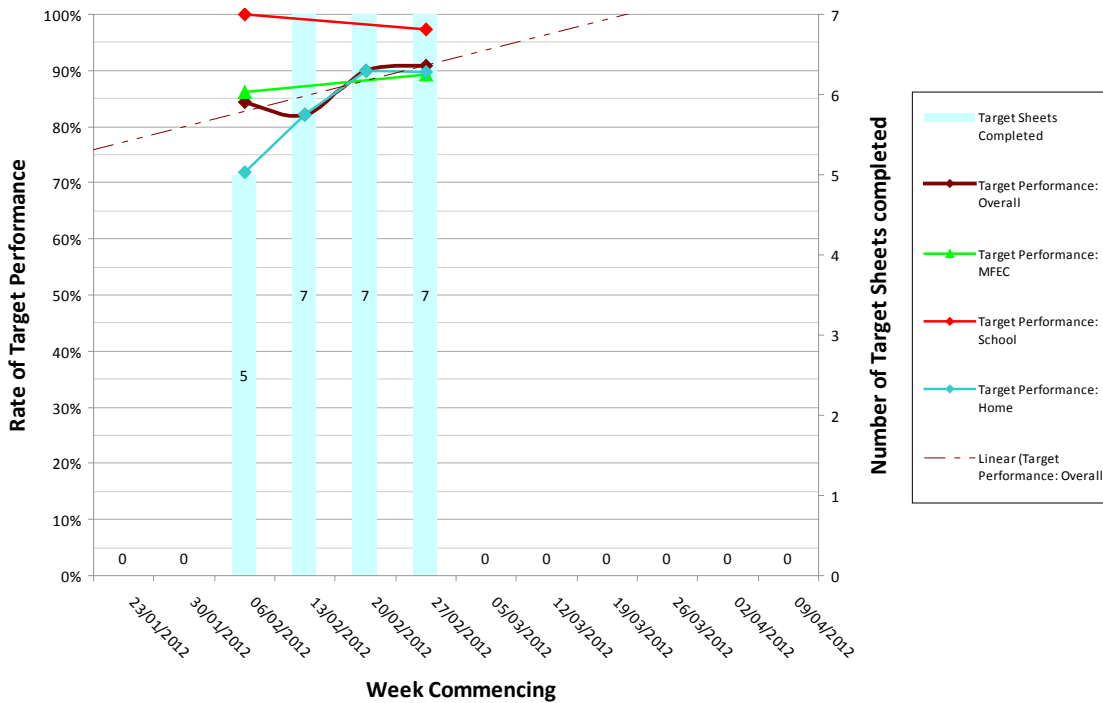
The graphs below show the current MFEC online recording system for each pupil showing their achievements against their behaviour targets and the approach used to display cumulative data so that it can be discussed and evaluated in the six-weekly progress review meeting. The Family School will continue to use

these measures.

Behavioural targets: monitoring

	Monday 01/10/12				Tuesday 02/10/12				Wednesday 03/10/12				Thursday 04/10/12				Saturday 06/10/12		Sunday 07/10/12		Average	As %age		
	AM	AM	Lunch	PM	AM	AM	Lunch	PM	AM	AM	Lunch	PM	AM	AM	Lunch	PM	AM	PM	AM	PM				
Target 1:	Avoided throwing anything								4	4											4	100%		
Target 2:	Followed adults' instructions								4	4												4	100%	
Target 3:	Not hurt anyone								4	4											4	100%		
Target 4:	Used kind language								4	4											4	100%		
Target 5:	Stayed in the classroom even if she doesn't want to								4	4												4	100%	
Target 6:	Kept her clothes & shoes on?								4	4												4	100%	
Target 7:	Made sure she uses the toilet at break and lunch?																							
Target 8:	Enter Target & Here																							
																					4	100%		

Behavioural change: recorded in the daily feedback sheets, entered into the multidisciplinary online record and tracking system and prepared in graph form for the six-weekly review of progress meetings.



Psychological Well-being monitoring

The CYP-IAPT outcomes model incorporates both frequent (session-by-session) measures and less frequent (six monthly or at the end of the intervention)

Session-by-session measures are, by their nature, more routine and therefore more likely to be used, but need to be kept brief and relevant. They provide vital information to help keep interventions on track, reducing drop-out, and can have a significant effect on outcomes

Strengths & Difficulties Questionnaire - SDQ (Less frequent)

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 3-16 year olds. The Strengths & Difficulties Questionnaire is a behavioural screening self-report and informant-rated questionnaire for children aged 3-16. It is widely used as a general screening tool and for research and provides profile symptoms in 5 subscales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationships, and prosocial behaviour.

The follow-up versions of the SDQ include two additional follow-up questions for use after the pupil has returned to mainstream school. Has the intervention reduced problems? Has the intervention helped in other ways, e.g. making the problems more bearable? To increase the chance of detecting change, the follow-up versions of the SDQ ask about 'the last month', as opposed to 'the last six months or this school year',

Strengths and Difficulties Questionnaire

T⁴⁻¹⁶

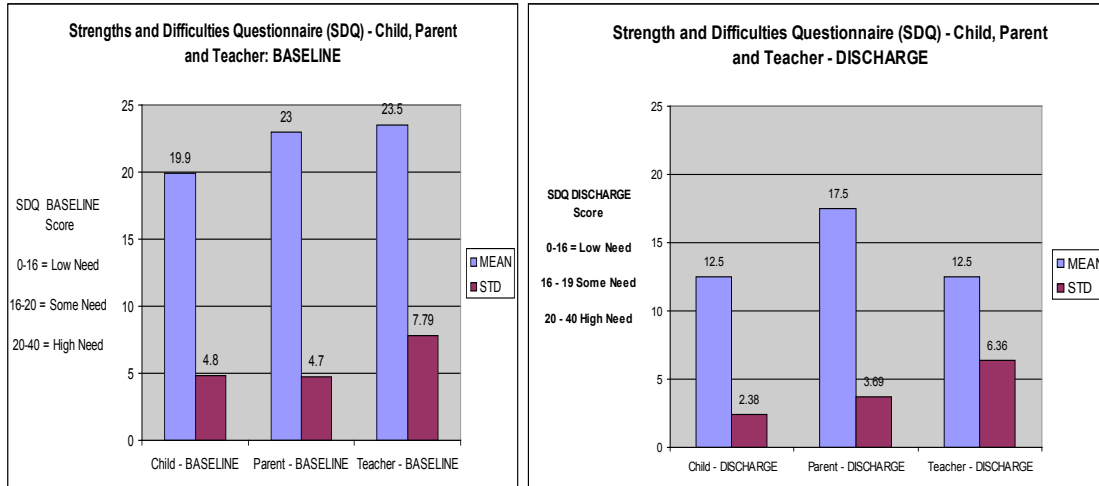
For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



An example of the SDQ scores on entry (baseline) and on transition to mainstream school (discharge).
Outcome Rating Scale (Session by session)

Most importantly both children and families must have a sense of ownership of the information and see the benefits. We have developed a web based system (Patient Owned Database) where outcomes will be made available on handheld devices (iPads, iPhones, tablets or any device able to access the internet) from automatically scored questionnaires in real time simultaneously to the therapist/teachers and the child/family who are able to review progress. To ensure that outcomes flourish, the Family School will ensure a supportive management environment that allows teachers, pupils and their parents to explore their successes, and do more of what works, but more importantly, feel confident that they can explore their 'failures' and learn from them, and improve.

The Outcome Rating Scale for children (CORS) and adults (ORS) is completed by parents and pupils on a daily or weekly basis. A group session rating scale (SRS) is completed at the end of each session. Four-item visual analog scale designed to assess areas of life functioning known to change as a result of therapeutic intervention. In particular it tracks:

- Psychological well-being
- Moods & emotions
- Self perception
- Autonomy
- Parent relation & home life
- Peers & social support
- School environment

This feedback informs staff about the satisfaction of the pupils and parents with the programmes of therapy and academic study, PCLP, being offered to them.

There is good evidence that the relationship between practitioners and the children and families they work with, contributes significantly to clinical outcomes

regardless of the model of therapy that is used in the intervention. This relationship relies on good feedback from children, young people and families to the therapist working with them.

Child Outcome Rating Scale (CORS)

(Ages 6 to 12)

Name _____ Age (Yrs): _____ Session # _____ Date: _____
 Who is filling out this form? Please check one: Child _____ Caretaker _____
 If caretaker, what is your relationship to this child? _____

How are you doing? How are things going in your life? Please make a mark on the scale to let us know. The closer to the smiley face, the better things are. The closer to the frowny face, things are not so good. If you are a caretaker filling out this form, please fill out according to how you think the child is doing.

Me
(How am I doing?)

Family
(How are things in my family?)

School
(How am I doing at school?)

Everything
(How is everything going?)

SCORING

Each line is 10cm.

Score with ruler
e.g. 3.5cm = score of 3.5.

Write the scores for each of the four lines here in the margin.

Add the four scores for a total score.

Plot overall score on the graph

Academic Progress Monitoring

Academic progress will be measured using a number of methods on entry, and monitored for review meetings.

