

# Free Schools in 2013

## 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 and marketing
- **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 an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [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 [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application

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

[Redacted]  
Department for Education  
[Redacted]  
London

**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:

[Redacted]  
Department for Education  
[Redacted]  
London  
[Redacted]

#### **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 to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <b>Existing providers which are registered as independent schools only:</b> you have provided a link to the most recent inspection report	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. <b>Existing providers only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address:  ContinU Trust [REDACTED] Kidderminster Worcestershire [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy Sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school or Academy    <input checked="" type="checkbox"/> Other </p>
6.	<p>If Other, please provide more details:</p> <p>The ContinU Trust is a charitable company that supports the delivery of high quality education to every learner connected to the ContinU Trust Partnership by developing new and integrated collaborative models of service delivery including collective curriculum planning, consortium asset management and procurement (human and physical) and shared data and management systems.</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
8.	<p>If Yes, please provide more details:</p> <p>N/A</p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p>

<b>Details of company limited by guarantee</b>	
11.	Company name: ContinU Trust
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Kidderminster Worcestershire <div style="background-color: black; width: 100px; height: 20px; margin-top: 5px;"></div>
13.	Company registration number: 06649728
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:  N/A
<b>Company members</b>	
<p><b>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>	
16.	Please confirm the total number of company members: Thirteen
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	5. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	6. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>

	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]
	11. Name: [REDACTED]
	12. Name: [REDACTED]
	13. Name: [REDACTED] ([REDACTED])

### 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.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name:

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

### Related organisations

20. 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.

Yes  
 No

21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• describe the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p><b>In all cases below there is no role unless the organisation is a ContinU Trust member as in A31 below.</b></p> <p>██████████ – Saint Mary’s RC church, ██████████ (charity no: 234216).</p> <p>██████████ – King Charles I School Foundation Trust (charity no: 506963) and Roy Woodward Trust (charity no: 1087756). ██████████ of Kemp Hospice (charity no: 511141).</p> <p>██████████ – The Stourport Academy Trust (company no: 07633402) and Stourport Sports Club Ltd (company no: 03092063).</p> <p>██████████ - King Charles I School Foundation Trust (charity no: 506963).</p> <p>██████████ – Haybridge High School (company no: 7652306).</p>
22.	<p>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):</p> <p>N/A</p>
<b>Existing Providers</b>	
23.	<p>Is your organisation an existing provider wishing to become a Free School?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>If so, is your organisation registered as an independent school?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children’s Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>
25.	<p>Is your organisation an existing provider wishing to establish a separate alternative provision Free School?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing state maintained</p> <p style="text-align: right;"><input type="checkbox"/> Yes</p>



	school or Academy wishing to establish a separate alternative provision Free School?	x No
27.	If Yes to any of the above questions, please provide your six digit unique reference number here:	N/A
28.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	N/A
29.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p> <p>N/A</p>	
30.	<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> <p>N/A</p>	
31.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Object of the Company (Registration number 06649728) is to advance the education of all learners connected to the ContinU Trust partnership which comprises two schools (Baxter College and Bewdley School,), known hereafter as “Foundation Members”, for which the Company acts as a foundation, plus five schools (Haybridge High, Stourport High, Hagley Catholic School, King Charles I School and Wolverley High) that are “Associate School Members” of the Trust and one further education college (Kidderminster College) an “Associate College Member”, which all contribute to the Company but, being voluntary controlled, voluntary aided, an academy or an incorporated further education college, have their own existing foundations. The ContinU Trust partnership has additional “Partner Members” providing representation from industry, Third Sector and Higher Education.</p> <p>The Company works to support the delivery of high quality education to every learner connected to the ContinU Trust Partnership by developing</p>	

	<p>new and integrated collaborative models of service delivery including collective curriculum planning, consortium asset management and procurement (human and physical) and shared data and management systems.</p>
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**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:** [REDACTED] / [REDACTED] (please delete as appropriate).

**Print name:**

**Date:**

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

## Section B: Outline of the school

1.	Proposed school name:	ContinU Plus Academy
2.	Proposed academic year of opening:	2013/14
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input checked="" type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below)  If Other, please specify:  We intend to cater for a small number of 'nurture' and Statemented students
5.	Proposed number of pupils when at full capacity:	Full time (FT): 60  Part time (PT): 130 (FTE – 50)  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:	September 2015
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed

8.	<p>Do you intend that your proposed school has a faith ethos?</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p><b><i>Please refer to the glossary of terms'in the How to Apply' guidance for more information about religious character/designation/ethos.</i></b></p>
9.	<p>If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):</p> <p>N/A</p>
10.	<p>Postcode of the preferred site of the proposed school:</p> <p>██████████</p>
11.	<p>Local authority area in which the proposed school would be situated:</p> <p>Worcestershire</p>
12.	<p>If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:</p> <p>Birmingham</p>
13.	<p>This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>

## **Section C: Education vision**

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

### **The motivation and context for establishing the ContinU Plus Academy (CPA) Alternative Provision Free School**

We are proposing to establish the ContinU Plus Academy (CPA) in the Wyre Forest and Hagley districts of NE Worcestershire, based on the successful track record of the ContinU Trust in delivering high quality mainstream and Alternative Education provision. We already have extremely well established and highly productive relationships with our 7 partner secondary schools and Kidderminster College who are members of the ContinU Trust and with our associate members, Barnado's and the Universities of Wolverhampton and Birmingham. Our wider network encompasses the Local Authority, local support services, Work Based Learning Providers, Voluntary and Community sector providers, regional colleges and employers. Our objective is to extend and improve existing Alternative Education - working with and not competing against existing provision.

At ContinU Trust we are dedicated to, and passionate about working with some of the most disadvantaged and disenfranchised young people and young adults in society. We support them to take control of their own lives, develop the range of academic, vocational and life skills required in today's complex world and to make the most of the opportunities available to them.

We believe that establishing the CPA will allow us to extend the depth and breadth of the provision to better meet the needs of young people and increase their educational outcomes and life chances. It will allow us to make long term investments in improving the wellbeing of our learners and further develop our academic and vocational offer for excluded students while meeting the evidenced demand and aspirations of parents and carers for quality Alternative Provision in our area.

### **MISSION**

Our AP Free School will be committed to working with young people who are excluded, or at risk of exclusion, from our consortium of schools and to proactively target post-16 destinations. We will support young people with multiple barriers to education and work; with health, behavioural, educational and psychological problems and young people from dysfunctional families who often lead chaotic lifestyles. We will work directly with these young people, their families and our consortium of schools. We will engage support from our existing and comprehensive network of partners in education, training, health, benefits and the judicial system to support our students in becoming active citizens, exercising choices in their lives and taking a full part in society.

## **Our Mission Statement**

### **Increased participation – improved retention - higher standards**

The ContinU Plus Academy will, through collective responsibility, provide a rich, varied and high quality learning entitlement and experience for all young people that can benefit from the learning experience provided. We will engage more learners, improve their academic successes and life chances and extend our reach into the local community. We know we can do more for all our learners together than we ever could alone.

## **OUR VISION**

We are passionate about our work with young people and the ContinU Trust's consortium already provide a comprehensive, inclusive and successful 11-19 education service in the Wyre Forest and Hagley. With the CPA we want to extend the breadth and depth of this service to improve the education and life outcomes for the most disadvantaged and disengaged young people in our communities. Our structured vocational and academic curriculum, our comprehensive pastoral support and our extensive post-16 links will improve the quantity and quality of educational, employment and life skills outcomes for our targeted students.

The new school will be wholly integrated into ContinU Trust's partnership infrastructure, drawing on support and access to shared services and shared curriculum opportunities such as GCSE tuition. Too often PRU's have been outside of mainstream planning considerations and regarded as a Local Authority problem. We will change this situation. All the feeder secondary schools are ContinU Trust Members, fully support the establishment of the CPA, accept their responsibility to make it a success and work to improve the outcomes and destinations of each student. This additional accountability offers an effective platform to move the school forward.

We will reach out into the local community to engage parents/careers, employers and the voluntary and community sectors. Our plans include a 4 term year with summer schools and evening activities for our students and the local communities we serve. The new school will be a shared commitment by local schools and our community partners and not an isolated venture.

## **CONTEXT: EXCLUSION & ACADEMIC ACHIEVEMENT**

Excluded students have for too long been condemned to low academic achievement rates. At a National level only 1.4% of excluded young people achieve five A\* to C grades including English and Maths, compared to 56% in mainstream schools (and 62% across the ContinU Trust Consortium). One of the fundamental motivating factors for establishing an AP Free School in the ContinU Plus family is to dramatically improve these achievement levels

ContinU Trust schools run common timetable models with 2 days of collaborative blocks which will allow the CPA to extend the breadth and depth of the learning and qualifications available and access GCSEs and the whole suite of commissioned courses which are brokered and quality assured through the Trust's structures.

## **VISION**

We will achieve our Vision by creating a blueprint for collaboration built on common "Partner Principles", local accountability and challenge. Our direct experience with the ContinU Trust proves that more can be accomplished together than in isolation. We will transform the learning experience and outcomes for excluded and about to be excluded young people across our institutions and the landscape of our communities by:

- Using ICT, cutting edge pedagogy and 21st Century design to add new dimensions as to how, when and where people learn.
- Raising aspirations and achievement levels for our students and equipping them to take a full part in modern civic society.
- Re-connecting the broken links in low aspirational communities between education, training and personal advancement.
- Developing a new collaborative infrastructure for Alternative Provision through the Trust including collective curriculum planning, targeted resource management and procurement and shared data and management systems.
- Intervening directly in supporting economic regeneration and local business enterprise within the school environment.
- Engaging systematically and with key local services across the Trust to support wider access for local communities in school settings.
- Extending our school year to 4 terms, running summer schools and evening programmes for our students and their communities.
- Creating a synergistic network of learning providers built on the diversity and strengths of all Trust members.

We have set challenging, but achievable targets for the students who will access the CPA that include:

<b>ContinU Plus Academy Targets</b>
<b>• All students are supported to aspire to the equivalent of 5 A-C/A-G dependent on starting point and aspirational target (using FFTA as benchmark and FFTD as aspiration).</b>
<b>• All Year 11 students to have qualifications in Maths and English at L1 (L2 dependent on starting point and FFTA above).</b>
<b>• All students to achieve 3 levels of progress if KS2 benchmark is level 4 or above or if level 3 and below to make 1 sub level of progress per term, equivalent to 5 sub levels over KS4.</b>
<b>• All students to increase their attendance to at least 90% or improved by 10% on their attendance at their previous school, dependent on which is the more challenging target.</b>
<b>• 100% of year 11 pupils to have post-16 offer in place by June of final year.</b>
<b>• 20% of year 11 to secure offer of apprenticeship place by June of</b>



<b>final year.</b>
<b>• 90% of students still in positive destination one year after leaving year 11.</b>
<b>• Year 11 NEET % to be below mainstream schools figure and falling.</b>
<b>• All KS4 students who have spent more than 2 terms at the school to be involved in at least 2 Community Projects through “Opening Doors”.</b>

### **Religious beliefs and Affiliations**

There are two faith based schools within the ContinU Trust partnership, Hagley Catholic High School and Wolverley Church of England School. However the Trust itself is non-denominational and the proposed CPA will not favour any particular religious belief or have any affiliation with a body or organisation other than the ContinU Trust.

## CONTEXT- OUR ETHOS

Our distinctive approach to Alternative Provision is firmly based on addressing the personal, social, core and vocational skills of our learners. We employ a personalised approach with agreed Individual Learning Plans for each young person. These use structured, supported activities to develop, deliver and accredit the range of academic, personal, social and employability skills required by young people to take control of their lives and make the transition back into mainstream education, further education, training or employment. It also delivers value for money by providing a specialised Alternative Provision service utilising a range of appropriate specialised staff and high quality, but relatively low cost premises.

We have developed our distinctive curriculum based on and supported by a large body of research and this is typified by the report of the Audit Commission in July 2010; ***Against the Odds – Re-engaging young people in education, training or employment***. The report was unequivocal in its findings that:

***“Young people not in education, employment or training (NEET) at 16-18 have poorer life chances than their peers and are more likely to be a long term cost to the public purse.”***

The report highlighted the fact that ‘the 2008 NEET cohort will cost an estimated £13 billion in public finance costs and £22 billion in opportunity costs over their lifetimes’.