Reading

- Letter sounds and names- FS
- 100 common words - KS1

- Daniels and Diack -KS 1/ KS2
- Group Reading Test (NFER- Nelson)- KS2/3

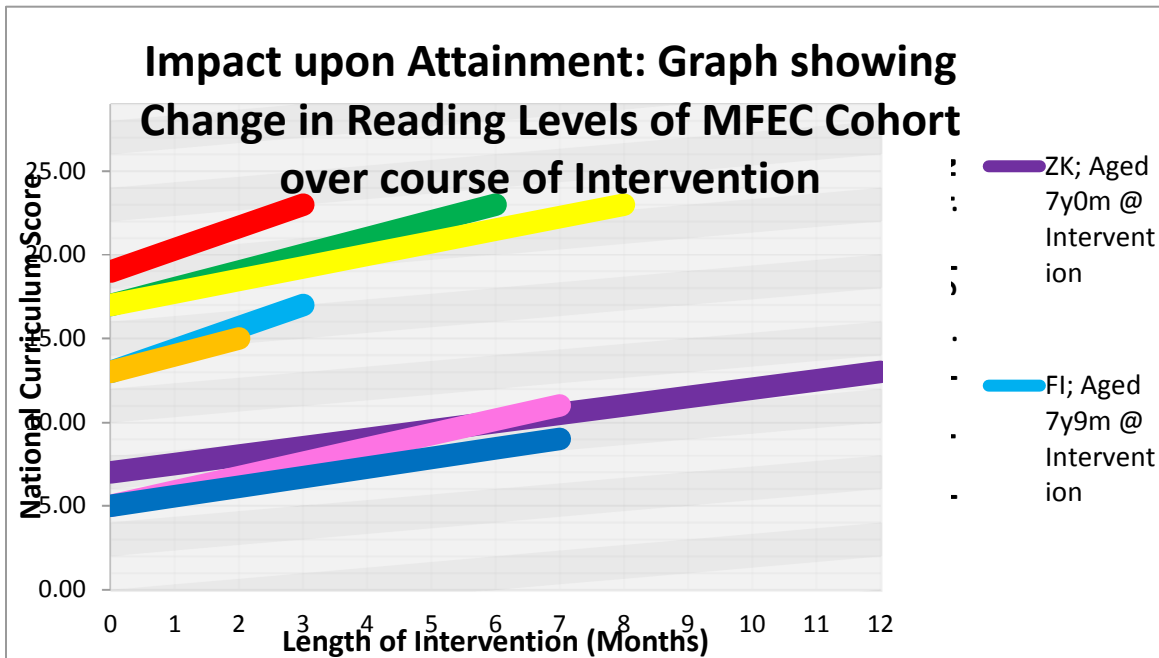
Spelling

- Parallel spelling tests (Hodder and Stoughton)
- KS 1 Graded Spelling Test

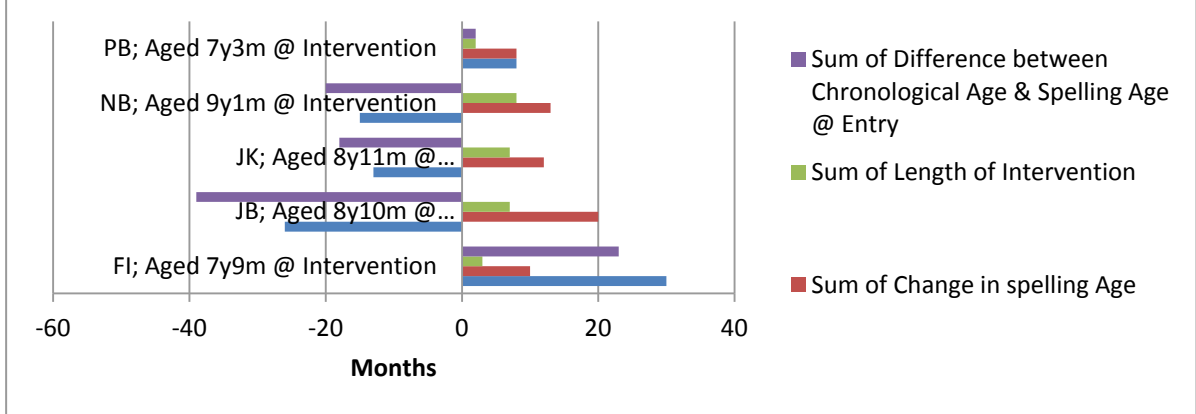
Maths

- Basic Numeracy Screening Test (Hesse and Graham) KS1/2
- Maths Competency Test (Hodder and Stoughton) KS3

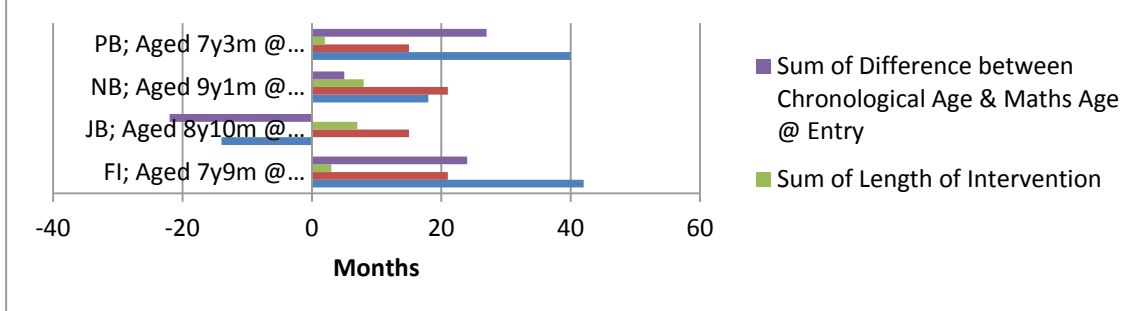
Additional information from the referring school will be added by the SENCo. Ways in which such changes can be demonstrated are indicated below, using data from the MFEC.



Impact upon Attainment: Graph Showing Change in Spelling Ages among MFEC Cohort over course of Intervention



Impact upon Attainment: Graph Showing Change in Maths Ages among MFEC Cohort over course of Intervention



Interventions for managing progression

Each pupil will have a multidisciplinary online record which will enable staff to monitor the impact of interventions and the pupil's progress against their PCLP and identify areas or emerging issues that may cause concern. Our aim in the Family School is to develop a record keeping system which combines the best of our current health tracking systems and databases alongside leading-edge practice from mainstream schools.

Behavioural and learning targets will be reviewed every day in the planning meeting with the pupil, parent and staff of the Family School. Parents will be encouraged and supported to review the targets on a daily basis at home. It is core to the delivery of positive outcomes for pupils that any failure to meet targets

is picked up and examined. As a result the targets may be amended or additional therapeutic or learning resources may be offered. Teachers from a pupil's mainstream school will be invited to attend a multi-family session to offer a perspective on the pupil's difficulties in the mainstream classroom. It will then be the task of the multi-family group to offer a sheltered workshop to explore the difficulties and create opportunities to explore new ideas, skills and behaviours. Parents are encouraged to encourage and coach their child using the new ideas generated by this group educational process.

Pupils will have access to personalised on-line and paper recording systems for their daily behavioural targets.

The multi-family group will encourage every child to strive to meet their targets and will encourage them with applause and certificates on a daily basis. Targets will be recorded on the interactive whiteboards in each classroom for easy display. Each child will be given a Parent Support Team that will include their own parent and two other parents to, offer encouragement, support and guidance.

Each pupil and family will have a written or film record of the ideas generated to challenge patterns that contribute to repeating cycles of learning and relational failure.

Information will be available for parents on the daily target and record sheets as well as the Family Plan written for pupils and parents that act as a reminder of ideas used to support their child. Parents will be invited to join the multi-family programme and to attend all reviews in school. In addition parents will be offered the opportunity to meet their child's teachers and be part of the planning and review for the PCLP.

Parents will be telephoned or texted for updates on progress. Teachers will be updated using email, telephone or Skype.

Mental Health

The improvements in psychological functioning will be measured using the Strengths and Difficulties questionnaires for teachers, parents and children. Outcome rating scales will also be used after every session and recorded on-line. Input from psychologists and psychiatrists will be included in reports prepared for reviews and the statementing process.

Risk assessment will be carried out as part of the creation of the PCLP for each pupil and risk will be managed as part of the six-weekly review of progress, informed by the outcomes of staff supervision.

The pupil's multidisciplinary online record and our tracking system will allow us to

follow their progress and also describe our systematic approach to practice. We will use the Care Programme Approach framework of assessment, planning, implementation and evaluation to quality assure each pupil's PCLP. The documentation will provide evidence of the pupil's response to the programme and inform the objectives that will direct the multidisciplinary team approach. These records are an important means of communication within the team as well as aiding risk assessment and communication with the referring school.

Graduation and Transition

In the Family School the pupil, parents and teachers will be invited to a graduation ceremony. The pupil and parents will be presented with a record of achievements in the form of certificates for behaviour and learning, AQA and ESB, and a photographic record of successful milestones observed.

A personalised practical guide for the continuation of improvements and the prevention of relapse will be given to every pupil and parent. A copy will be given to the senior leadership team and teachers of the referring school. A review with the pupil, parent and teacher will be offered six weeks after graduation and termly throughout the following year. To ensure the pupil continues to thrive, the Family School mental health team and the therapist/teacher will provide support during the summer holiday for vulnerable pupils.

Transitions from primary to secondary school may cause difficulties for vulnerable pupils. To support children the Family School will offer weekly sessions preparing for secondary school in the summer term, summer holidays and the autumn term of Year 7.

It is recognised that life events may create uncertainty in a child's home life which may require further support. To enable each graduating family to manage such times a voucher will be given for a number of "top up" sessions for future use.

Accountability and performance management

The role of the Joint Principals

- Act as Case Managers and Clinical Leads for all pupils on role at the Family School. (year 1=12 cases, year 4= 48 cases)
- With the Governing Body, provide strategic direction for the development of the Family School.
- Contribute to strategic and policy discussions with commissioners, locally and nationally.
- Report annually to the governing body on performance management arrangements and training and development needs.