National figures for 2009 showed 9.2 per cent (183,200) of young people aged 16-18 were NEET and that 16-25 approaching one million young people are NEET. This shows no real sign of diminishing significantly despite numerous Government initiatives. The report also highlighted the fact that young men who were NEET are three times more likely to suffer from depression and five times more likely to have a criminal record, than their peers.

In drawing up conclusions for future actions the report included the following:

- Better targeting and collaboration can reduce lifetime cost and increase wellbeing
- Early prevention through low-cost interventions can bring large savings. £4,000 of short-term support to a teenage mother can be repaid twenty times over through net lifetime tax contributions. The same successful intervention can reduce public service costs by nearly £200,000 over a lifetime.
- Financial payback from some interventions is visible at the age of 25 through reduced public finance costs. Payback for most interventions is in the medium term, when young people have been in employment for longer and made tax and national insurance contributions.
- Connexions services, schools and colleges, Job Centre Plus and other youth support services do not collaborate effectively. The result can be duplication, wasted effort and wasted money. The extent of this potential waste will vary locally.
- Through their strategic commissioning role, councils and their local partners should use their new responsibilities for commissioning 16-19 education to review and redesign services to achieve further reductions in NEET levels and reduce waste and duplication; make their response to the circumstances of the most sustained NEET groups a core part of the **local 14-19 strategy** and funding plans, commissioning individually tailored packages of support where required

- Work with academies (Free Schools) and local authority-maintained schools, to report on, and improve effectiveness in supporting young people to make successful transitions at age 16; and take the lead in encouraging the local creation of apprenticeships and raising the demand for young people in the workforce. The ContinUTrust is a leading member of the local authority's NEET strategy group and plays a key role in the development of local policy and practise.

In developing our curriculum we have been influenced by the wide ranging evaluation undertaken by the Social Futures Department of Teesside University – commissioned via the DfE established, Youth Sector Development Fund. In their recent submission to the Education Select Committee the researchers ██████████ stated:

***“Research by Teesside University demonstrates that providing young people with alternative learning opportunities to gain confidence and self-belief is essential to achieve real progress in learning and inclusion and to make a difference to NEET statistics.”***

Their report highlighted the following factors :-

***Despite numerous policy initiatives, the number of young people NEET has remained stubbornly high over the past decade. The latest monthly figures reveal that nearly a million young people are NEET. Most experts predict that the situation will worsen as the recession continues. The Prince's Trust, for instance, warns that the number of young people applying for Jobseekers Allowance is likely to double if the current economic trend follows previous recessions. One in five of this year's GCSE takers could be on the dole by the age of 21 if trends follow those of the 1980s recession.***

***What seems to be missing from these (Government) initiatives is a lack of insight into the group of young people for which these interventions are designed. Government and many professionals assume that, given the right opportunities and support, young people will take up the options presented to them and will readily engage with education, employment or training.***

As ██████████ commented in Children and Young People Now (July 2008):

***We are talking here about young people with a deep scepticism of the world. They are not convinced it has much to offer. Their past experiences are of being kicked from pillar to post (metaphorically, if not literally), of being betrayed by family, sometimes friends, and certainly professionals.***

He urges national and local policy makers to provide more rungs on the ladder for these young people. Providing them with an environment in which they can feel relaxed, which encourages communication and engagement, are essential first rungs to foster small improvements in confidence and self-belief. Without these first small steps, Williamson argues, these young people will never move to the next step in the process of learning, achievement and inclusion which is the primary goal of the many government initiatives, and 'will be condemned to the floor forever'.

**In their recommendations for action the Teesside researchers concluded that:**

- National and local policy makers need to provide more rungs on the ladder for vulnerable young people who are at risk of exclusion and becoming NEET. Providing these young people with a **non-formal educational setting** in which they can build confidence and self-esteem are essential first steps in the process of learning, achievement and inclusion to prevent them becoming NEET.

The strong government emphasis on equivalence of 'performance' in

- qualifications undermines the importance of recognising individual 'achievement'. Therefore, Government should give more attention to alternative methods of learning in relation to the formal educational system.

Our curriculum and our distinctive approach to Alternative Provision is based on the findings of these and many other studies published over recent years together with our own growing portfolio of evidence and experience of enabling young people to achieve success in education when they had given up and been given up on by the system.

**Rationale for the age range**

We are targeting the CPA to provide a quality Alternative Provision for young people 11-16 years old. We already have a staff complement within the 7 schools in The ContinU Trust Consortium who are experienced in working with learners from the age of 11 to 19. To support this existing experience, as part of the development of the CPA, we have put in place a comprehensive recruitment package to hire new dedicated staff. This includes job and role descriptions for qualified teachers and Level 2 and 3 qualified Learning Coaches and is supported by a comprehensive induction and training programme for new recruits.

The majority of school exclusions occur in Key Stage 4 and if timely and appropriate intervention is not available for these young people the longer term cost to the individual, the local community and society can be very high, with a direct link between school exclusion, anti-social behaviour in the local community, increased NEET rates and a high long term cost to the individual and society.

There is an increasing body of evidence that early intervention, before Key Stage 4, with young people who are underachieving results in greatly improved educational and social outcomes. With our Wyre Forest and Hagley Project Early Intervention Service (see Value Added Box below) we have access to a successful method of identifying potential problems and intervening at an early stage – in Primary School and Years 7 and 8.

With the progressive extension of the school leaving age to 18 Free School status will potentially allow the CPA to extend and integrate the Alternative Provision offer to provide a ladder of opportunity for excluded and marginalised young people from the age of 11 to 18. After the first two years of operation we will undertake a

systematic review of the feasibility of extending the CPA to embrace the full age

range from 11 -18. We are also in discussion with A4e about the possibility of collaboration in setting up a VOX centre with Kidderminster College that would help to ensure positive post-16 destinations for all students. This would enable us to integrate academic and vocational learning with work placement, work-based learning and volunteering to effectively engage this cohort and make a real impact on improving the life chances of young people and reducing the rate of NEETs.

We describe our comprehensive curriculum and vocational in detail in Section D, but we know from long experience that the traditional academic route in schools is not appropriate for many young people in this age range and that a more flexible, customised and appropriate learning offer can better support these young people in developing better life outcomes.

## **ADDED VALUE**

### **The Wyre Forest and Hagley Project (WHP) and Early Intervention**

The WHP is an established branch of activity within the Trust and operates under contract from the local authority. Recent research has shown that for every [REDACTED] invested [REDACTED] of social ROI is delivered. (Source National Centre for Excellence in Children's Services)

The WHP Project will be available for the CPA and provides a targeted school-based early intervention family support service to families living in the CPA catchment area. This supports children who are showing signs of **emerging** emotional and/or behavioural difficulties that are **starting** to impact on home life, school experience and/or their personal development, particularly school attendance.

WHP is actively promoted in all the ContinU Trust schools and the Headteachers and staff at all the **thirty-two local Primary schools** that form the feeder pyramid for the Trust. Families who might benefit are identified through a team of Home School Link Workers, working together with parents and carers.

#### **Service Areas**

The service works with children and young people, in Primary School and in Years 7 and 8. It is front-loaded in order to maintain an early intervention focus, support transition and to develop the most effective systems for service operation across both primary and secondary schools. The service delivers the following to families:

#### **Parenting skills**

- Includes: Home visiting, 1:1 parenting skills including bedtime/morning routines, relationship breakdown and step-parenting.

#### **Home/school Links**

- Includes: Improving attendance; home-school liaison/relationship building; getting parents into school for parents evening; supporting access to family learning; improving attainment; reducing risk of several/permanent exclusion.

#### **Swift and easy access to:**

- Interventions delivered by existing WHP staff, often in partnership with other services, including; courses for parents in parenting skills, e.g. Triple P Teen (Positive Parenting Programme); standard (age 2-12); Stepping Stones for children with additional needs, (e.g. ADHD, Asperger's); Family Links, the nurturing programme to improve family relationships/dynamics.
- Interventions delivered by other agencies, whether for young people, individual
- parents, couples or the whole family, includes: signposting and referrals/handholding to a range of different specialist support services e.g. teenage pregnancy, mental health, sexual health, substance misuse, domestic abuse, medical/other health issues, housing, debt.
- To a qualified Counsellor for young people, CAF and liaison/referral to social care.

### **WHP Results include**

- A 37% overall improvement in **attendance**
  - Supporting **120 parents** to increase their engagement in their child's learning
  - Supported **16 families** to access Family Learning and also supported **24 parents** to access employment (voluntary, part or full time), or training/qualifications, or other skills-based adult learning.
- Supported **55 parents** to increase their level of involvement in school life:
- Joining PTA, voluntary support or working in school, parent supported to attend transition event etc.).
  - Preventing a first exclusion with **11 children**.

## **PREMISES**

As part of the development of the ContinU Plus Academy by the Trust, visits to several established alternative education providers took place to help identify the most appropriate premises and facility model for the planned Academy. The model that best meets the purposes of the CPA is the facility South Park Enterprise College in Scunthorpe, North Lincolnshire. This facility has been successfully operating for 9 years and has been inspected twice by Ofsted, being rated as good/outstanding on both occasions. Key elements that help to enable their success in delivering non-formal and formal learning to young people who have disengaged or are at risk of disengaging in education is;

- Location (light industrial/business park, with good communication links)
- Structure (steel portal frame, 2mtr height external brick with cladding above).
- Layout (internal sub-division providing good quality learning spaces for education, administration, activity area and ancillary services).

It is considered that this model would best meet the needs of CPA being able to realise the educational vision and plan. Having established the preferred premises and environment required, a search of the Wyre Forest and Hagley area was undertaken. Giving regard to the location of the participating schools, a location was identified on the [REDACTED], Kidderminster. It provides the centralised geographical point necessary and is close to appropriate outreach venues such as retail, business and industry outlets that are key in supporting the CPA delivery model.

Participating provisions and distance to the preferred ContinU Plus Academy site;

- Baxter College
- The Bewdley School and Sixth Form Centre
- Hagley Roman Catholic School
- Haybridge High School
- King Charles 1<sup>st</sup> School
- The Stourport High School & Sixth Form Centre
- Wolverley C E Secondary School





## **CURRICULUM OFFER**

The ContinU Plus Academy will offer a curriculum that combines the development of personal and social skills with employability skills that are linked to the motivational/vocational interests of young people. This allows young people to learn the skills required to manage their work, their lives and their relationships.

Young people are empowered by this curriculum approach and develop a sense of ownership of their learning. This is highly motivating and is further enhanced by the sense of achievement when students gain accreditation for learning in the activities in which they are involved.

Learning provision is personalised around the needs of individual students and they will be supported to choose a learning programme which matches their motivation, interest and personal learning style. We are also including at Appendix C1 a Power Point presentation on Identity Capital to demonstrate how our curriculum model extends beyond the school gate and provides a framework within which the school, the community and family can work together to support individual students

## Section D: Education plan – part 1

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

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>		20	35	50	50	50	50	50
<b>Key Stage 4</b>		50	55	60	60	60	60	60
<b>16-19: commissioner referred (pending review - not assumed in Section E &amp; models)</b>		0	2	7	7	7	7	7
<b>16-19: pupil application</b>								
<b>Totals</b>		70	90	117	117	117	117	117

The CPA capacity will be planned for 120 Full-Time equivalent students our experience leads us to believe that this is an appropriate number to deliver our alternative curriculum for vulnerable and challenging students.

## Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

### CURRICULUM PLAN

#### Curriculum Offer: Philosophy

The ContinU Plus Academy (CPA) will deliver a structured curriculum to meet the requirements of a wide range of marginalized, disaffected and excluded young people both within the Academy on a full-time and part-time basis and within our 7 consortium schools on an outreach basis. Our fundamental objective is to prepare students for positive progression routes, integration back into mainstream education or into training or employment.

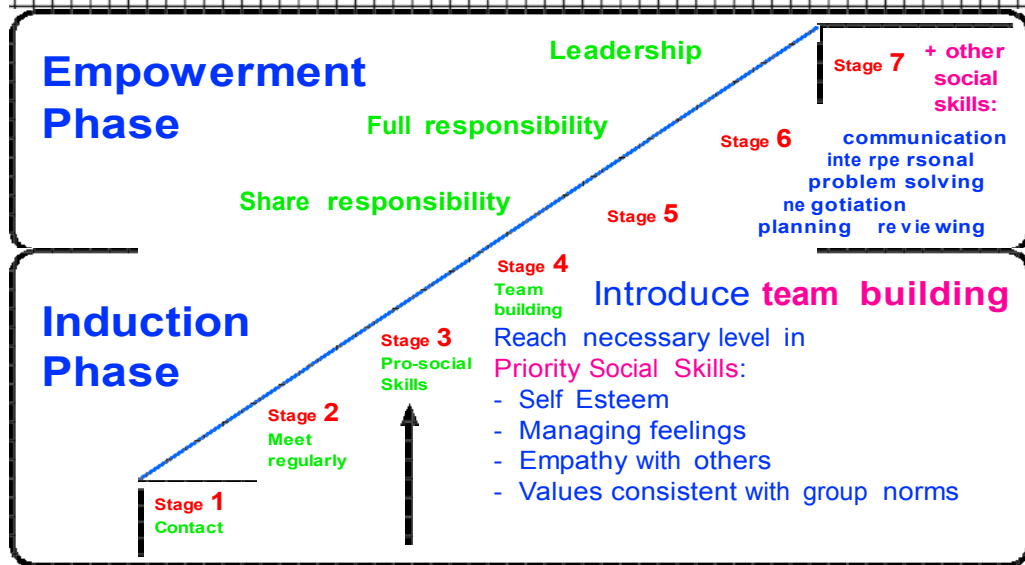
Our methodology is based on the principles of developing a student's 'Identity Capital' (Developed by Professor [REDACTED]) through a learning pathway that starts with the motivational abilities of the young person (their interests), builds social capital (social skills), develops functional capital (enterprise literacy) and progresses to encompass human capital (qualifications).

The success of this approach in engaging, motivating and enabling some of the most disaffected students to return to learning and achieve transferable qualifications, is based on unlocking the motivational abilities of the students and coupling the development of social capital with functional capital in an integrated learning offer that is unique to each individual student.

The educational basis for this approach is to **empower** the students to take control of their lives and achieve their full potential through gaining recognised accredited awards and qualifications. The students are enabled to **progressively take increasing responsibility for their activities, their learning, themselves, and each other, thus developing the social skills needed to successfully implement their life decisions.**

This progression is represented in the following **Curriculum Development Model:**

## Progression through the Curriculum Development Model



© 2007

- Stage 7: an adult leadership role
- Stage 6: taking full responsibility for actions
- Stage 5: sharing responsibility

### CDM 1-4: dependency; CDM 5-7 towards independence + social skills development

- Stage 4: taking part – team building
- Stage 3: priority social skills (self-esteem, feelings, empathy, values)
- Stage 2: regular attendance, assessment
- Stage 1: initial contact – selling the idea

This progression is managed through support by Learning Coaches and teaching staff, initially developing trust and identifying individual needs and preparing in partnership a personal development plan. **CDM Stage 3** is very important, with the focus on ensuring that each student has the necessary level of priority social skills before moving on to team building at **CDM Stage 4**.

Students are continuously supported by teachers and Learning Coaches (ratio 1:4), trained by The ContinU Trust and the CPA, to facilitate and support the learning of individual students via a wide range of motivating practical, vocational and issue based activities through which progression through the curriculum development model is encouraged.

The social skills that we assist young people to develop are divided into two areas:

- 1) **Priority social skills:** these are the skills necessary to contribute to & benefit from group work, classroom learning and employment and to be able to benefit from and contribute positively to the activity. ie:

- **self-esteem** - a positive life view, a commitment to control and change their life.
- **recognising and managing feelings** - impulse and anger control, defer gratification, develop alternative strategies for addressing conflict.
- **understand and identify with others (empathy)** - to recognise the feelings, needs and points of view of other students and teachers, or victims of crime.
- **values development** - to identify, understand and explore alternatives to current values, beliefs and behaviour, and their consequences, particularly in relation to the school ethos.

This is the main initial task of Learning Coaches, to organise 1:1's, group work, ice-breakers and other activities designed to encourage the development of these skills. For some students this will happen quickly, for others it may take longer! But it is important to complete this before moving on.

**2) Other social skills:** When they are ready, students move on the CDM Stage 4, group work and team building activities, through which the other important **social skills** are developed, with Learning Coach encouragement, ie:

- **communication skills** - including listening & assertiveness, non-verbal, literacy.
- **interpersonal** and relationship skills, friendships & support networks.
- **problem solving**, including decision making, particularly in terms of interpersonal issues, the ability to set attainable goals, linked to self-control and delaying gratification.
- **negotiation** , how to reach compromise.
- **planning**, thinking ahead.
- **reviewing** skills, learning from experience.

This supports students in finding and taking up a wide range of positive outcomes. At all stages in the delivery of the CPA curriculum we will work with learners on potential destinations. This includes:

- Regular liaison with the referring school to look at opportunities for the learner to return to mainstream education Regular liaison with local FE colleges including site visits for learners.
- Work based learning providers. Attending open days/evenings, site visits to providers premises and meeting learners already on Foundation learning or Apprenticeship programs.
- Visits to employer workplaces to appreciate different job roles, sectors and the realities of the world of work
- Sheltered short-term work placement with vetted employers.

## **Pedagogy**

The underlying pedagogy of the CPA is based on a non-formal learning style and approach that has delivered very successful outcomes for young people. The rationale for this approach draws on the following evidence:

The Council of Europe (2000) -

***“The Assembly recognises that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal education practices.....***

***The Assembly recommends that governments and appropriate authorities of member states recognises non-formal education as a de facto partner in the lifelong learning process and make it accessible for all.”***

In reality the pedagogy we have adopted at the CPA is fluid and moves on the continuum between formal and informal learning, with its natural home being a non-formal learning approach which facilitates our mission and provides a greater personalisation in the delivery for each young people.

**CASESTUDY:**

██████████  
This time last year, ██████████ was in a “really bad place”, following a total breakdown within his family. Relationships were so bad that he was “sofa-surfing” between friends’ houses. We, as a school, asked Children’s Services to become involved and they helped us put a support programme into place. This involved ██████████, his ██████████ and also his ██████████, who now lives in another part of the country, helping him to come to terms with the separation.

In school, ██████████ and his ██████████ were separately mentored by a member of our Senior Leadership Team and he received regular support from his ██████████. Subsequently, he gained a place on ██████████ for a ten week placement. It was clear from the very first session that he enjoyed this wonderful opportunity to ‘escape’ and as the weeks progressed, his self-esteem grew, as did his confidence. By the end of the placement, ██████████ was able and more importantly willing to coach and officiate over his peers.

During the Autumn Term of 2011, he was invited back by the ██████████ on a programme called “██████████” but this time working with older students. Again, ██████████ excelled and made such a massive impact on the staff that he has been invited to act as a coach for a new cohort of Year 9s – a real accolade.

The change seen in ██████████ over the past years has been truly inspirational. He has become confident, outgoing, willing to communicate and bursting with self-belief. His relationship with his parents has been restored and ██████████ is now happy at home. His educational

achievement level has improved and we cannot praise him too highly for the way he has reinvented himself.

## **Our Definitions of Learning**

### **Formal Learning**

The learning process we use is structured with clear learning objectives, learning times, learning support and is intentional; the participants get recognised, transferable qualifications that are on the QCF and NQF database

### **Non – Formal Learning**

Non-formal learning within work and activity related learning is structured, based on learning objectives, learning time and specific learning support and it is intentional; with the participants getting access to recognised, transferable qualifications. This

could therefore be called *non-formal education*

**Informal Learning**

Learning in daily life activities, in work, family and leisure situations is mainly

learning by doing; it is typically not structured, not intentional and generally does not lead to certification. In the youth sector informal learning takes place in youth and leisure initiatives, in peer group and voluntary activities. It provides specific learning opportunities, in particular in the development of social, cultural and personal "soft" skills.

Non-formal learning, delivered by non-formal educators (teachers and Learning Coaches, vocational mentors and any other members of CPA's staff who come into contact with a young person) contributes to some important aspects of our successful work with challenging and disengaged young people.

- **Belonging**, feeling part of the learning provision.
- **Priority social skills, and other social skills** necessary for successful learning.
- **Partnership with the adults working with them**, utilising students as a major resource.
- **Responsibility (empowerment)** through involvement in decision making.
- **A relevant and appropriate curriculum.**
- **Recognition and accreditation of their achievements.**

As a starting point for the delivery of this flexible and demanding curriculum our staff create an environment that:

- Provides a safe environment.
- Provides a sense of partnership and belonging.
- Provides someone to listen to them.
- Provides space for risk taking and personal discovery.
- Gives the students confidence.
- Engenders trust and acceptance of them as they are.
- Encourages them to explore and share feelings and hopes for the future.
- Helps them empathise with the experience of others.
- Recognises and explores the values they are living by.

### **Principles and Practice**

The CPA will work from the premise that all young people have the potential to succeed given the right opportunities. The key to success is to provide:

- A fresh start.
- Empathetic and supportive staff.
- A structured vocational and activity focussed environment, which can develop:
  - A sense of belonging.
  - Experience of personal success for students.
- Empowerment: taking increasing responsibility for activities, learning, self and others.
- Personal development, including priority and other social skills and,
- purpose towards employment.

### **Core values underpinning our practice:**

- The student is treated as an individual and is central to every aspect of the programme.
- Learning Coaches have a positive regard for their student and treat them with respect.



- Students are actively engaged as partners, conveying a sense of ‘mutuality’ about their work.
- Learning Coaches have high expectations concerning their students’ achievements, coupled with realism and honesty.
- All mentors show a continuing commitment to high quality provision.
- The treatment of both students and mentors exemplifies good equal opportunities practice.

The CPA will work to meet the outcomes of the Every Child Matters agenda by:

- Providing education, information and support to reduce the use and effects of alcohol, drugs and smoking.
- Reducing the incidence and fear of bullying.
- Helping young people to improve their attainment through education.
- Raising self-esteem and build confidence so that young people respect themselves and others.
- Enabling young people to continue their education, training and employment.

### **The Key Pillars of our approach**

- In any form of learning, it is important to recognize that young people are **unique individuals** with different needs, interests, abilities and aspirations. Central to the implementation of this framework is a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
- Young People benefit from having a **Learning Coach**, with whom they decide:
  - The nature of the project or activity through which they will learn
  - The combinations of outcomes they seek to achieve through it.
- The Learning Coach is an adult with whom they can develop a significant ‘attachment’ acting as guide and assessor, the Learning Coach adds considerably to the value of the learning experience.
- Personal development is best directed and extended through relationships with others. It is for this reason that nearly all activities on the programme are group based.
- Underpinning the learning programme is a belief that experiential learning is the most appropriate method of acquiring and developing almost any personal skill, particularly for this group of learners.
- The belief that there is a virtuous circle of learning which, for so many students, has been conspicuous by its absence. The intention is to replace the downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem.

### **Referrals & Assessment**

The ContinU Plus Academy will benefit from a long established and well integrated links with to all 7 mainstream schools within the ContinU Trust and a well tried and tested Referral Process and Admissions Policy is in place (see Section E of this Application for details). Within this framework the CPA will offer an open door policy to ContinU Trust organisations and to parents and carers to ensure all the students’ needs are met. Within this Referral Process there are a number of circumstances and routes for students to be referred to the CPA.

- Referred to the CPA from the ContinU Fair Access Panel. This has representatives of all 7 schools and the Local Authority. This includes:
  - Students permanently excluded from Continue Trust schools.
  - Planned non-exclusion KS3 & KS4 referrals from ContinU schools who will benefit from time spent in the CPA
- Emergency KS3 & KS4 referrals directly from Continue Plus schools to The CPA
- Referral from post-16 progression stakeholders to the CPA e.g. Apprenticeship Programmes, FE college, Employer for short or long interventions.