- Act as performance reviewers for staff in the school (they may delegate this responsibility in its entirety to other line managers in the school)
- Ensure that outcomes from all review and monitoring processes are used to inform school improvement planning
- Ensure that the school provides resources for an effective plan for the professional development of its workforce
- Take action to address any areas of underperformance

The role of senior leadership team

- Ensure that performance requirements are clear and understood by staff
- Give regular feedback to staff through one to one supervision and team meetings
- Review, monitor and appraise staff performance
- Recognise and spread good and outstanding performance
- Address underperformance including poor performance and conduct
- Use outcome data and research to continually improve the educational and therapeutic experience for pupils and their parents attending the Family School.
- Market the benefits of the school to commissioners, local schools and families

The role of teachers

- Contribute to the continual appraisal, improvement and development of the learning experience for every pupil that attends the Family School.
- Play an active role in their own professional development and ensure that they keep up to date with developments in their field
- Evaluate their practice and take action to strive for improvement as part of performance management
- Contribute to the annual planning and assessment of other staff where appropriate, for example, by providing feedback to reviewers if they have undertaken classroom observation or have gathered other evidence based on their direct professional knowledge

Engaging parents / carers:

- All parents will be engaged with a therapeutic learning programme for their child. They will be engaged in the multi-family group sessions and in supporting their child with a member of staff in the therapeutic classroom as timetabled
- Parents will receive information about their child's progress on a daily basis via the target feedback mechanism
- Parents will be given written updates on their child's progress.
- Interpreters will be used where necessary to enable crucial conversations

with parents

Some families do not engage well with CAMHS services. An alternative for such families is multi-family group intervention whereby the mutual support offered by other families in the group can enable people to engage with help more easily. Social isolation is a common feature of families struggling with a child who has serious emotional or behavioural difficulties. Similarly, parents of such a child can lose confidence in themselves as parents and feel ostracised by other adults in their social network. Bringing families together in groups is designed to counteract this process so that isolation does not have the capacity to disable parents from effective functioning with their children.

Experience at the MFEC has shown that the multi-family group can be extremely helpful in this situation. If a nervous or apparently reluctant or private family is referred to a group for help it is very helpful for them to be introduced to the workings of the group by a family who is already part of the group. The experienced family is given the responsibility for engaging the new family by describing their own reasons for joining the group and telling their own story about the help that it has given them. The Family School will use these proven strategies to ensure strong parental and family engagement.

Accountability and performance management

There will be five elements to accountability and performance management in the Family School:

- Risk Assessment and Management using a PCLP for each pupil. The pupil multidisciplinary online record will describe the systematic approach to practice using the Care Programme Approach framework of assessment, planning, implementation and evaluation of a pupil's individual health and education plan. The documentation will provide evidence of the pupil's response to the programme and help inform objectives that direct the multidisciplinary team approach. These records being an important means of communication within the team and for the purpose of risk assessment.
- Tracking and monitoring of pupil progress against their targets using the multidisciplinary online record.
- The staff performance review policy as carried out by the Joint Principals (as outlined in section D3). An annual (September to September) performance review cycle is intended to encourage, challenge and support teachers' improvement. Objectives for each teacher will be set as soon as possible at the beginning of each school year against Teachers' Standards (July 2011).
- Supervision of staff delivering therapeutic interventions. Outcomes from supervision will link to the management of pupil risk and to staff performance review as necessary.
- The monitoring and evaluation process to achieve school improvement (as

described in section D2 *Improving Outcomes*).

Each of these processes will feed into school improvement and will be used to identify focused professional development for staff.

D6: Pupil behaviour, attendance and well-being

The Marlborough Model was developed to address just these issues, and so the whole drive of the Family School will be to provide a programme of behavioural change and not one of containment. We will be training pupils and their families in life skills which will enable them to anticipate problems and develop strategies to manage and take responsibility for their own behaviour.

Behaviour:

A unique approach: helping children to change their behaviour is a core feature of our vision. Our assumption is that children who attend the Family School will show the SEN or AEN behaviours that have resulted in them not fitting in well or learning well in their own school. It will be the task of the Family School staff to create learning and therapeutic contexts which will help the child and their family to understand what lies behind the behaviour and will also help them devise their own strategies and skills to change behaviours. If children and their parents are helped to create their own solutions to behavioural problems the change is more substantial and longer lasting.

The Family School's approach, based on the Marlborough model, will be fundamentally different from the usual mainstream school or PRU approach to behaviour. Staff in mainstream schools or PRUs are required to devise policies and strategies for the management of pupils' behaviour in order that a safe and mutually respectful environment can be created to support pupils' learning. Similarly, schools create structures and processes which are intended to avoid unacceptable behaviours happening. The key difference between our approach to behaviour and that of mainstream school will therefore be that the Family School staff are not required to manage the children's behaviour directly themselves, nor to create strategies designed to avoid behaviours happening. The pupils will need to show their inappropriate behaviour in the Family School in order that appropriate therapeutic and learning interventions can be created that will help them change. The overall aim of creating a safe and mutually respectful environment also applies in the Family School, it is only the approaches to how this can be achieved that will be strikingly different.

Family involvement: our aim at the Family School will be to ensure that all pupils' attendance and behaviour are changed and improved so that they can resume full-time education in their mainstream school. We know pupils' behaviour changes faster and that the changes are better sustained when families participate fully in the process. Consequently, parents will be required to support effective strategies and interventions designed to enable a pupil to become an independent and effective learner and a valued member of their school community. All families attending will be required to support the creation of a safe and caring environment. Tolerance and understanding of others is at the heart of the behaviour policy, working on the principles of restorative justice.

Our approach: the key elements that we will use to create this safe learning and therapeutic environment include:

- Individual, family and multi-family therapy
- Planning, Action and Reflection programme
- Systemic biofeedback – use of heart rate monitors
- Well-organised academic teaching and outcome monitoring
- Positive modelling and therapeutic relationships with pupils and family members

The **strategies** we will employ include:

- Identifying missing skills (often within the mentalisation repertoire) for children to manage their own behaviour
- Setting systemic daily targets which are assessed at the Family School, in the mainstream setting and also in the family home in order to strengthen sustainability
- Using the daily “Planning Action Reflection” model because the process of reflection has proven to make a long-term difference to behaviour
- Helping parents and carers to manage their own children and their behaviour

Roles and responsibilities of pupils, parents and staff:

- Pupils will be required to abide by the school rules
- Parents will be required to support the pupils as they strive to learn the skills required
- Staff will provide the curriculum and context for a secure therapeutic and learning environment
- Senior Leadership Team will monitor and evaluate the effectiveness of the policy and ensure staff have supervision and training for the management of complex behavioural presentations of mental health conditions

Attendance

The MFEC already has a very low DNA (did not attend) rate – less than 3% failure to attend compared with 33% for other CAMHS mental health intervention programmes. Our strategies at the Family School will be founded on this success and on the family’s attendance along with the child during their placement. One of our aims will be to help the family to prioritise their child’s needs in attending school from the start. All six-weekly review of progress meetings will include an assessment of attendance. The positive outcome is that pupils do not miss out on the benefits of attending their mainstream school and that parents develop a more positive relationship with the mainstream school, with fewer complaints about their child’s behaviour.

Consistent with our vision, a pupil’s attendance is a family issue. For a child to benefit fully from attending the school he or she must be accompanied by a responsible adult member of the family for significant proportions of the

programme. Consistent with our vision, a pupil's absence from school needs firstly to be understood in relation to whatever family pressures are currently being experienced. From our experience, such family pressures can include:

- Pupils having to act as young carers for a parent suffering from chronic physical and/or mental illness
- Pupils having to look after younger siblings in the physical or emotional absence of a parent
- Pupils looking after adults with alcohol or substance misuse problems
- Pupils looking after a parent where there has been domestic abuse
- Emotionally inappropriate parenting requiring a pupil to stay away from school
- Dysfunctional or chaotic parenting where attendance at school is not prioritised
- Pupils whose emotional wellbeing has left them vulnerable to inappropriate peer relationships or gang membership.

Understanding the reasons for non-attendance is essential but it will not in itself bring about change so that the pupil can return to school as soon as possible. The Family School will therefore use the following **strategies** for ensuring or improving attendance where this has become an issue:

- Home-based family therapeutic visits by therapist practitioner staff
- Phone calls
- Texts
- Supportive communications from other families attending the Family School
- Accompanied home visits with adults who have previously had good experience of the Family School and had overcome attendance problems in their own family

The SENCo will collect the attendance register and input to the data system. The SENCo will also contact the referring school for attendance statistics. The pattern of attendance will be collated for the six-weekly review of progress meeting. Failure to attend will always be followed up by the Family School therapist teacher via phone, letter and/or home visit.

Emotional Wellbeing

Pupils will attend the Family School because their emotional wellbeing has been challenged. For our intake, these challenges will have been severe, multiple and experienced by the pupil over a large percentage of their life. The resulting deficit means that they are likely to be disadvantaged in relation to their more emotionally secure peers and may be less able to make good use of the learning opportunities at school. If a pupil does not feel good about themselves they are not going to have the necessary confidence to face and overcome challenges that are required to learn effectively.

Family **factors** that can impair emotional wellbeing for a pupil:

- Bereavement of a close relative or friend
- Divorce and breakup of the family
- Family trauma
- Domestic violence
- Physical, sexual or emotional abuse or neglect
- Being looked after
- Alcohol abuse
- Substance misuse
- Mental illness in one or both parents
- Chronic physical illness
- Contact disputes
- Neighbour disputes
- Unresolved family relationship issues
- Frequent changes of school

The **interventions** that we will use to address and improve pupils' emotional wellbeing include:

- Individual, family, multi-family therapy
- Planning Action Reflection processes
- Cognitive Behavioural Therapy
- Secure, well-managed teaching and learning environment
- Systemic biofeedback programme
- Close collaboration with referring school and teachers
- Use of systemic behavioural target programme
- Cross-family linkage support

Safeguarding and child protection

Currently the MFEC uses CNWL's policies and models. The Family School will create a comprehensive safeguarding and child protection policy which will include the best practice from CNWL, the AFC and the Bridge Academy.

Our policy will recognise that pupils have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and to go on to lead positive and independent lives if they are not healthy and safe. The staff of the Family School will be committed to providing an environment which is safe and where the welfare of each pupil is paramount. This will include practice being established that enables pupils to feel confident that any concerns they may have will be listened to and acted on.

Our **policy, principles, procedures, practice and responsibilities** will include:

- Practising safe recruitment of staff and professionals on placement in relation to their suitability to work with children

- Raising awareness of child protection issues and equipping children with skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Developing best practice designed to support pupils who have been abused in accordance with his/her agreed child protection plan
- The nomination of a member of the Family School staff as the designated senior person (DSP) for child protection
- Regular scheduled child protection training for all Family School staff at least every three years and biennially for the DSP
- Liaison with the mainstream school's DSP
- Development of best practice in maintaining effective links with relevant agencies and cooperation with their enquiries regarding child protection matters
- Risk assessment on referral and admission
- Risk assessment at six-weekly review of progress
- Attendance at Team around the Child, Family and School meetings as necessary
- Parents and carers supervised at all times
- No parents without CRB checks ever permitted to be alone with other families' children
- No parents can attend the Family School if it is known via Social Services that they are on the Sex Offenders Register

The Family School will recognise that safeguarding not only includes child protection, but also encompasses health and safety, bullying and other issues such as medical needs, school security, drugs and substance misuse.

Bullying

A proportion of the Family School referrals will be for pupils who are reported to be bullies or who have been bullied. In some cases individual children can be both bullies and also report that they are being bullied. Family factors commonly associated with bullying are generally the same as those listed above for children with emotional wellbeing issues. Bullying needs to be brought into the open and strategies developed to stop it as quickly as possible because of its harmful effects on the pupil's self-confidence and emotional wellbeing.

Understanding the underlying relationship issues that have allowed bullying behaviours to develop is necessary before negotiating strategies to encourage the pupil to adopt new non-bullying relationships. A pupil who is being bullied needs to have their reports heard and validated and then to be helped to develop self-protective strategies designed to help them be more resilient. Helping the child to be more resilient should be handled carefully such that there is no imputation of blame felt by the child for the fact they are being bullied. At the same time, the pupil who has been doing the bullying should be helped to stop.

Family School **interventions** that will be used in relation to bullying:

- Individual, family and multi-family therapy
- Planning, Action and Reflection processes
- Cognitive Behavioural Therapy
- Secure, well-managed teaching and learning environment
- Systemic biofeedback programme
- Close collaboration with referring school and teachers
- Use of systemic behavioural targets
- Cross-family linkage support
- Activities enrichment programme
- Mentalisation skills training

Physical and mental health

The vision of the Family School is to provide a learning and therapeutic environment where pupils' mental and physical health are prioritised. Having ready access to medical and psychiatric professionals from CNWL will ensure that pupils' physical and mental health needs are monitored at all times and appropriate treatments delivered in a timely and effective ways.

Online safety

Online safety is a concern for the majority of parents who currently attend the MFEC programme. The Family School will continue to develop best practice in this area so that parents and pupils can have open discussions and develop practical strategies for ensuring pupils' online safety.

Restraint and Positive handling

The vision of the Family School is to help parents and other adult family members understand their children's behaviour differently and to support them in devising and implementing safe and effective ways of encouraging their children to change out-of-control and risky behaviours. In extremis, and as an emergency and temporary measure, parents may choose to use a measure of restraint with their own children. The school staff will not use restraint directly themselves. In exceptional circumstances, where parents are supported in their use of restraint with their own children, guidance will be consistent with the definitions of how to manage challenging behaviour safely as set out in Section 550A of the Education Act 1996 and revised guidance issued in 2007 and 2011. Family School staff will receive specific training in how to manage supporting a parent and child where restraint has become necessary.

The circumstances where parents may be likely to use restraint are likely to be any of the following where their child:

- Is committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Is injuring themselves or others.
- Is causing damage to property (including their own).
- Is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its learners, whether the behaviour occurs in a classroom during a teaching session or elsewhere.

Medication

Medication will be used as recommended by the NICE guidelines. Psychopharmaca will be prescribed sparingly and only after other evidence-based interventions have been tried. Their use will be considered in complex cases of ADHD, in severe depression, OCD and psychosis. The presence of a psychiatrist as part of the mental health team will permit a rapid mental health assessment and, if indicated, the immediate prescription of appropriate medication.

Section E: Evidence of demand – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Key Stage 1	4	Not specified		See total	8	Not specified		See total
Key Stage 2	4	Not specified		See total	8	Not specified		See total
Key Stage 3	4	Not specified		See total	8	Not specified		See total
Key Stage 4								
16-19: commissioner referred								
16-19: pupil application								
Totals	12	24-28		>100%	24	24-28		>100%

Section E: Evidence of demand – part 2

The Family School will initially receive most of its pupils through the mechanisms and channels which have fed the MFEC. We have firm commissioner commitment for the immediate future and there are a number of reasons to expect demand for the Family School's services to grow in the medium and longer term.

Our referral process

The MFEC has provided a child mental health service in the context of an integrated teaching and learning programme for Westminster children and young people and their families for over thirty years. For the past fourteen years this programme has been delivered under a contract between the London Borough of Westminster and CNWL. The funding agreement and service specification enabled 9 FTE Westminster resident pupils to attend at any one time.

The MFEC has robust procedures in place to manage the referral process of pupils from Westminster schools. These procedures have been worked out in detail to create a child and family friendly pathway with transparent processes that keep the school, other professionals and commissioners fully informed of the pupil's attendances and outcomes. These will be largely replicable in the Family School with some new challenges associated with the increasing scale of referrals building up to steady state over the first four years. We will use a range of routes in ensuring appropriate and effective referral.

Referral via outreach services: the Early Intervention Worker

Currently, a team of 8 Early Intervention Workers (EIW) delivers mental health services directly in Westminster schools. EIWs work alongside school staff in the identification of mental health difficulties in pupils in schools. The title 'Early Intervention Worker' is used in a variety of areas of education and therapy in many countries but was chosen here for its neutrality, as part of a non-stigmatising approach to delivering services.

The team members have a range of professional backgrounds: teaching, family therapy, clinical psychology, psychiatric nursing, art therapy. Each school in Westminster can call on a named team member.

The role of the EIW is central to a family's access to more intensive or specialist mental health services. Referrals to the MFEC are made through this channel as well as those to psychiatry or child psychotherapy. The EIW also plays a bridging role when a pupil returns to school. Membership of a Family Group acts as a support in the process of re-integration into mainstream education. Close collaboration between school staff and EIWs has enabled the development of a body of mental health awareness and expertise in schools. Staff feel more

confident in the identification and management, with support, of mental health difficulties displayed by pupils in schools. Regular training courses and consultation and supervision groups delivered by EIWs to school staff have consolidated this.

EIWs will provide one of the main conduits for referrals into, and transition out from, the Family School. As the scale of the school increases and the spread of delivery extends beyond the current MFEC footprint, it is likely that commissioners will wish to expand the capacity of the early intervention team. We would welcome this as the Family School and early intervention deliveries complement and support each other to provide an enhanced and accessible mental health in schools service.

Our early intervention outreach work has already spread to many other areas as described in Section C, via training and consultation support. Discussions with our commissioners show that they recognise that there will be potential for further development through collaboration with the Family School.

How Family School referrals will work

step	staff	process
1.	Referring school professional EIW	Discuss referral Gather pre-entry information
2.	Family School SENCo Family School Business Manager Family School Principal	Discussion at weekly case and intake meeting. Plan for initial engagement.
3	Referring school professional Family School Principal Family School SENCo EIW Parent Graduate	Invite Pupil and Parents/carers to introductory meeting and to view the school, meeting staff and pupils
4.	Family School Staff Family School SENCo Family School Business Manager	Six week assessment period followed by a full review Facilitation of contract
5.	Family School Staff	Full placement commences

Pupils will be referred to the Family School at various times of the school year usually when there is a behavioural crisis in school. Experience of managing this flow in the MFEC has shown that referrals tend to increase significantly during the first two weeks of October just before the autumn half-term. There tends to be another spike at the same stage just before the spring half-term and again, this time just before the end of the summer term. It is our vision for the Family School to be able to respond to need as quickly and efficiently as possible so that the pupils and their families can be helped to overcome difficulties before they escalate totally out of control. The Principals, the Business Manager and the SENCo will oversee and manage this critical referral flow rate.

The Business Manager will be responsible for monitoring, responding to and activating referrals received via the Family School's website using the above pathways.

The website will contain information for parents, pupils and professionals. A short film made by graduate parents and pupils will be easily accessible. This will give a user-experience guide to attending the Family School. Referral information for professionals and an online application form will be on this site.

Linking with Commissioners

Local Authority Commissioners

When the commissioner is a local authority, it will be purchasing places in the Family School on behalf of schools under its control. The contract will be negotiated and drawn up for the Family School to provide a number of places under an agreed clear Outline Service Specification. The Specification will set out the obligations of the Family School and the commissioning authority so that all parties are clear about what will be delivered, how, when, at what price and what monitoring arrangements will be instated to review the contract performance. The MFEC, as part of CNWL has operated under a contract and service specification with Westminster for many years. The school will seek and welcome similar contractual arrangements with key local authorities proximal to the school. The contract monitoring review process will likely be on a thrice yearly, termly basis in agreement with the commissioner. The Family School will collate demographic and outcome data gathered in relation to the pupils' needs, attendance and performance in the school (as detailed in Sections D4 and D5). This will be reviewed jointly with the local authority commissioner at an agreed time and date.

Schools and Academies

With the changing funding landscape, as the local authority finances reduce and priorities shift, it is clear that schools and academies will increasingly need to purchase places for their pupils directly from the Family School. In the MFEC we have already had experience of this for the past two years as several local Academies have purchased Early Intervention Worker mental health services directly from CNWL to be delivered by our Marlborough Education Centre EIW team. This has been negotiated via contracts and service specifications with each school or academy. These are similar to the one currently operating with Westminster and each monitored on a termly basis. The Family School will seek and maintain similar contracting procedures with schools and academies as needs arise. Ark Academies have already written a supporting letter saying that they will seek to purchase 5-9 FTE places per year for the first two years (see letter of support below).

Tri-Borough Alternative Provision Service (TBAP)

As described in Section C, the Family School will be embedded in local TBAP

services. The Tri-Borough Executive Headteacher has written a letter of support for the Family School with an expectation of referring 5 FTE pupils from that service. The commissioning, contracting, service specification and monitoring arrangements will be similar to those described above.