The key reasons for referrals are that the student lacks social skills, emotional intelligence, numeracy and/or literacy and exhibit disruptive behaviour. For all young people that are referred to the CPA we will:

- Liaise closely with our ContinU Trust partner school to ensure that the background and context for the referral are fully understood.
- Invite the student and their parent/career to visit the CPA and discuss the curriculum, identify any additional support which may be required and look around the facilities.
- Ensure that at end of the visit all induction documentation is completed and the parent/carer provided with a brochure detailing essential information and details of how copies of relevant policies can be obtained.
- Fully update the students' records.

This process has the flexibility to accommodate any young person, at any time throughout the academic year. Our flexible personalised learning and individual timetable enables the young person to integrate rapidly into the School. We will build on the experience of existing ContinU Trust staff, our new recruits and the processes already in place to ensure the effective management of fluctuations in student numbers throughout the year. We will also retain the flexibility to take admissions at short-notice such as the children of Travellers and emergency referrals from partner schools.

### **Curriculum Offer: A Broad and Balanced Curriculum**

The CPA will offer a broad and balanced curriculum which meets the needs of our learners. This will embed the principles of the National Curriculum within a personal development and employability skills curriculum framework.

Our objective is always to achieve the highest level of academic qualifications that is within the capacity and capability of the student, with 5 A-C/A-G as our ultimate goal and to have Maths, English and ICT qualification at L1 or L2 dependent on starting point and aspirational target for the student.

However, given the background, starting point and previous educational experience of the cohort we will offer a broad range of Life, Social and Vocational Skills development to provide a springboard in education, training and employment within which all students will follow a programme of English, Maths and ICT at Entry, Level 1 and Level 2. The following details the curriculum areas that will be offered by the CPA.

## Curriculum Offer: Access to GCSEs and Core Skills

We will offer the following Core Skills to all CPA students.

AWARD	LEVEL
Functional Skills Information and Communication Technology (QCF)	Entry 1,2, 3 Level 1, 2
Functional Skills English (QCF)	Entry 1,2,3 Level 1, 2
Functional Skills Mathematics (QCF)	Entry 1,2,3 Level 1, 2

GCSEs will be offered to all students who can benefit from them and will be delivered by Teachers and Learning Coaches by:

- Embedding the teaching of Maths, English and ICT within all the learning activities of the CPA, including formal and non-formal learning situations.
- Providing access to small mixed ability classes teaching GCSE English, Maths and ICT within the school, available to those students who can benefit from this approach. This will be delivered by CPA staff where appropriate and also use experienced subject teachers from the 7 partner schools.
- We will also offer outreach Maths and English within the classrooms of our partner schools. This would be the parent school of the student if that was appropriate, or the most appropriate setting for the ability of the student.

The full spectrum of GCSE subjects offered by the schools within the ContinU Trust will be available to CPA students as appropriate to the needs of the individual.

## Curriculum Offer: Life and Social skills

AWARD	LEVEL
Certificate in Personal and Social Development (QCF)	Level 1, 2
Certificate of Personal Effectiveness (NQF)	Level 1, 2
Award of Personal Effectiveness (QCF)	Level 1, 2
Award in Employability (QCF)	Level 1, 2
Certificate in Employability (QCF)	Level 1, 2
Key Skills in Improving Own Learning and Performance	Level 1, 2
Key Skills in Problem Solving	Level 1, 2
Key Skills in Working with Others	Level 1, 2
Award in Skills Towards Enabling Progression (Step-UP) (QCF)	Entry 3 Level 1
Certificate in Skills Towards Enabling Progression (Step-UP) (QCF)	Entry 3 Level 1

The majority of students referred to the CPA will have multiple barriers to learning and lack social and emotional intelligence. To ensure that we equip these young people for life, education and employment we will offer a wide range of Life and Social Skills training leading to a broad menu of 'bite sized' qualifications that can help to build a ladder to further achievement.

In many cases the framework for these awards will be embedded within a range of

formal and non-formal learning activities within the personalised timetable of each student.

**Curriculum Offer: Access to Vocational Skills**

Many of the students in The CPA will benefit from developing vocational skills within the curriculum that will support learning achievement and prepare them for post-16 destinations. These will be delivered in-house and externally, working closely with our network of vocational training partners. These will be delivered as units towards and full NVQs. Among the vocational areas that will be covered are:

<b>VOCATIONAL ACTIVITIES</b>
<b>Expressive Arts/Music (Jampod)</b>
<b>Hospitality</b>
<b>Construction</b>
<b>Motor Vehicle</b>
<b>Grounds Maintenance</b>
<b>Craft Skills</b>
<b>Horse Care</b>
<b>Building Maintenance Skills</b>
<b>Hair Dressing</b>
<b>Conservation</b>

**Curriculum Offer: Physical Activities**

Physical activity is embedded within the National Curriculum and we will comply fully with this requirement. However, our experience with this cohort is that Physical Activity can play an important role in engaging and motivating students and providing a base for recognising and celebrating achievement for young people who have often become accustomed to 'failure'. We will use a wide selection of Physical Activities including the following:

<b>PHYSICAL ACTIVITIES:</b>
<b>Martial Arts</b>
<b>Football</b>
<b>Horse Riding</b>
<b>Badminton</b>
<b>Rock Climbing (Indoor)</b>
<b>Walking (Map Reading)</b>
<b>Fishing</b>
<b>Cycling</b>
<b>Rugby</b>

**Curriculum Offer: Short Course Provision**

To ensure that all students, whatever their previous experience and starting point, can start on the ladder of achievement, we will offer a broad range of short course awards. These awards are often embedded within other wider activities and contribute towards the larger Life and Social Skills awards. Among the short course awards envisaged by the CPA are:

- Activities Award
- Adventure and Residential Award

- Aim Higher Award
  - Citizenship Award
  - Community Involvement and Volunteering Award
- 
- Disability and Sports Awareness Award
  - English Language Award
  - Enterprise Award
  - Environmental Award
  - Experience of Work Award
  - Expressive Arts Award
  - International Award
  - Mathematics Award
  - Peer Mentoring Award
  - PSHE Award
  - Personal Finance Award
  - Sex and Relationships Education Award
  - Sport and Fitness Award

### **Curriculum Offer: Induction, Assessment and Personalised Learning**

We develop a personalised learning plan unique to each young person and integrated into an overall timetable for the Academy. This includes:

#### **Early work with referring school**

As an integral part of the ContinU Trust the CPA will be in regular contact with the 7 partner schools and will have prior knowledge of any students likely to be referred to The CPA. This will allow us to both plan capacity and gain an early understanding of the situation of the student.

#### **Supporting Documentation**

As part of the referral process all students will have a completed Managed Move Passport File made available to The CPA before the start date of the move (or roll transfer in the case of permanent exclusion).either form the Home School (in the case of non-excluded children) or from the Local Authority (in the case of permanently excluded children). This Managed Move Passport includes all necessary background and child protection information essential to both the safeguarding of the child and the health and safety of stakeholders at the receiving school.

#### **Liaison with parent/career and school**

As an integral part of the process a meeting will be organised between parent/career, student, the CAP and home school with the relevant personnel present to ensure full exchange of information.

## **Assessment**

This comprehensive picture of the circumstances of the individual student will be complemented by:

- Each student will undergo an initial assessment on commencement of the programme to identify their particular needs, interests, aspirations, potential barriers to learning, learning styles and additional learning support. This will be carried out on a one-to-one basis and will seek to identify the particular problems the individual faces, including learning needs and disability requirements. The assessment leads to the student drawing up and formulating an individual action plan agreed with a key member of staff. This will be used to plot which learning activities and support is relevant to the needs of the individual student and to help tailor and customise the programme to meet their needs.
- This will be followed by a full diagnostic assessment of literacy, numeracy and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties/disabilities.
- An assessment of the student's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be
- A "Motivational Needs Analysis" for all students, aimed at identifying learning styles, key motivators/interests, key stressors and barriers to learning.
- All students completing a Risk of NEET Indicator (RONI) being the basis for targeting support post-16 allowing FE colleges and other post-16 providers to target support for the year 11 leavers when they start in September.
- Access to the WHP Early Family Intervention Programme, which as stated earlier, provides a package of support to the family, supports the health and emotional well-being of the student and helps to inform the community partnership support arrangements needed.

## **ADDED VALUE**

### **Targeted Early Intervention Programme**

We are planning to link in with the two National Training schools within the ContinU Trust (Haybridge and Stourport) to establish the CPA as a beacon for early intervention, behavioural support services and training. The CPA will produce a calendar of targeted programmes for ContinU Trust pupils to access. This would help manage the flow of learners allowing schools to plan ahead for particular learners to participate and facilitate earlier intervention.

The ContinU Trust has well established links with the Wyre Forest Community Housing Group who through their sub division Vestia, oversee the community safety programmes and street wardens in the area. Combined with and our WHP Family Intervention Service team, we will provide a holistic programme that goes beyond the school gates, through the streets and into homes.

The exact content of each individual student's programme will, therefore, vary. Students can choose an initial vocational option from a menu according to their assessed interests and abilities. Additional vocational programmes can be added allowing our students to access a wider choice of learning programmes, based on:

- Demand from students
- Partnerships with other educational providers
- Demand from our regulated network of sheltered work placements

Each student will also benefit from a core programme based on our personal development and employability skills curriculum framework detailed earlier in this section.

In addition to the personalisation of the curriculum offer the teaching of each subject area has been mapped to the five key outcomes of **Every Child Matters**:

- **Safe: managing risks**
  - Services integration i.e. health, social care, education
  - Attendance i.e. participation in learning for life
  - Behaviour i.e. empathise to engender a sense of trust and acceptance
- **Health: improving self esteem**
  - Mind i.e. valuing one's self
  - Soul i.e. appreciation of the world around ones self
  - Body i.e. respecting self
- **Enjoy and achieve: choice empowerment**
  - Enjoy i.e. activity related learning
  - Achieve i.e. valued recognition of learning
  - Nationally recognised qualifications
- **Positive contribution: growing an integrated community**
  - Diversity and equality i.e. tolerance and trust
  - Neighbourhood respect i.e. consequences
  - Community mentoring i.e. sustainable communities
- **Economic wellbeing**
  - Entrepreneurship i.e. what we mean is an enterprising young person
  - Financial capability i.e. understanding of personal and social finances
  - Information, advice and guidance i.e. to inform a "can-do" attitude

Our Learning Coaches support students, help them plan and review their learning and assess learning outcomes, enabling the student to develop and build portfolios that support appropriate accreditation.

### **Setting targets for learning:**

Teachers and Learning Coaches set targets for learning that:

- Build on students' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time.
- Are attainable and yet challenging, helping students to develop their self-esteem and confidence in their ability to learn.

### **Using appropriate assessment approaches:**

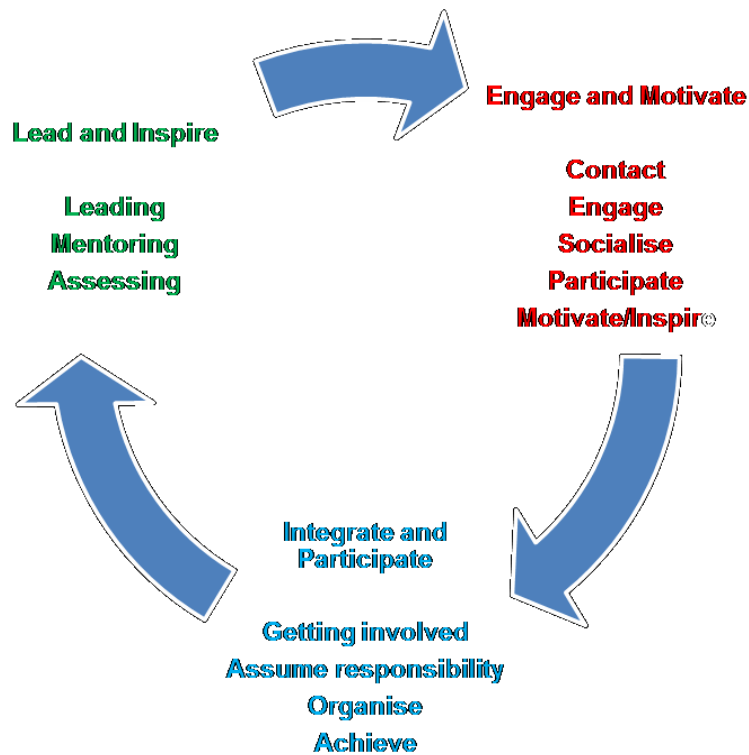
Teachers and Learning Coaches use appropriate assessment approaches that:

- Allow for different learning styles and ensure that students are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Are familiar to the students and for which they have been adequately prepared.
- Use materials which are free from discrimination and stereotyping in any form.
- Provide clear and unambiguous feedback to students to aid further learning.