A range of specific commitments by commissioners to using the services of the Family School are presented in section E2.

Suitability of Referrals

The practice of the MFEC is relatively well known by Westminster schools, Academies and Tri-Borough AP services and they are confident in the selection of pupils who will likely benefit from this service. The regular communication and feedback with colleagues in schools around cases informs their choices of who to refer. The EIWs operating in Westminster and Kensington and Chelsea schools also provide good information channels in support of an efficient referral process. The Family School will continue to work in these ways and in these locations. As the school increases in size there will be a need to recruit a wider network of referrers from the neighbouring local authorities and schools that have been inaccessible to us to date. These potential new commissioners will be advised of the suitability of the Family School provision via marketing and information dissemination on the school's website. The MFEC has a long track record of helping many pupils and their families improve their lives. As a result there are many of these people who are very willing to talk to others about their positive experiences. If new commissioners were unsure about who would be suitable to refer to the Family School we would ask one of our past 'service users' to explain the process, describe who should be targeted and what the benefits are.

Why commissioners will increasingly want our approach

Before presenting specific commitments to using our services, we will set out some of the reasons that lead us to believe that the unique approach of the Family School will lead to considerable demand for our services.

These factors are the cost of equivalent services, the expressed views of mainstream teachers, interest aroused by the participation of MFEC in the TaMHS initiative, the proposed location and capacity of the Family School and the potential for new types of service.

Cost of equivalent services

The government's Targeted Mental Health in Schools initiative for the period 2008-2011 provided opportunities for the Marlborough Model to be exported to other local authorities and schools mainly across London but also to other areas such as Cambridge, Luton and East Sussex. Feedback from the local authorities in London (Wandsworth, Hillingdon, Brent, Merton, Westminster and Bexley)

who took up the use of the Marlborough Model showed that this intervention had the strongest impact of any employed across the capital. A cost avoidance analysis was carried out which demonstrates the enormous financial saving resulting from this early intervention initiative.



1. Based upon Cost of Total TaMHS budget to date ([REDACTED]) divided by Total number of TaMHS cases to date (45)
2. Based upon Westminster's own costs for PRU placement for an average of 3 months per case (Repairing broken families and rescuing fractured communities)
3. Based upon Generic Multi-Disciplinary CAMHS Team costs per case (PSSRU: Unit Costs of Health and Social Care (2010))
4. Based upon CNWL NHS FT Costs of IAPT counselling per episode (Repairing broken families and rescuing fractured communities)
5. Based upon Westminster's own costs of CP staff time, average Section 17 contribution (Repairing broken families and rescuing fractured communities)
6. Based upon two TaMHS clients seen within this case
7. Based upon cost of [REDACTED] per event, with average pattern of 3 events per case (South West Pathfinders TaMHS Documentation)

The expressed views of mainstream teachers

The published report, **Identification and Management of pupils with Mental Health difficulties** (NASUWT 2010), made the following observations based on reports from teachers. They suggest deep and widespread demand among teachers for the type of service that we will be offering:

- i) Teachers are often ambivalent about their ability to deal with students with mental health difficulties and would like to have a named healthcare professional who they can contact for advice. This would work as an early recognition system for the health service to identify young people who may need help, thereby supporting effective targeting of limited healthcare resources.
- ii) Teachers would like access to professional development courses that focus on signs and symptoms. Some teachers felt that "in-class" support from a healthcare professional working alongside the teacher to give advice may be the most effective form of training.
- iii) Teachers expressed the desire for Child & Adolescent Mental Health Services (CAMHS) to be in schools to deal directly with school referrals. There is dissatisfaction with slow and bureaucratic systems of referral.

Participation of MFEC in the TaMHS initiative

Being deeply involved in the TaMHS delivery has resulted in the Marlborough multi-family approach becoming much more widely known in London and across the UK. The feedback leads us to conclude that there is a far greater need for

this model of working across other local authority and school areas besides Westminster and the Tri-Borough.

Location and capacity

The location of the Family School in central London will increase the ease of access for other areas such as Wandsworth, Lambeth, Southwark, Kensington and Chelsea and Hammersmith and Fulham.

The increasing scale of the school means that by year four we will be able to accommodate more than five times as many pupils as are provided for under the current contracting arrangement.

New services

The new partnership between CNWL and the AFC means that the therapeutic, training and research offer of the Family School will be much stronger than has been possible to date at the MFEC. Work with academic institutions such as UCL and Yale University will ensure that the school is at the forefront of research and development at the interface between education and health treatment.

Creative and innovative services coming from this new collaboration will be marketed London-wide and to the widening constituency that the Marlborough approach has been building.

E2 Evidence of commissioner engagement and commitment

Steady state occupancy of the Family School

Over the course of an academic year we expect an average occupancy of 12 FTE places. This takes account of the predicted Autumn and Spring spikes mentioned above (E1). A steady progression will allow the management of high pupil numbers and throughput.

Progression	year 1	year 2	year 3	year 4
Occupancy	12	24	36	48

Commissioner engagement

Evidence of commitment to the Family School is demonstrated through the inclusion of letters of support containing 'in principle' commitments to commission places and training.

The table below summarises this evidence, and is followed by copies of the actual letters.

Commissioner	Details of engagement	Confirmation
<p>██████████. Westminster Commissioner for Children's Services</p>	<p>Fourteen year continuous and current contract between CNWL and the London Borough of Westminster to deliver highly specified child mental health services and education via the Marlborough Family Education Centre for all Westminster schools.</p> <p>The contract value is ██████████ for five years up to April 2016. Delivery for 9 FTE.</p> <p>6.3 FTE Outreach Therapists delivering child mental health services directly for children and families on primary school sites. (4 FTE commissioned directly from Westminster, value ██████████ per annum. 2.3 FTE commissioned directly by 5 Secondary schools and Academies value ██████████)</p> <p>Multiple training events and programmes delivered for Westminster teachers and education professionals over 14 years</p>	<p>Letter included expresses a commitment to maintain the use of the service and extend to the Tri-Borough schools.</p>
<p>Westminster ██████████, represented by: ██████████, St Augustine's C of E High School</p>	<p>All the delivery to date has been to Westminster schools via contracts with the local authority. There are continuing discussions with the heads as the funding formula shifts from local authority to the individual schools. The current contract has, to date, been funded via top slicing from school budgets across the authority. When the contract between CNWL and Westminster is terminated on transition to the Family School the new commissioning arrangement will be made up of a combination of local authority and direct school funding.</p>	<p>Letter included for confirmation</p>
<p>██████████, Bridge Academy Hammersmith and Fulham</p>	<p>Tri-Borough Alternative Provision Service (London boroughs of Westminster, Kensington and Chelsea and Hammersmith and Fulham) will want to refer children considered to have psychological difficulties. Also wishes greater collaboration in relation to curriculum development and staff training</p>	<p>Letter of confirmation attached</p>
<p>██████████, Tri Borough</p>	<p>In addition to the above for the Tri-Borough this commissioner wishes to use an assessment approach to longer term school placements for the "hard to place"</p>	<p>Letter of confirmation attached</p>
<p>Ark Academies represented by:</p>	<p>Negotiations re future collaborations between Ark Academies and the</p>	<p>Letter of confirmation attached</p>

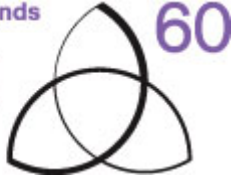
<p>[Redacted]</p>	<p>Family School re: Placements for Ark pupils. Training for Ark staff. Outreach delivery in Ark Schools</p>	
<p>[Redacted], London Borough of Brent</p>	<p>Delivery of training and supervision of delivery of Marlborough model multi family groups in 18 Brent schools. Originally commissioned via TaMHS funding grant which has since been continued with a mixture of Early Intervention Grant and direct school funding. The creation of the Family School will enable Brent schools to refer pupils directly into the school. This was not previously available to them because of the exclusive contract arrangements with Westminster LA.</p>	<p>Letter of confirmation attached</p>
<p>[Redacted], Wandsworth,</p>	<p>'In the last 5 years we have developed an extremely successful partnership between Wandsworth LA and the Marlborough Family Education Centre. The provision of a The Family School at Victoria, could provide further training opportunities and with closer geographical proximity facilitate easier cross fertilisation and exchanging of ideas. Such a provision could also support sharing forums for schools who are using the Marlborough approach south of the river, this would increase our capacity to meet the mental health needs of young people in Wandsworth'</p>	<p>Letter of confirmation attached</p>

Key Partners and Sponsors

[Redacted]

Our 60th year caring for young minds

Anna Freud Centre



[Redacted], the London Borough of Hammersmith and Fulham
and Westminster City Council

[Redacted]
Email: [Redacted]

Dear [REDACTED] and [REDACTED]

Westminster City Council, The Royal Borough of Kensington and Chelsea and The London Borough of Hammersmith and Fulham are now part of a Tri-borough arrangement for the Commissioning and delivery of children's services. This response is sent on behalf of the three boroughs. Westminster City Council has had an agreement with the Marlborough Education Unit for the provision of services for several years. The service is highly valued by schools and the Local Authority and has allowed children to remain in mainstream education.

The service has been, for years, unique to Westminster and setting up an alternative provision free school creates an opportunity to expand the provision making places available to Tri-borough colleagues and other Local Authorities.

Westminster currently funds nine places and a rolling programme. We would expect to continue using this provision if established as an alternative provision free school.

Yours Sincerely

Yours sincerely,

[REDACTED]

[REDACTED]

Children's Services

[REDACTED]

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

December 7th 2012

Dear Sir or Madam

Confirmation of support for The Family School

The TBAP organisation (which includes The Bridge Academy) confirms that we support The Family School application. We understand that The Family School is an Alternative Provision Free School to be based in Westminster, which if successful is planned to open in September 2014, and will serve children who are psychologically unwell with mental health needs who exhibit extremely challenging and risky behaviours who are unable to manage in mainstream schools.

We anticipate making five referrals of full time equivalent (FTE) places to The Family School over the first academic year following the School's opening and five referrals in the second year.

Yours faithfully

[REDACTED]

[REDACTED]

[REDACTED]

Tri - borough Alternative Provision
The Bridge Academy / Beachcroft School / Latimer Education Centre / CSS

[REDACTED] / [REDACTED]
TEL [REDACTED] / FAX [REDACTED]

From:

[REDACTED]
The Latimer Building
194 Freston Road
London
W10 6 TT

To the:

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

Date:

Dear [REDACTED] and [REDACTED]

Proposed new Alternative Provision Free School application – the Family School / Anna Freud

I am writing to confirm that I fully support the establishment of an Alternative Provision Free School in Westminster. Across the Tri Borough, we are committed to reducing and hopefully eliminating permanent exclusions from our schools and feel that this provision will provide significant support in helping us to reach this target. Provision in the area for some non-excluded but very vulnerable children and young people is not sufficient, and certainly does not address the needs of those with mental health issues in the way that this proposal does.

We already have a strong working relationship with [REDACTED] and [REDACTED], who currently run the Marlborough Family Education Centre and, having had a full discussion about the proposal with [REDACTED] and [REDACTED] we are extremely interested in taking advantage of what the Family School could offer us in terms of

- *Commissioning ___5___ places for pupils from ___schools in the Tri borough_.*
- *Professional advice and support on dealing with pupils' challenging behaviour and on engaging hard to reach families.*
- *Staff involvement in professional development activities.*
- *Training opportunities.*

I note there will also be a response from [REDACTED], [REDACTED] of TBAP. This response relates to Commissioning & School Support only and is therefore additional

Yours sincerely

[REDACTED]





From:
Director of UK Programmes
ARK Schools
65 Kingsway
London
WC2B 6TD

To the:
Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Dear Sir or Madam

Confirmation of support for The Family School

ARK Schools confirms that we support The Family School application. We understand that The Family School is an Alternative Provision Free School to be based in Westminster, which if successful is planned to open in September 2014, and will serve children who are psychologically unwell with mental health needs who exhibit extremely challenging and risky behaviours who are unable to manage in mainstream schools.

We anticipate making 5-9 referrals of full time equivalent (FTE) places to The Family School over the first academic year following the School's opening and 5-9 referrals in the second year.

Yours faithfully

Signature:

Position:

Print name:

Date: 07/12/12

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



10 December 2012

Dear Sirs,

Proposed new Alternative Provision Free School application – the Family School / Anna Freud

I am writing to confirm that I fully support the establishment of an Alternative Provision Free School in Westminster. Across Brent, we are committed to reducing and hopefully eliminating permanent exclusions from our schools and feel that this provision will provide significant support in helping us to reach this target. Provision in the area for some non-excluded but very vulnerable children and young people is not sufficient, and certainly does not address the needs of those with mental health issues in the way that this proposal does.

We already have a strong working relationship with [REDACTED], who currently run the Marlborough Family Education Centre and, having had a full discussion about the proposal with [REDACTED] we are extremely interested in learning more of what the Family School could offer us in terms of:

- Professional advice and support on dealing with pupils' challenging behaviour and on engaging hard to reach families
- Staff involvement in professional development activities
- Training opportunities

We would certainly be interested in having further discussions in relation to what the school could offer and would be keen to invite the school / Anna Freud in any competitive exercise we engage in.

Yours sincerely

[REDACTED]

[REDACTED]

Commissioning Manager (Children & Families)

From:

[REDACTED]
London Borough of Wandsworth
Schools and Community Psychology Service Town Hall, Wandsworth High Street
Wandsworth
London
SW18 2PU

To the:

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

Date: 07.12.12

Dear [REDACTED]

Proposed new Alternative Provision Free School application – the Family School / Anna Freud

I am writing to confirm that I fully support the establishment of an Alternative Provision Free School in Westminster. We are committed to reducing and hopefully eliminating permanent exclusions from our schools and feel that this provision will provide significant support in helping us to reach this target. Provision in the area for some non-excluded but very vulnerable children and young people is not sufficient, and certainly does not address the needs of those with mental health issues in the way that this proposal does.

We already have a strong working relationship with [REDACTED] and [REDACTED], and have benefitted from

- Professional advice and support on dealing with pupils' challenging behaviour and on engaging hard to reach families
- Our staff involvement in professional development activities through the London Borough of Wandsworth's continuing commitment to the Targeted Mental Health in Schools initiative.
- Having had a full discussion about the proposal with [REDACTED] and [REDACTED] we are extremely interested in taking advantage of what the Family School could offer us in terms of;
- Commissioning places for pupils aged 5 to 14 years
- Professional advice and support on dealing with pupils' challenging behaviour and on engaging hard to reach families
- Staff involvement in professional development activities

Yours sincerely,

[REDACTED]

[REDACTED] [REDACTED]

E4: Marketing

The nature of demand (as discussed above), suggests that there will be no need for aggressive marketing in any 'above the line' sense. While marketing will be a major part of our work, it will involve mainly word-of-mouth and personal interaction.

The non-stigmatising approach to helping children and their families that we are promoting would not sit well with over-the-top classical marketing, and means that even the use of social media would need to be very sensitively handled.

The following four marketing imperatives would help us to maximise uptake and development of our service, and to inform our pricing. We list some of the activities that would be used for each.

1. Understanding the market we are in and keeping abreast of the factors driving it and the changes these factors are undergoing
 - constant interaction with the market through normal operation
 - interaction with local and national government
 - international media
 - academic media, both national and international
 - research projects
 - monitoring our own performance
2. Understanding the different stakeholders and target groups and the messages each needs to assimilate if they are to use our services
 - constant interaction with the market through normal operation
 - educational engagement, including seminars and training
 - Social engagement
3. Promulgation of the appropriate messages
 - constant interaction with the market through normal operation
 - educational engagement, including seminars and training
 - Social engagement
 - Presence in appropriate directories
 - Explanatory materials
4. Making it easier to use our services
 - Presence in appropriate directories
 - Explanatory materials

Discussions with commissioners and with the whole range of therapeutic and other professionals are essential to the way that the Family School will operate. An ongoing professional relationship with head teachers, local authority officers and teaching and other school staff supports our evaluation of the effectiveness

and impact of our interventions with children and young people. It is also an important way in which we can assess the changing nature of need and the pupil demographic in London. The six-weekly review is obviously a key moment for communication with commissioners, but beyond that there will be a programme of professional development work and informal contact which will enable us to evaluate provision from a number of perspectives. Similarly, our relationships with parents are integral to the success of the Family School's programme, and so our engagement with these key stakeholders, described in Section D, is critical to our success or failure with our pupils.

Our experience of managing contracts with Westminster as commissioner of our Family Education Centre programme via a detailed service specification, has involved the production of extensive monitoring returns three times a year. These set out the demographics of the pupil population, data relating to academic and learning progression as well as feedback on a range of psychological outcome measures. This monitoring process has been replicated for individual contracts that we maintain with six individual secondary schools and academies. This close partnership working relationship with commissioners has meant that we have been better able to jointly revise and construct new treatment and learning interventions as needs of the local pupil population alter over time. We plan to extend these ways of working with new commissioners as the Family School expands.

Sharing expertise is another critical part of our relationship with commissioning schools. Our outreach programme is based on a professional development model which enables us to model our multi-family work in referring schools. This provides both opportunities for early intervention and also training for school staff on behaviour management. In addition to on-line support for schools through our training Microsite, we run a programme of courses and conferences both in this country and overseas. www.marlboroughtraining.com

Section F: Capacity and capability

F1: Governance

As a prerequisite for the submission of this application the Anna Freud Centre, in partnership with Central North Westminster Foundation Trust, has formed a Company limited by guarantee called The Westminster Family School. The company has access to significant levels of relevant educational, financial and legal expertise. The members and directors of the company are appropriately skilled and experienced to discharge their duties and are willing to do so without payment.

The name of the Company is: The Westminster Family School, company registration number: 8333607.

Members

1. There will always be a minimum of three members acting as subscribers to the Memorandum of Association.
2. Over time, the company law members of the school will be:
 - a. One person appointed by the Secretary of State, if he or she chooses to exercise this right.
 - b. The Chair of the Governors of the School in an ex officio capacity.
 - c. Up to 8 people appointed by the Anna Freud Centre.
 - d. Any additional members unanimously appointed by the other members under Article 16.
3. At incorporation the members are as follows:
 - a. Anna Freud Centre, as a corporate member, represented by [REDACTED], [REDACTED].
 - b. [REDACTED], [REDACTED].
 - c. [REDACTED], [REDACTED].
4. It is noted that the above 'founding' members cannot be removed except by their resignation.
5. By January 15th 2013 the members will include all of the below:
 - a. Anna Freud Centre as a Corporate Member represented by [REDACTED], [REDACTED].
 - b. Central North West London Foundation Trust represented by [REDACTED], [REDACTED].
 - c. [REDACTED], [REDACTED].
 - d. [REDACTED], [REDACTED].
 - e. [REDACTED], Central North West London Foundation Trust- [REDACTED].
 - f. [REDACTED], [REDACTED].

Directors

1. The board of Governors of the School will comprise:

- a. A maximum of 11 Governors appointed by the Anna Freud Centre, one of these appointees shall be a member of the Anna Freud Centre Executive.
- b. Staff Governors (if any) appointed under a procedure to be determined by the members.
- c. One Governor nominated by the local authority and then appointed by the Charity when the School is open.
- d. Two parent Governors elected under the basic framework set out in the Articles.
- e. The Principal(s) as an ex officio Governor (or Governors).
- f. Up to 3 'Co-opted Governors'.
- g. 'Further Governors' or 'Additional Governors' who may be appointed by the Secretary of State in exceptional circumstances. In these circumstances all the Governors appointed by the Anna Freud Centre must resign and the Anna Freud Centre's right to appoint Governors shall be suspended.