As an integral part of our assessment model we will integrate the Identity Capital Model into our curriculum where students will be assessed against three areas:  
 Social skills – capital  
 Functional skills – capital  
 Cognitive Skills – Human capital

### A Personal Development Curriculum Framework for Young People



Engaging and Motivating	Integrating and Participating	Leading and Inspiring
Step 1. Contacting	Step 5. Getting Involved	Step 8. Leading
Step 2. Meeting again	Step 6. Assuming some responsibility	Step 9. Mentoring
Step 3. Socialising	Step 7. Organising	Step 10. Assessing
Step 4. Taking Part		

## Personal Development Points

### Measurable outcomes for young people that can be evidenced and accredited.

<p><b>Social Skills:</b> Priority social skills – prioritised in red steps</p> <ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Self-control</li> <li>• Recognising and managing own feelings</li> <li>• Empathy</li> <li>• Values development</li> </ul> <p>Other social skills – prioritised in red and blue steps</p> <ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Intrapersonal skills</li> <li>• Communication skills (verbal, aural, body language)</li> </ul>	<p><b>Life Skills:</b> Prioritised in red steps:</p> <ul style="list-style-type: none"> <li>• Valuing diversity</li> <li>• Continual learning</li> </ul> <p>Prioritised in blue steps:</p> <ul style="list-style-type: none"> <li>• Analytical Thinking</li> <li>• Negotiating</li> <li>• Risk management</li> <li>• Decision making</li> </ul> <p>Prioritised in green steps:</p> <ul style="list-style-type: none"> <li>• Thinking strategically</li> <li>• Conflict management</li> <li>• Entrepreneurship</li> </ul>
<p><b>Competences:</b> Prioritised in red steps:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Motor skills</li> <li>• Technology management and use</li> </ul> <p>Prioritised in blue steps:</p> <ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• Communication (written)</li> <li>• Innovation</li> <li>• Networking</li> </ul> <p>Prioritised in green steps:</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring</li> <li>• Delegation</li> <li>• Managing others and performance</li> <li>• Visioning</li> </ul>	<p><b>Values:</b> Prioritised in red steps:</p> <ul style="list-style-type: none"> <li>• Caring</li> <li>• Courteousness</li> <li>• Enthusiasm</li> <li>• Friendliness</li> <li>• Honesty</li> <li>• Respect</li> </ul> <p>Prioritised in blue steps:</p> <ul style="list-style-type: none"> <li>• Conscientiousness</li> <li>• Consideration</li> <li>• Dependability</li> <li>• Fairness</li> <li>• Generosity</li> <li>• Kindness</li> <li>• Loyalty</li> <li>• Trustworthiness</li> <li>• Understanding</li> </ul> <p>Prioritised in green steps:</p> <ul style="list-style-type: none"> <li>• Diligence</li> <li>• Determination</li> <li>• Modesty</li> <li>• Patience</li> <li>• Sensitivity</li> <li>• Sincerity</li> <li>• Vigilance</li> </ul>

## Staff/Student Ratios

The CPAs students can be challenging and demanding requiring skill, patience and passion from our staff. To ensure that we can provide the best teaching, learning and life chances for our student body we have planned for a Staff/Student ratio of 1:4 with our mainstream referrals and 1:1 for our Nurture Group intake.

## SCHOOL TIMETABLE AND CALENDER

We operate a standard school year and the table below details 2011-12 the Academic Year.

2011-2012				
Term	Re-open	Half term		Close
		Close	Re-open	
<b>Autumn term 2011</b>	Tuesday 6 September	Friday 21 October	Monday 31 October	Tuesday 20 December
<b>Spring term 2012</b>	Wednesday 4 January	Friday 10 February	Monday 20 February	Friday 30 March
<b>Summer term 2012</b>	Tuesday 17 April	Friday 1 June	Monday 11 June	Thursday 19 July

- May Day - 7 May 2012
- Good Friday - 6 April 2012
- Easter Monday - 9 April 2012

**Notes regarding the school year 2011/12**

The Government has announced that, exceptionally, an additional public holiday will be taken on Tuesday 5 June 2012 to mark the Queen's Diamond Jubilee. It should also be noted that the late May Bank Holiday for 2012 is to be moved to Monday 4 June 2012.

It has been agreed, therefore the mid-term holiday in the summer term 2012 incorporates these dates with schools closing on Friday 1 June 2012 and re-opening on Monday 11 June 2012 as shown above.

We operate the statutory 25 hours per week and the majority of our learners are with us for the full 25 hours a week. We do offer 'day release' options for schools and Local Authorities and plan these on an annual and termly basis.

These individual timetables operate on a termly basis, providing opportunity for evaluation of the effectiveness of the awards and activities being undertaken and how they are meeting the individual's needs. This process also provides opportunity to access alternative vocational and physical activities on offer. Specific focus being centered upon personal and social skill development, linked to vocational and activity lead activities.

## Personalised Learning and Flexible Timetables

To take account the varying needs of our students personalised Learning Plans, to accommodate students attending part-time and emergency short-term referrals we have built flexibility into our timetable planning.

Our high staff to pupil ratios (1:4), our monthly reviews of ILPs and demand management allow us to have the maximum flexibility possible in reacting to changing circumstances.

Some of our Learning Coaches will work part-time for The CPA and can flex their hours to accommodate sudden changes in the demand for places within the school.

Below we have illustrated 2 typical timetable experiences of learners who might attend the ContinU Plus Academy

- *Example A* supported the individual needs of a permanently excluded male student, for whom full-time education provision was provided.
- *Example B* provides a cohesive learning approach for an 'at risk of exclusion' female student via her mainstream school and our alternative learning provision.

These individual timetables operate on a termly basis, providing opportunity for evaluation of the effectiveness of the awards and activities being undertaken and how they are meeting the individual's needs. This process also provides opportunity to access alternative vocational and physical activities on offer. Specific focus being centered upon personal and social skill development, linked to vocational and activity lead activities.

They show the flexibility available and the type and range of qualifications that learners pursue. The ContinU Trust schools are reviewing all their curriculum programmes in the light of the Wolf recommendations and the DfE response. This is taking place alongside our FE College partner in that every pupil timetable at KS4 must be aligned to a September Guarantee offer of a place Post 16 with one of our Progression Stakeholders. As such, as the Post 16 and Apprenticeship options develop so will the KS4 curriculum to maintain its currency and fitness for purpose in terms of securing positive destinations. Another feature also recommended by Wolf is that we plan for pupils to experience more than one vocational pathway to avoid narrowing options for progression.

### Example A' Full-time Student

DAY	9.00 - 10.00	10.00 - 10.45	10.45 - 11.30	15 min break	11.45 - 12.30	Lunch	1.00 - 1.45	1.45 - 2.45
MONDAY	P.S.H.E	CONSTRUCTION			CONSTRUCTION		AWARDS	
TUESDAY	P.S.H.E	MUSIC TECH (Jampod)			MATHS		ENGLISH	ICT
WEDNESDAY	P.S.H.E	DIY SKILLS			DIY SKILLS		MUSIC TECH (Jampod)	
THURSDAY	P.S.H.E	ICT	MATHS		ENGLISH		PHYSICAL ARTS (science)	
FRIDAY	P.S.H.E	AWARDS	PHYSICAL ARTS (science)		PHYSICAL ARTS (COPE) incorporating ICT		PHYSICAL ARTS (COPE) practical session	

### POTENTIAL AWARDS linked to this timetable

Functional Skills/GCSE – English, Maths & ICT (at Entry Levels 1, 2 & 3 and Level &2)  
 BTEC Extended Certificate in Construction  
 NCFE Extended Certificate in Music Technology  
 BTEC Cert Applied Science L1  
 Award or Certificate in Personal & Social Development @ Levels 1 & 2  
 Award or Certificate of Personal Effectiveness @ Levels 1 & 2  
 Award or Certificate in Employability @ Levels 1 & 2  
 Wider Key Skills – IOLP, PS, WWO  
 Expressive Arts award  
 Access to a range of extra curricular enrichment opportunities through the ContinU Trust

**Example B'Part-time Student (3 days/week)**

DAY	9.00 - 10.00	10.00 - 10.45	10.45 - 11.30		11.45 - 12.30		1.00 - 1.45	1.45 - 2.45	
MONDAY	P.S.H.E	HEALTH AND SOCIAL CARE		15 min break	HEALTH AND SOCIAL CARE	Lunch	HEALTH AND SOCIAL CARE		
TUESDAY	CONTINU TRUST PARTNER CORE SUBJECT (GCSE's)				CORE SUBJECT (GCSE's)		CORE SUBJECT (GCSE's)	CORE SUBJECT (GCSE's)	
WEDNESDAY	P.S.H.E	CREATIVE iMEDIA			CREATIVE iMEDIA		AWARDS		
THURSDAY	CONTINU TRUST PARTNER CORE SUBJECT (GCSE's)				CORE SUBJECT (GCSE's)		CORE SUBJECT (GCSE's)	CORE SUBJECT (GCSE's)	
FRIDAY	P.S.H.E	INDEPENDENT LIVING	PHYSICAL ARTS (COPE)		PHYSICAL ARTS (COPE) incorporating ICT		PHYSICAL ARTS (COPE) practical session		

POTENTIALAWARDS linked to this timetable

English, Maths, Science GCSE (via mainstream partner school provision)

BTEC Extended Certificate in Health and Social Care

OCR Level 2 Certificate for Creative iMedia

Award or Certificate in Personal & Social Development @ Levels 1 & 2

Award or Certificate of Personal Effectiveness @ Levels 1 & 2

Award or Certificate in Employability @ Levels 1 & 2

Wider Key Skills – IOLP, PS, WWO

## **CURRICULUM ENRICHMENT: THE OPENING DOORS SERVICE**

The ContinU Trust's "**Opening Doors Service**" provides a vehicle for collaborative community and enrichment activities for all its partner schools, colleges and young people. For students of the CPA It will provide an important element of curriculum enrichment and a range of extra-curricular opportunities geared at improving life chances and social mobility, raising expectations and giving practical guidance to young people excluded and at risk of exclusion.

It also includes Gifted and Talented student events, community and voluntary work, Higher Education tasters, Apprenticeships and preparation for employment. It builds on the principle of economies of scale to convert individually non-viable ideas into collaboratively viable realities. Mixed school groups, co-funded events and pooled resources all feature in this work. It also provides a mechanism to simplify and support the ways in which employers can give something back to local learning and improve the skills and practical awareness of young people across our communities. Its main strands of activity include:

- **Seeking out quality curriculum enrichment opportunities** from across the area and beyond, and works to promote them amongst all our partners.
- **Sharing an area-wide calendar** of events and opportunities that all schools across the ContinU Trust partnership can access
- **Arranging contact opportunities** with a range of professionals who can help stimulate interest in pursuing professional careers and offer insights into relevant current developments within them
- **Organising events** where our young people can actively participate both with peers, developing their organisational, communication and discussion skills
- **Working towards boosting 'social capital'** that our young people will need in key situations like job and further/higher education interviews, helping support their chances of self-fulfilment and professional success

There are dozens of activities organised annually through the Opening Doors programme, these include:

- Big Bang Science Fair at NEC
- Enterprise Forum – [REDACTED] successful young entrepreneur
- Parliament and Westminster Visits
- Sport Challenge Day with [REDACTED] star
- Summer School interviews 'Your stepping stone to a career in Hospitality and Tourism'.
- DJ and Music Production workshop

## **MEETING THE NEEDS OF STUDENTS WITH DIFFERING ABILITIES**

The majority of students referred to the CPA will have partially or completely disengaged from, or been poorly served by mainstream education and often come from unstructured and chaotic backgrounds. To ensure we offer an inclusive service to a wide spectrum of learners with varying degrees of disengagement, disability and learning needs we have developed a range of policies and practice to ensure that we have an inclusive approach.

As part of the ContinU Trust we have access to a comprehensive set of tried and tested policies and procedures to ensure equality of access and opportunity for young people. A full set of policies approved by the ContinU Trust's 7 partner schools and agreed by the Local Authority and DfE (for Academies within the Trust) is available and will be adapted for use by the CPA. These include:

- SEN Policies on Access, Additional Educational Needs, Children with English as an Additional language and Looked After Learners.
- Attendance Policy
- Bullying
- Climate for Learning
- Equal Opportunities
- Safeguarding Children
- Safer recruitment
- Sex and Relationship Education

All these are all available on request.

Below we have stated the main principles from these policies to illustrate our understanding of and commitment too:

- The varying needs of individual pupils
- Overcoming barriers to learning and achievement
- Preparing students to successfully return to mainstream schools or to enter FE, training or employment.
- Supporting Disabled students or students with Special Educational Needs.
- Students who may have a Statement.
- Special Educational Needs Code of practice.

### **Expected Outcomes for young people**

In our work with young people we will develop a culture of rights and responsibilities. We will work to create an environment that is supportive and respectful to learners and their needs, but we will also work with them to understand that these rights bring responsibilities. These include:

- Increased attendance.
- Increased punctuality.
- Increase in the number of qualifications attempted.
- Improved quality of evidence for portfolios.
- Improved behaviour.
- Improved confidence and self-esteem.



- Improved social skills.
- Development of citizenship and community awareness.
- Increased awareness of the world of work.

**Our expectation for our teachers and Learning Coaches is that they respond to pupils' diverse needs by:**

- Creating effective learning environments.
- Securing their motivation and concentration.
- Ensuring equality of opportunity through variations of learning environments.
- Using appropriate assessment approaches.
- Setting stretching but realistic targets for learning.

### **Creating effective learning environments:**

We know that the learning environment plays a major part in delivering effective learning and outcomes. Teachers and Learning Coaches will create effective learning environments in which:

- The contribution of all students is valued.
- All students can feel secure and are able to contribute appropriately.
- Stereotypical views are challenged and students learn to appreciate and;
  - view positively differences in others, whether arising from race, gender, ability or disability.
- Students learn to take responsibility for their actions and behaviours both in school and in the wider community.
- All forms of bullying and harassment, including racial harassment, are challenged.
- Students are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in all areas of study.

### **Securing motivation and concentration:**

Teachers and Learning Coaches secure students' motivation and concentration by:

- Using mentoring approaches appropriate to different learning styles.
- Using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed.
- Varying subject content and presentation so that this matches students individual learning needs.
- Planning work which builds on students' interests and cultural experiences.
- Planning appropriately challenging work for those whose ability and understanding are in advance of their language skills.
- Using materials which reflect social and cultural diversity and provide positive images of race, gender and disability.
- Planning and monitoring the pace of work so that all students have a chance to learn effectively and achieve success.
- Taking action to maintain interest and continuity of learning for students who may be absent for extended periods of time.

### **Responding to students' diverse learning needs**

When planning, teachers and Learning Coaches set high expectations and provide opportunities for all students to achieve, including males and females, students with special educational needs, students with disabilities, students from all social and cultural backgrounds, students of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Coaches need to be aware that students bring with them different experiences, interests and strengths which will influence the way in which they learn. Coaches plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively.

To ensure that they meet the full range of students' needs, Teachers and Learning Coaches are aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

### **Providing equality of opportunity:**

Mentoring and teaching approaches that provide equality of opportunity include:

- Ensuring that males and females are able to participate in the same vocational focused curriculum taking account of the interests and concerns of males and females by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes.
- Avoiding gender stereotyping when organising students into groups, assigning them to activities or arranging access to equipment.
- Taking account of students' specific religious or cultural beliefs relating to the representation of ideas or experiences.
- Enabling the fullest possible participation of students with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

### **Students with special educational needs:**

Curriculum planning and assessment for students with special educational needs must take account of the type and extent of the difficulty experienced by the student. Teachers and Learning Coaches encounter a wide range of students with special educational needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with LA-based intervention as set out in the SEN Code of Practice.

A smaller number of students may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need.

Teachers and Coaches, where appropriate, work closely with representatives of other agencies who may be supporting the student and take specific action to provide access to learning for students with educational needs by:

- Providing for students who need help with communication, language and literacy.

- Planning, where necessary, to develop students' understanding through the use of all available senses and experiences.
- Planning for students' full participation in learning and in physical and practical activities.
- Helping students to manage their behaviour, to take part in learning effectively and safely, and to prepare for work.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **ADDED VALUE: ENGLISH AS AN ADDITIONAL LANGUAGE**

Within the 7 member schools of the ContinU Trust, Stourport and Severn High School is a specialist Language College. For CPA students who do not have English as a first language we will work with Stourport College to provide ESOL provision. This will be delivered both, on site at the CPA on an outreach basis and at Stourport College.

### **ContinU Plus Academy KS3 Nurture Group**

We will establish Nurture Group provision within the CPA, providing an intensive and supportive environment, for young people who experience some of the most severe and deep seated issues that would often be referred to Social, Educational and behavioural provision.

#### **Purpose of the Nurture Group Provision**

To provide individual support to each student to enable him/her to access a work and activity related curriculum accredited with functional and wider key skills and the Certificate of Personal Effectiveness, while supporting their special educational needs, especially in relation to social, emotional, and behavioural skills development. This is in accordance with the CPA Special Education Needs policy.

The core principles of the nurture group are:

- All students' learning is understood developmentally, and will be based on assessment of needs using standardised tests and the Boxall profile;
- There will be a safe base for all students, where students will be able to develop appropriate positive relationships with Teachers and Learning Coaches and their peer group
- Nurture will be essential for the development of self-esteem, and the student becoming more secure emotionally therefore developing the capacity to engage and achieve in the curriculum,
- Language is a vital means of communication – strategies are developed to enable the students to manage their feelings,
- All behaviour is communication – Learning Coaches ask relevant questions and involve partnership organisations for support where necessary,
- Transitions are important in children's lives, students will be supported to make progress and access KS4 provision.

Within the CPA nurture group students will receive intensive support to develop the following skills:

1. High self-esteem – necessary to give experience of success and an accurate self-image based on positive role models.
2. To recognise and manage feelings – to develop strategies to manage anger.
3. Empathy – to understand and identify with others.
4. Values development – to identify, understand and explore alternatives to current values, beliefs and behaviour and their consequences.

The above represent the priority skills that the student will need to develop before they are able to actively engage in the curriculum. Following the development of these skills the student will then be supported to develop the following personal and social skills.

5. Communication – including listening, discussing, non-verbal cues, assertiveness and literacy.
6. Interpersonal – developing friendships and support networks, group work.
7. Negotiation – how to compromise with others.
8. Planning – thinking ahead.
9. Reviewing – learning from experience; with planning for study skills.
10. Problem solving – including decision taking and coping with setbacks.

The development of these skills is embedded within our Curriculum Model.

All staff working within the nurture group will receive the following training:

1. Induction: completion of personnel documentation, policies and procedures relevant to health and safety, child protection, behaviour management, physical restraint and intervention, bullying.
2. Learning Coach training – 2 days incorporating the following modules:
  - Ethos of the CPA, personal and social skills, role of the Coach.
  - Risk assessment of student needs.
  - Strategies for Positive behaviour and attendance.
  - Introduction to Child Protection.
3. Awareness, Protection and De-escalation training – 1 day including legal framework, the CPA principles and practices, practical workshop.
4. Induction to the Support Work in Schools award leading to accreditation.

This training is also supported by workshops on accreditation of the qualifications that will be delivered by the School.

## CASE STUDY: USING CURRICULUM ENRICHMENT TO SUPPORT IMPROVMENTS IN SELF-CONFIDENCE & ATTENDANCE

### Beauty skills group

The ContinU Trust identified a group of year 9 students as PA students who also exhibited low self-esteem and confidence. The students were invited to attend a newly created Beauty Skills group that was run in one of the Trust's schools by an outside trainer and supported by our internal staff. Following poor attendance records of 2 students the Attendance Team was asked to intervene and the Beauty Skills Group was identified as an interest for the students. The 2 students who are now in their key KS 4 option choices showed the following improvements in attendance.

01/09/10	██████████	77.6%	██████████	60.5%
03/11/11		94.3%		80%

## POLICY - SPECIAL EDUCATION NEEDS

### Introduction

All procedures and policies are derived from and comply with the appropriate Local Education Authority Special Education Needs Handbook.

All SEN students referred to the CPA must be at least at School Action Plus of the Code of Practice. The curriculum of the School reflects this assumption and all students must have an Individual Learning Plan.

When a student with a statement has been referred to the CPA the statement must be amended to acknowledge a work-based and activity related learning focused placement.

### Objectives

The objective of the Special Educational Needs Policy is to improve the learning and raise the achievements of all our students. All students at the CPA follow a work-based and activity related learning programme with individual learning support.

We regard every student as having individual needs. Each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the School community. (See Equal Opportunities policy and Students with Disabilities policy).

It is acknowledged that all our students will have experienced difficulties which may include one or more of the following areas:

- All of the work in their mainstream school.
- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Behaving properly in school.
- Organising themselves.
- A sensory or physical need.

#### **The Headteacher will:**

- Report annually on the success of the SEN Policy.
- Do their best to ensure that special needs provision is made as appropriate.
- Identify and assess students' needs (including monitoring and evaluation).
- Ensure files are kept up-to-date.
- Receive and collate student reports from staff.
- Liaise with colleagues in writing Individual Learning Plans.
- Administer submissions for test/examination special arrangements.
- Contribute to in-service training.
- Monitor and review all Individual Learning Plan, Annual Reviews and Transition Plans.
- Liaise with parents/guardians and outside agencies.
- Advise on all aspects of differentiation, teaching and learning styles and resources.

#### **Teachers and Learning Coaches will:**

- Facilitate individual student's access to and progress in the curriculum.
- Encourage and promote student independence.
- Address Individual Learning Plan requirements.
- Liaise with the Headteacher giving feedback and suggesting developments.
- Keep up-to-date with record keeping.
- Work with individuals and small groups.
- Help to prepare materials.
- Help to adapt resources.
- Organise resources.
- Display student's work.
- Help with physical skills.
- Deal with minor crisis.

The CPA will utilise the facilities of the ContinU Trust Services and other appropriate external services to support all learners and particularly those with SEN.

The CPA values the opportunity to listen to parent/guardian concerns and discuss their child's progress. Parents/carers will be invited to contact the Headteacher with SEN issues. If a parent/guardian has a concern that apparently has not been noted they will in the first instance contact the Headteacher or a nominated Director (covered by our comprehensive Complaints Policy). If a concern is not resolved it may be necessary, and parents/carers have the right, to ask for their complaint to be investigated externally.

When a student has dual registration with another ContinU Trust school, the mainstream school will retain the responsibility for maintaining the Statement of Special Educational Needs, however there is a close working relationship with the relevant Special Educational

Needs Co-ordinator within each school. The Annual Reviews are held either at the mainstream school or the CPA, dependent on the parent and student's wishes. Each student has an Individual Education Plan which is reviewed each term.

Each student will receive additional support in discrete sessions for literacy and numeracy. Links will be made with the social workers and carers for students in the care of the local authority and provision will be made to host meetings for the completion of the Personal Education Plans or to address any problems affecting the young person's education.

## **POLICY: STUDENTS WITH DISABILITIES**

### **Introduction**

The CPA and the ContiU Trust are committed to a comprehensive policy of equal opportunities. They also recognise that it has a responsibility under the relevant legislation 'The Disability Discrimination Act 1995' (DDA) as amended by the Special Educational Needs and Disability Act (SENDA) 2001 to ensure that it does not discriminate against students or potential students with disabilities.