2. At incorporation the Governors are as follows:

- a. [Redacted]
- b. [Redacted] ([Redacted])
- c. [Redacted] ([Redacted])
- d. [Redacted]
- e. [Redacted]

3. Additional Governors to be appointed include:

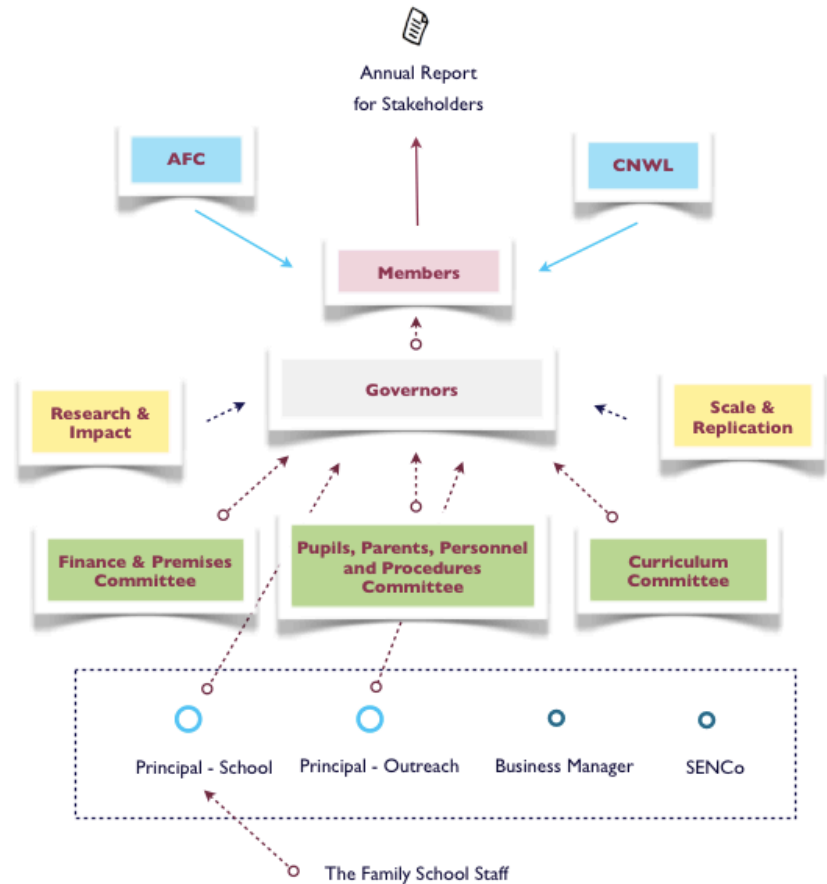
- a. [Redacted], [Redacted]
- b. [Redacted], [Redacted]
- c. [Redacted], [Redacted], Local Authority
- d. [Redacted], [Redacted]
- e. [Redacted], [Redacted], Local Authority
- f. [Redacted], [Redacted]
- g. [Redacted], [Redacted], CNWL
- h. [Redacted], [Redacted], CNWL

Additional Governors will be sought (and where appropriate 'head-hunted' with the support of agencies such as Prospectus), the specification for their skills and knowledge will be linked to experience in mainstream education, local authority Head teacher and/or local Academy Head teacher. In addition senior executives from the Teaching Agency and UCL have offered to support the school in the ambition to become a Centre of Excellence for teacher and educational psychology training.

The organogram shows the relationship between the Academy Trust and the Governors, with lines of accountability.

The Family School

Organisational Design



Raising concerns

Each member of staff will be given clear guidance as to how to deal with concerns. Each committee will have a named person who is a member of the Senior Leadership team, to use as a sounding board and with whom to register their concern. Decisions will then be made, in consultation with the Principal, as to the next step. This could be either to list an item on the next committee meeting agenda or to treat the matter as an emergency and call an extraordinary special meeting with the most appropriate directors. In any cases of high risk the Members will also be informed within a specified time period.

Avoidance of conflicts of interest

The chair and other board members should declare any personal or business interests which may conflict with their responsibilities as board members. The board, in consultation with others, will draw up rules of conduct for board members to ensure that such conflicts are identified at an early stage and that appropriate action can be taken to resolve them. The rules should include the keeping of a register of interests appropriate to the body's activities. Members should not participate in the discussion or determination of matters in which they have a direct pecuniary interest. When a non-pecuniary interest exists, members should consider whether participation in the discussion or determination of a

matter would suggest a real danger of bias.

Respective roles and responsibilities of company members, governing body and Principal

The Chair of the Governing Body will liaise with the Principals to provide strategic direction and act as a sounding board.

The Governing Body will hold at least two meetings a term and establish committees. One meeting should attend to general issues and the second should relate to specific committee agendas. A range of committees will report to the Chair of the Governing Body on a termly basis.

- Pupils, Parents, Personnel and Procedures Committee
- Curriculum Committee
- Finance and Premises Committee

In addition we will seek to establish a Parents' Council after the first year of opening.

Term	Summer/Autumn 2014	Spring 2015	Summer 2015
Main Governing Body Meeting	Elect Chair & Vice Chair Appoint named governors Appoint committees and panels Update governor biographies Update register of interests Agree targets Agree governor training Produce photo board	Review outcomes data Review parent and pupil surveys	Ratify budget
Pupils, Parents, Personnel & Procedures Committee	Elect Chair Agree terms of reference Review school development plan (SDP) Review Looked After Children (LAC) policy Review Child Protection (CP) policy	Review HR policies (disciplinary, grievance, management of absence, redundancy) Review SDP Review pupil and family attendance	Review appraisal and capability (performance management) policies Review staffing structure

Curriculum Committee	Elect Chair Agree terms of reference Review curriculum partnership Report on curriculum developments (Literacy, Numeracy, PAR) Review PCLP development Review Key Stages curriculum development	SEN Report Report on curriculum developments from named governors (Literacy, Numeracy, PAR)	Review target- setting policy Report on curriculum developments from named governors (Literacy, Numeracy, PAR) Review SDP Review SEN Policy Review outcome data monitoring Review PCLP
Finance & Premises Committee	Elect Chair Agree terms of reference Review budget – actual vs. planned Review charging and remissions policy Review asset management plan Review SDP	Review school insurance Review budget – actual vs planned Review inventory	Draw up budget for 2015/16 Review charging procedures Review SDP

Major Governing body and committee business 2014-Summer 2015

F2: Educational, organisational and mental health delivery expertise

Our steering group for the Family School already has strong educational expertise, including two eminent professors of psychology and the individuals who developed and currently run the innovative model we have described in Section D. The Marlborough programme currently sits within the National Health Service as a clinical/CAMHS provision but also already functions as Alternative Provision, as our feedback from school and local authority commissioners (Section C) shows. We have secured consultancy from a school improvement professional with senior local authority experience, the executive head of an 'outstanding'-rated academy and a recently-retired distinguished primary head teacher. Finally, and most significantly, we have the support of a parent, a graduate of the programme who has since trained as a teaching assistant.

Name	Relevant Experience (see key below)	Application form sections contributed to	Time spent pre-application (days per week)	Role pre-opening	Time to be spent pre opening (days per week)	Role in Family School
[REDACTED]	1-10, 14	A-F	3	[REDACTED]	5	[REDACTED]
[REDACTED]	1-10, 14	A-F	3	[REDACTED]	5	[REDACTED]
[REDACTED]	2, 8-14	A, E-I	2	[REDACTED]	1	[REDACTED]
[REDACTED]	2, 8-15	A, E-I	1	[REDACTED]	1	[REDACTED]
[REDACTED]	2, 5, 7	A-D	0.5	[REDACTED]	0.5	[REDACTED]
[REDACTED]	2, 5, 7	A-D	0.5	[REDACTED]	0.5	[REDACTED]
[REDACTED]	2, 5, 7	D	0.5	[REDACTED]	0.5	[REDACTED]
[REDACTED]	1-10	C-D	4	[REDACTED]	1	[REDACTED]
[REDACTED]	1-10 -14	C-D	0.5	[REDACTED]	0.5	[REDACTED]

Experience and key skills in steering group

KEY

1	School leadership	5	Curriculum – therapeutic and mental health	9	Performance management	13	Governance
2	Vision	6	Special needs and inclusion	10	Staffing, HR and recruitment	14	Finance
3	Teaching and learning	7	Clinical experience	11	Legal requirements including consultation	15	ICT
4	Curriculum – academic	8	Commissioning	12	Premises		

Educational experience

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Business management expertise

██████████

██████████

██████████

██████████

Mental health and organisational expertise

██████████

██████████

██████████

[REDACTED]
 [REDACTED]

 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

F3: Financial expertise

Name	Experience	Time pre opening	Role in school
[REDACTED]	[REDACTED]	1 days per week	[REDACTED]
[REDACTED]	[REDACTED]	1 days per week	[REDACTED]
[REDACTED]	[REDACTED]	1 days per week	[REDACTED]
[REDACTED]	[REDACTED]	1 days per week	[REDACTED]
[REDACTED]	[REDACTED]	0.2 days per week	[REDACTED]
[REDACTED]	[REDACTED]	0.5 days per week	[REDACTED]
[REDACTED]	[REDACTED]	0.5 days per week	[REDACTED]

Financial expertise in steering group

The Family School is in negotiation with a Bursar of an Academy school to procure appropriate operational school finance experience since we are aware that there are areas of expertise in school business management that we do not currently cover, such as health and safety, property and maintenance, management information and email systems. At present the gap in experience with day to day school finance management is being addressed with the help of the [REDACTED] and [REDACTED].

F4: Other relevant expertise

Name	Experience	Time pre-opening	Role in school
		5 days per week	
		5 days per week	
		1 days per week	
		1 days per week	
		0.5 days per week	
		0.5 days per week	
		0.5 days per week	
		1 days per week	
		0.5 days per week	
		0.5 days per week	
		1 days per week	
		1 day per week	
		2 days per week	
		0.5 days per week	
		To be engaged	

Other relevant expertise, including that of the steering group

User expertise

[REDACTED]

[REDACTED]

Social work and cross-cultural expertise

[REDACTED]

[REDACTED]

Central and North West London NHS Foundation Trust

CNWL is a large and diverse organisation, caring for people with a wide range of physical and mental health needs, providing healthcare to around one third of London's population and the surrounding areas. In broad terms, the needs it caters to include common physical health problems, long-term conditions, mental health, learning disabilities, eating disorders, addictions and sexual health problems. CNWL has a national and international reputation for the provision of services that meet the needs of the people who use them, actively encouraging involvement from local people who can help make a difference.

Legal (company and children's rights) expertise

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

F5: Recruitment

Recruiting principals

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Recruiting Family School Staff

The HR/TUPE functions and project management support will be provided by the AFC and CNWL HR Departments in the feasibility and implementation phases. Prospectus, a specialist recruitment consultancy and recruitment advertising and design agency working exclusively with the not for profit sector, will provide specialist recruitment support for the appointment of all of the Family School's teaching posts.

The first stage of the recruitment process will include close consultation with the Family School's sponsors to ensure that their needs are fully recognised. They will be briefed on the processes and timescales involved. Advertisements and application packs will be prepared, specially tailored by Prospectus to the Family School branding, vision and ethos. The Executive Head of the TBAP Pupil Referral Units will act as an additional education consultant to advise on Job Descriptions and Person Specifications.

Skills and qualities for successful candidates will be advertised as:

1. Qualifications and Experience

- 1.1 Qualified teacher status and evidence of a sound academic subject background and successful teaching
 - 1.2 Experience of working with SEN learners in an inner city school or PRU
2. Knowledge
- 2.1 An up to date knowledge of the code of practice and the statutory processes in place for SEN learners.
 - 2.3 A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEN learners
 - 2.4 A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience
 - 2.5 A knowledge of how ICT can both enhance and extend learning and improve the administration of SEN.
 - 2.6 A detailed knowledge of the specific SEBD needs of pupils that attend a pupil referral unit or EBD provision and evidence of strategies that can be used to support them.
 - 2.7 An up to date knowledge of Every Child Matters
 - 3.1 The ability to work within a team towards common goals.
To set standards and model good practice
 - 3.2 Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance
 - 3.3 To command credibility and use expertise to influence others
 - 3.3 The ability to communicate effectively with a range of potential audiences
 - 3.4 Proven teaching skills and the ability to coach other teachers and share good practice
 - 3.5 Proven consultation and negotiation skills
 - 3.6 High level ICT skills both to support learning and administration
4. Personal Attributes
- 4.1 The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure
 - 4.2 The ability to achieve challenging professional goals.
 - 4.3 Evidence of a commitment to equality of opportunity and social inclusion

In addition to the Joint Principals in Year One there will be:

1 SENCo

2 Dual professional teacher therapists

1 curriculum teacher (English, Maths + AQA and ESB management)

In subsequent years additional teachers will be recruited.

Professional support of newly recruited staff

Following recruitment a period of induction will take place. This will include attending a familiarisation course on policies and procedures followed by a period of non contact time to visit local partnership services and observe work in the Family School classrooms.

Peer group supervision will be mandatory on a weekly basis. One to one supervision and training will be provided or organised by the Principals. Appraisals will be conducted on a termly basis.

Financial and Premises

Business management will be provided by the AFC. Management of the premises will be provided by CNWL Estates Department.

Recruiting Governors

Within the new partnership of CNWL, AFC, UCL and the staff of the Marlborough Family Education Centre there is a wealth of experienced professionals supporting the application.

In readiness for the submission of the application experienced professionals have been identified who can offer the following expertise:

Chairing Skills	Business Management
Strategic Planning	Financial Planning Fundraising
Monitoring and Evaluation	Personnel Management
Education Management	Community Development Work with Children and Young People
Team Building	Local commissioning and national policy advisors Research and Training development

Additional Governors will be sought (and where appropriate 'head-hunted' with the support of agencies such as Prospectus). The specification for their skills and knowledge will be linked to experience in mainstream education, local authority Head teacher and/or local Academy Head teacher. In addition senior executives from the Teaching Agency and UCL have offered to support the school in the ambition to become a Centre of Excellence for teacher and educational psychology training.

Section G: Initial costs and financial viability



Section H: Premises

Background

CNWL currently houses the Marlborough Family Education Centre in Westminster, where the contracted delivery for pupils from Westminster schools currently takes place. The Family School will be formed with CNWL and the AFC as institutional members, working in partnership to support the school. CNWL and AFC governing boards have approved the specification for the building required to house the Family School and have undertaken to actively engage in sourcing a suitable high quality building. When the Family School is open the MFEC will no longer require its building in St John's Wood. CNWL has offered either to source one of its own currently vacant buildings- please see map below- or to use their Estates Team to source another suitable building.

In order to deliver the vision for the Family School that we have described in Section C we have a clear list of requirements for suitable premises. In Section D we outlined the basic requirements for the building that we will need. It will:

- be of a high design quality to inspire children and families deemed hard to engage with to feel included and to achieve.
- be in an area of London that is easily accessible by public transport and considered safe for pupils.
- have many of the features of a mainstream school alongside the non-institutionalised values of a family environment.
- avoid signs and features that can lead pupils to be concerned about the perceived stigma of attending a mental health service.
- Have access to outside space for sport and bio-feedback activities.
- ensure accessibility for all pupils and will include features such as ramps, disabled toilets and communication systems for pupils and parents with physical disabilities.
- obtain a high rating via the BREEAM for Education standard

We are aware that the EFA may not guarantee to choose a CNWL building and are willing to work together with all parties to acquire an appropriate property in the preferred location.

Possible Location Options

Commissioners of the current Marlborough provision and for the proposed Family School have indicated that a key priority will be accessibility of transport links. Section C explains the particular needs of Tri-Borough schools in this regard. A high proportion of the Family School's pupil intake will be vulnerable and will be likely to have become at risk, either psychologically or physically, in relation to

[REDACTED]

their peers. Our research with parents and pupils has indicated that personal safety is a key priority for the location of the building. Experience of running the MFEC, in the north of Westminster, particularly over the last five years, has shown that young people are often unwilling to cross east/west postcodes in the north of the boroughs because of their fear of gang-related violence. Also, AP provision is plentiful in the northern sectors of the Tri-Borough, but lacking in Central London. Taking these issues into consideration, we have sought advice from the Tri-Borough Head of Commissioning and School Support and the Tri-Borough AP Executive Head. They have indicated that the Victoria area (London SW1) is likely to be most suitable. This area has not been so affected by gang-related postcode issues and is considered locally to be safer to travel into.

Significant numbers of primary and secondary pupils travel from Lambeth and Wandsworth to schools in the Tri-Borough and significant numbers of secondary pupils travel from Southwark (*DfE Schools, Pupils and their Characteristics, January 2012*). The transport links for this postcode area are good for pupils from Tri-Borough schools as well as for those who travel from Lambeth, Southwark and Wandsworth. In addition [REDACTED] has indicated support for the Family School and an interest in future commissioning based on her current experience of service delivery by the MFEC.

CNWL buildings currently identified as having potential are indicated by the CNWL Estates department in the **map on the previous page**.

In preparation for this application we have visited these sites. They are currently vacant and have been used in the past for health service clinical delivery to service users. Of those offered, the [REDACTED] site is a best fit for our commissioners and is in our preferred locality. [REDACTED]. However, any site chosen would have to include the following school design options.

School Design

At the centre of the school will be a large multi-family space to accommodate groups of families, with up to 48 pupils and 48 parents at capacity. This space will provide a challenging environment for pupils to learn the skills of negotiation and collaboration. Linked to it, a family kitchen and dining area will create a teaching and learning environment suitable for promoting family and independent living skills, as well as providing meals and snacks. There will be a clear recognition that the arrangement of furniture, access to resources, and classroom displays all have a bearing on the way pupils experience learning. Neutral colours will be used throughout the school with colours and textures denoting the different areas

of therapy and learning. Furniture will be arranged to provide an environment conducive to focusing on family relationships and improving behaviours. Each therapeutic classroom will have areas for learning and action as well as a suitably bounded reflective space. The layout will also allow ready access from most areas to a secure and confidential space. Materials and resources will be arranged to ensure accessibility. Displays and whiteboards in every therapeutic classroom will be used to actively promote self-esteem and the importance of learning, through demonstrating the value of every individual's contribution.

As well as large classrooms designed for therapeutic learning there will be individual spaces for 1:1 teaching and ICT on line teaching. Rooms that are dedicated as a confidential space for therapy will be available for individuals and families.

An area for the preparation of family meals will be maintained to a high standard as will changing facilities for babies and toddlers.

The Environment, Value for Money and Sustainability

Our vision for the school is to design and develop an iconic building that engenders an ethos for learning in a safe and comfortable environment. It is anticipated that the design brief for the interior would create a light, fresh and uncluttered environment using primarily natural materials with a low embodied energy. This might mean they are made partly from recycled materials, have a long life or require little maintenance. Minimising energy costs will provide the opportunity to keep the running costs low.

We would seek to have the school building designed to match the standards applied by the Building Research Environmental Assessment Method (BREEAM) for Education. This will deliver:

- a genuine 'badge' of proven sustainability,
- a demonstrable commitment to corporate social responsibility (CSR)
- opportunities to improve staff satisfaction with the working environment.

A sustainable build for the school will offer an excellent opportunity to provide a culture of sustainability integrating the understanding of environmental issues into the curriculum at the school.

Capital Investment

Discussions are taking place with Environmental Charities and the Environment Practice who have expressed an interest in designing and fundraising for a sustainable building for the Family School and the local community.

Out of hours sharing and letting of the building will be available to support the Family School vision of a Centre of Excellence and hub for families and the local communities.

END