### **Disability as defined by the Act**

The Act applies to students who are disabled according to the definition of disability in the Disability Discrimination Act 1995. The Act defines disability as '*a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities*'.

- 'Impairment' covers physical impairments, and impairments affecting the senses such as sight and hearing. It also covers mental impairments, including learning disabilities and mental illness.
- 'Substantial' means more than minor or trivial and includes progressive conditions where impairment is likely to become substantial, such as cancer, multiple sclerosis, muscular dystrophy and HIV infection. Students with such conditions are covered by the Act from the moment there is a noticeable effect on day to day activities, however slight.

### **Discrimination**

It is unlawful to discriminate against students with a disability by:

- Treating a student 'less favourably' than others for a reason relating directly to their disability.
- Failing to make a 'reasonable adjustment' to ensure they are not placed at a 'substantial disadvantage' for a reason relating to their disability.

### **Disability Policy Statement**

The CPA is committed to providing access to education for students by the provision of a learning environment which is responsive to the diverse needs of students and to ensuring that students with a disability have the same opportunities as non-disabled students. Staff at the CPA will strive to anticipate the requirements of the students with a disability and to

ensure that wherever possible appropriate training is in place and that reasonable and anticipatory adjustments have been made. The CPA recognises the importance of effective support mechanisms in enabling all students to achieve their potential

To this end, The CPA will:

- Take reasonable steps to find out if a student is disabled.
- Invite applicants with a disability to contact The CPA to discuss their special needs and how these can be met.
- Work towards the earliest possible identification of strategy, aids and assessment of needs.
- Remain committed to ensuring that the CPA is active in supporting students with disabilities by providing reasonable adjustments and alternative arrangements.
- Provide educational support services such as note-taking, study skills tutoring, mentoring, special IT training for eligible students.
- Take steps to encourage students with progressive conditions, or who become disabled during their time with the CPA to continue in their education.
- Provide the appropriate level of disability awareness needed to encourage inclusiveness and to endeavour to ensure appropriate training for those working directly with disabled students.
- Endeavour to ensure that health and safety procedures are inclusive.
- Take active steps to consider students' feedback and the development of good practice in the support provisions for people with disabilities.

### **Non Compliance**

Any incident of discrimination, harassment or action which causes a student to suffer a detriment on the basis of their disability will be regarded very seriously and may be grounds for disciplinary action.

### **USING ICT IN LEARNING**

One of our aims stated in the Vision for The ContinU Plus Academy is:

#### **Using ICT, cutting edge pedagogy and 21st Century design to add new dimensions as to how, when and where people learn.**

Within the ContinU Plus Trust we believe that ICT offers major opportunities to enhance the learning experience, particularly for students who find a traditional academic environment challenging. The ability for e-learning and Blended Learning to deliver learning at a *time, place and pace to suit the learner* and not at a pace that suits the majority of a class is important in delivering achievement for marginalised and disaffected young people.

The Trust and our partner schools have made a significant investment in improving access to IT facilities and e-learning programmes to enhance our ability to blend this option with more traditional learning. The CPA will have the following ICT available:

- A laptop or desktop terminal for every 2 students
- A laptop/iPad loan scheme for students



- ICT integrated into the curriculum
- Support available to students while using e-learning and ICT facilities

We will follow the development of the new ICT curriculum recently announced by Michael Gove and ensure that our provision meets or exceeds these requirements from the earliest possible time in the development of the CPA. In the interim we will be exploring the possibilities of providing the following ICT activities which we believe will be appropriate for our student cohort:

- Web design.
- Developing simple mobile apps.
- Computer programming and the development of simple computer games.

## **POST-16 TRANSITIONS**

We see our primary role in the CPA as equipping young people for progression into positive post-16 destinations, into FE, reintegration back into school, Apprenticeships and employment. We are also exploring the possibility of developing a VOX Centre in partnership with A4e and Kidderminster College to further enhance and strengthen our post-16 options. We will offer our students a curriculum that recognises the importance of core Functional Skills and combines the development of personal and social skills with employability skills that are linked to the motivational/vocational interests of young people. The planned pupil outcomes focus on a mixture of core personal, social, functional and human skills - the skills required by young people to manage their work, their lives and their relationships, equipping our students to take a full part in civic society.

### **Among our key targets are:**

- ***20% of year 11 to secure offer of apprenticeship place by June of final year.***
- ***90% of students still in positive destination one year after leaving year 11.***
- ***Year 11 NEET % to be below mainstream schools figure and falling.***

To make this a reality we will use a systematic and evidence based approach to getting young people into destinations which they can sustain. Fit for purpose programmes linked to progression routes with stakeholders from FE, employers and work-based learning providers acting as gatekeepers informing and assuring the relevance and currency of what we do. As part of our commitment to this we are working closely with Worcestershire County Council who are a pilot authority for the RPA plans. The ContinU Trust is on the county RPA Plan steering group. Among the measures we will put in place are:

- Every young person from year 7 onwards will complete a Risk of NEET Indicator (RONI) diagnostic and their personal learning plans will reflect the finding of this analysis. We believe that planning for positive post-16 destinations should start early and be carefully monitored and amended as required.
- Every child will have completed the BKSB Apprenticeship assessment online in school which is then transferrable to every provider/employer they apply to take an apprenticeship with – we were funded by LSIS to establish this system in the Wyre Forest to reduce repetition and to make the application process less time consuming for all involved. In the past students had to sit the assessment with every employer and training provider they approached, now they will have a validated copy and score available for each potential placement.

- We will systematically track students who leave the CPA for a minimum of 12 months after they leave us. We will use a tracking system developed and piloted by the ContinU Trust, as an example of the success of using RONI.
- A cohort tracking study carried out 4 months after 119 RONI learners left ContinU Trust provision for the local FE College, 5 did not follow up their enrolments on the course, 6 of those who enrolled had withdrawn, leaving 108 (90%) on course. This exceeds the Colleges' general retention rate.

### **Planning for Positive Destinations**

Raising the aspirations of our students is one of the key factors to a successful transition, with the following being essential in the development of this:

- Positive role models amongst staff.
- Making sure all staff understand and are aware of support services available for students and how to contact them.
- Building strong relationships with local employers through a work placement programme.
- Making sure all staff have up to date information on academic and vocational options in the area.
- Making sure all staff have up to date information on the financial support that is available to students.
- Referring students to career guidance agencies.
- Ensuring parents are aware of and understand the options available.

Our curriculum offer is structured to provide the range of skills, behaviours and competences required to support students to successfully make the transition into work, training, FE or to reintegrate back into mainstream education. This will be supported by our system of continual review, target setting and assessment.

To facilitate this reintegration into mainstream schools and post-16 destinations we:

- Target all students with the appropriate level of qualifications in Maths, English and ICT to provide the academic baseline to support reintegration into school and progressing to GCSEs or other appropriate academic qualifications.
- Target improvements in behaviour and attendance to, as a minimum, the level expected by a mainstream school or other post-16 destinations.
- Deliver a range of personal, social and employability skills outcomes that allow the student to understand and interact with fellow students, schools and work colleagues.
- Provide vocational skills development that can lead directly to work or post 16 vocational training.

To provide the widest possible pool of appropriate post-16 destinations, we have access to and will build on the extensive post-16 links established by the ContinU trust and our 7 partner schools:

- We maintain regular contact with all the schools that refer 11-16 year olds to our programme and support the re-integration of the learner back into mainstream education. We also work closely with Pupil Referral Units to ensure that learners are signposted to the most appropriate destination.

- Regular liaison with local FE colleges including site visits and taster sessions for students and supporting learners in entering Further Education if it is appropriate to their needs.
- We work with the network of FE and Independent Vocational Learning Providers. We encourage students to attend open days/evenings, to undertake supervised site visits to provider's premises and to meet and discuss with learners already on Foundation Learning or Apprenticeship programmes. Our objective is to ensure that students are aware of the full-range of Apprenticeships and Foundation Learning opportunities open to them.
- We already have a network of employer contacts who provide opportunities for students to visit employer workplaces and appreciate different job roles, sectors and the realities of the world of work. We work with students to secure sheltered short-term work placement with vetted employers, work experience, work placement and employment opportunities.

#### **ADDED VALUE: REINTERGRATION BACK INTO MAINSTREAM EDUCATION**

The vast majority of referrals to the CPA will come from our 7 partner schools in the ContinU Trust. This includes full-time and short-term exclusions and students who would benefit from a short period within the CPA. This contact includes regular student progress reviews with the parent school and allows reintegration at the earliest occasion consistent with the well-being of young person and the needs of the parent school. This coordination and integration of activity will ensure that there is no 'dumping' of young people and that they are not regularly pulled from 'pillar to post'.

#### **Transition Support**

We will provide appropriate support for students in transitioning back into mainstream education and into other post-16 destinations. This includes:

- Learning Coaches accompanying students to the school proposed for reintegration or to interviews or visits to prospective employer, FE colleges or work based learning providers.
- Providing interview skills training for students who are required to undertake an interview with an employer, or to pursue an apprenticeship or FE place.
- Allowing former students to drop into the CPA or contact their Learning Coach to ask for support.
- Maintaining regular contact with former students via email, mobile phone and through continuing contact with the employer, FE colleges or work based learning provider.

## **ADDED VALUE: WORK EXPERIENCE AND EMPLOYER ENGAGEMENT**

As a member of the Local Strategic Partnership Board and the Childrens Trust Board, the ContinU Trust benefits from the direct contributions of support from employers as evidenced in its "Opening Doors" programme. Also all ContinU Schools use the successful Worcestershire Education Business Partnership which is now a private business since leaving the Local Authority [REDACTED]

The EBP provides instant online booking access to over 5000 employers for work experience placements. The service also includes all H&S checks and risk assessments updated regularly by the EBP team. The CPA will benefit straight away from the Trust's employer links and economies of scale through group purchasing opportunities.

## **MEASURING SUCCESS DELIVERING ASSPIRATIONS**

Within the ContinU Trust and out partner schools we have in-depth understanding of setting and achieving targets within an education environment. The CPA will draw on this experience in its role of nurturing, supporting and educating some of the most difficult young people in society and have a clear and realistic vision of the progress we can make over the next few years. Our ultimate aim is to ensure that all the young people in our charge return to mainstream education or move into positive post-16 destinations allowing them to obtain qualifications and take control of their own lives and futures.

Most of the students who will benefit from the CPA will be coming from a low starting point in terms of educational achievement and life skills. Our curriculum is designed to provide them with challenging but realistic pathways to achievement, including, where appropriate for the student, the opportunity to achieve the 'Gold' standard of 5 GCSEs Grade A-C including Maths and English.

To support us in meeting the challenging aims that we have set, every student will benefit from our core programme that delivers Foundation Learning at Entry Level and Level One. The three core components of this delivery are:

<b>Curriculum Area</b>	<b>Subject</b>	<b>Level</b>
<b>Functional Skills</b>	English, Maths, ICT	Entry & Level 1
<b>Personal &amp; Social Development Learning</b>	Certificate of Personal & Social Development	Entry & Level 1
<b>Subject or vocational knowledge, skills &amp; understanding</b>	Employability Award of Personal Effectiveness	Entry & Level 1 Level 1

Building on this solid foundation we will, as described earlier in Section D, provide a wide range of GCSEs, including Maths and English, both in the CPA and in our partner schools. This is supported by an extensive menu of life and vocational skills that can be tailored to each individual student needs that will support our principle aim of effectively preparing young people to find and sustain positive post-16 destinations.

We have agreed on a set of stretching targets that we know will not be easy to attain. However, we believe that our knowledge and experience of this cohort and the vast range of resources and support that we can call on within the ContinU Trust family, will allow us to achieve the following targets.

### **ContinU Plus Academy Targets**

- **All students to aspire to achieve the equivalent of 5 A-C/A-G dependent on starting point and aspirational target (using FFTA as benchmark and FFTD as aspiration)**
- **All Year 11 students to have Maths and English qualification at L1 (L2 dependent on starting point and FFTA above)**
- **All students to achieve 3 levels of progress if KS2 benchmark is level 4 or above or if level 3 and below to make 1 sub level of progress per term, equivalent to 5 sub levels over KS4.**
- **All students to increase their attendance to at least 90% or improved by 10% on their attendance at their previous school, dependent on which is the more challenging**
- **100% of year 11 pupils to have post 16 offer in place by June of final year**
- **20% of year 11 to secure offer of apprenticeship place by June of final year**
- **90% of students still in positive destination one year after leaving year 11**
- **Year 11 NEET % to be below mainstream schools figure and falling.**
- **All KS4 students who have spent more than 2 terms at the school to be involved in at least 2 Community Projects through “Opening Doors”**

### **Monitoring of Progress Towards Targets**

The Head Teacher of the CPA will be directly accountable for the success of the School. He or She will report to and be supported by a Board of Governors who meet on monthly basis and review performance, finance, issues arising and future development. All Governors meetings will be minuted. This will include a monthly performance and finance report from the Headteacher. Where any issues arise they will be subject to review and if deemed necessary an action plan is agreed for ameliorating the issue.

The whole staff body will meet weekly and use a structured agenda to review any issues (and celebrate successes) that have arisen and look at the week ahead.

Reviewing the progress and success of learners will be embedded into the School curriculum and regularly assessed, updated and recorded in a number of ways:

- One to one meetings with teachers/Learning Coaches.
- Formal monthly review of each Individual Learning Plan.
- On-going assessment of progress towards qualifications.
- Monthly progress review with Headteacher.
- Any concerns will be flagged up at the weekly staff meetings or if of a more serious nature will be taken directly to the Headteacher.
- Regular contact with ContinU Trust partner schools to review learner progress

All pupil progress and issues will be recorded on their Individual Learning Plan, compiled globally on a monthly basis and updated on our comprehensive IT system. All destinations of students leaving the School will be recorded and we have already invested heavily in destination tracking to support students in their chosen post-16 destination.

## **CURRICULUM ENRICHMENT: VOCATIONAL TRAINING OPPORTUNITIES FOR YEAR 10 AND YEAR 11**

Within the ContinU Trust partner schools we offer a broad range of vocational options delivered by our wider partner network of FE Colleges and Work-Based Learning Providers that is available to Year 10 and Year 11 students. This vocational network will be available to the CPA. Subject areas covered include; Hospitality, Motor Vehicle, Horse Care, Construction, Early years, Engineering, Sport and Hairdressing. Awards are at NVQ Level 1 and 2 or equivalent. Learning Coaches in the CPA will have regular contact and reviews with the students undertaking vocational options and we have a well tried and tested tracking system to capture progress and solve issues as they arise.

Our latest full year tracking of Year 10 & 11 students undertaking externally delivered vocational training in 2010/11 show the following results:

Students starting programmes	198
Students completing full pass	157
Students completing partial awards	8
Students withdrawn from the programme	33
<b>% of students completing with full or partial awards</b>	<b>83%</b>

### **Assessment**

Within the ContinU trust we have developed a comprehensive and rigorous approach to assessment that will support the achievement of young people in the CPA.

We aim to reflect the principles of Personalised Learning and the Assessment for Learning strategy which are crucial to implementing the vision set out in The Children's Plan of world class schools providing excellent personalised teaching and learning to help all children and young people to progress in their education and wider development. (Personalised Learning – A Practical Guide: 2008).

Personalised learning means high quality learning provision that is responsive to the different ways students can achieve their best. There is a clear moral and educational case for pursuing this approach. A system that responds to individual students by creating an educational path that takes account of their needs, interests and aspirations, will also make a strong contribution to equity and social justice.

Our Assessment process will be used to find and interpret evidence for use by learners and their Learning Coaches to decide what stage learners have reached in their learning, where they need to go and how best to get there. It is at the heart of a successful curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to those individual needs and aspirations that have been identified. Effective assessment will enable learners to make smooth progress throughout their time at the

CPA.

Central to all the work of the CPA will be a process of continuous needs analysis to support the further development of the students learning. Needs may be identified by the student themselves or they may be perceived by the CPA team of Teachers/Coaches/staff. The student will be included throughout the process and particularly in the review stage.

## **Aims**

The aims of the assessment process are that:

- Every student knows how they are doing, understands what they need to improve, how to get there, and they get the support to be motivated, independent learners making progress.
- Every Teacher/Learning Coach will be equipped to make well founded judgements about student attainment, understands the concepts and principles of progression, how to use assessment judgements to plan progress, especially with students not fulfilling their potential.
- The CPA will have structured systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils and tracking their progress.
- Every parent/carer knows how their child is doing, what they need to improve, and how to support the child and their mentor.

## **Principles**

The CPA will put assessment at the centre of the curriculum framework to meet its aims and our commitment that every student achieves their full potential and is equipped to make a successful transition to lifelong learning. Teacher and Coaches should know their students as well as possible and use the knowledge they have to meet individual student needs and ensure the best progress possible.

The principles for assessment for learning are:

- It is part of effective planning.
- It focuses on how students learn.
- It is central to classroom practice.
- It develops the capacity for self and peer assessment.
- It recognises all educational achievement.
- It is a key professional skill.
- It helps learners know how to improve.
- It promotes understanding of goals and criteria.
- It is sensitive, constructive and fosters motivation.

Good assessment for learning makes:

- An accurate assessment, reflects knowledge of standards, judges students' work correctly and accuracy links to national standards.
- A fair assessment – use of valid methods.
- A reliable assessment, judgements are consistent and based on a range of evidence.

- A useful assessment – identifying barriers to student progress using that information to plan and discuss next steps in learning.
- A focused assessment – identifying areas of learning where there might be blocks to learning and where additional support could be provided.
- For continuity of assessment – enabling better transfer between key stages and post-16 opportunities.

By investing in assessment we will ensure that learning is meaningful for all learners, teaching is effective, and attainment outcomes are improved.

### **Stages of assessment:**

- Each student will undergo an initial assessment on commencement of the programme to identify their particular needs, interests, aspirations, potential barriers to learning, learning styles and additional learning support. This will be carried out on a one-to-one basis and will seek to identify the particular problems the individual faces, including learning needs and disability requirements. The assessment leads to the student drawing up and formulating an individual action plan agreed with a key member of staff. This will be used to plot which learning activities and support is relevant to the needs of the individual student and to help tailor and customise the programme to meet their needs.
- This will be followed by a full diagnostic assessment of literacy, numeracy and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties/disabilities.
- An assessment of the student's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be put in place.
- Formative assessment of the student's progress will incorporate the following stages:
  - Day to day assessment providing a wide range of evidence of learning in specific contexts which shapes the immediate next steps; this incorporates the planning stages of all accreditation that will be offered in the CPA. The learning objectives will be made explicit and shared with students, peer and self-assessment is used and students are engaged in their learning and given immediate feedback.
  - Periodic assessment – review of day to day evidence to give a clear profile of achievement across a whole subject/award to inform and shapes future targets; a broader view of progress across curriculum for Learning Coach and student, use of national standards in the classroom, improvements to medium term curriculum planning.
  - Transitional between key stages and post 16 opportunities which gives formal recognition of student's achievement, reported to parent/carer, next Learning Coach, and includes use of external tasks or tests.

### **Appropriate assessment approaches:**

Learning Coaches will receive training and support to identify and use appropriate assessment approaches that:



- Allow for different learning styles and ensure that students are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Are familiar to the students and for which they have been adequately prepared.
- Use materials which are free from discrimination and stereotyping in any form.
- Provide clear and unambiguous feedback to students to aid further learning.
- Lead to the development of an individual learning plan which helps focus the student and places the student at the centre of the curriculum.

### **Methods of assessment:**

Assessment can be carried out in a variety of ways. Careful consideration is given to the method used so that the desired objectives are achieved. Some methods of assessment are more useful in some activities than others.

The methods that we will use include:

- Discussions between Learning Coaches and student especially at review stage.
- Practical tasks.
- Project based assignment.
- Group work.
- Observation.
- Student self-assessment.
- Peer assessment.
- Samples of student's work.
- E- testing.
- Multiple choice question papers.
- Portfolios of student's work.

The Assessment policy and procedures will lead to an annual plan, detailing an overall strategy, details of resources to be used, targets and timescales, Learning Coaches involved and a system for tracking pupil progress.

### **Accreditation**

The ContinU Trust and the CPA will offer a wide range of nationally recognised academic and vocational qualifications that are appropriate for the young people we work with. We are already accredited to deliver awards with all the major vocational and academic awarding bodies from entry level to level 3.

Our partnership working with feeder schools also offers the opportunity for all students to access GCSE qualifications.

### **Student Tracking**

The schools within the ContinU Trust are all part a major pilot led by the Worcestershire Local Authority on student monitoring and tracking and we will work with them to integrate

this into the CPA. All of partner schools already use SIMS to track students and their progress and have also integrated CLM (Collaborative Learning Manager) allowing all off-site providers live completion of registration and reporting for students on external placements and programmes. These systems will be available for the CPA from day one.

## **PROMOTING GOOD BEHAVIOUR AND ATTENDANCE**

### **Policy Statement - Behaviour**

The CPA will seek to create an environment which encourages and reinforces positive behaviour and recognises this as necessary for effective learning to take place. The purpose of this Behaviour for Learning Policy is to ensure that the CPA has a consistent approach to rewarding good behaviour and achievement, and challenging inappropriate behaviour. Good behaviour is most effectively achieved when there are clear expectations of student conduct.

Students bring with them a wide variety of behaviour patterns and at the CPA our aim will be to work within standards of behaviour based on the basic values of honesty, respect for self, others, authority and property, responsibility and consideration. The intention of applying rewards and sanctions is to demonstrate to students that their behaviour and actions have consequences.

### **CURRICULUM ENRICHMENT - JAMPOD**

'JamPod', was developed by Mix Music Education, JamHub & Roland, and allows more students to engage in making music without the problem of noise pollution.

'JamPod' enables multiple musicians to rehearse sound free. By utilising the latest in electronic instruments and the JamHub TourBus, each musician enters their own private rehearsal when they enter their 'JamPod' and put on their headphones. The system also enables each musician to control their own personal mix of sounds.

Each 'JamPod' is also a recording studio. Push one button and you can record all the musicians within each JamPod. But for a more advanced recording experience, the JamHub TourBus, utilised within each JamPod, can also act as an audio interface direct to a PC.

'JamPod' also utilises the latest in performance software. Using the brand new Mix Music Bandplayer designed by [REDACTED] of 3 Fire Music, students of all abilities are able to learn with their favourite bands. 'JamPod' also works closely with leading software manufacturers, most notably Notion Music, to bring all aspects of music learning to life.

## **Safeguarding Policies**

### **Legislation**

This policy is based upon and has regard to UK legislation and guidance including:

- Education and Inspections Act 2006 - Part 7 Discipline, behaviour and exclusion
- The Children, Schools and Families Act 2010
- School Standards and Framework Act 1998
- Education Act 2002
- Learning Behaviour: Lessons Learned, A review of behaviour standards and practices in our schools Sir Alan Steer

### **Introduction**

Our policy reflects The 21<sup>st</sup> Century School Pupil Guarantee which will ensure that there are high aspirations for all students and that each and every student is given the opportunity to do the best they can and succeed in school and adult life.

In order to make this happen:

- Every student will go to a school where there is good behaviour, strong discipline, order and safety.
- Every student will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life.
- Every student will go to a school where they are taught in a way which meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed.
- Every student will go to a school where they take part in sports and cultural activities.
- Every student will go to a school that promotes their health and well-being, where they have a chance to express their views and where they and their families are welcomed and valued.

### **Aims**

- To promote a positive environment in the School where learning can be effective and staff and students feel safe and respected.
- To minimise low level disruption and thereby create a positive climate for learning.
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.
- To ensure that students, parents and staff are fully aware of:
  - The expected behaviour of students within lessons, around the CPA and on the bus journey to and from the CPA.
  - Clearly defined and graduated, rewards for good behaviour and consequences for poor behaviour.
- To develop systems of recording that ensure detailed information on student behaviour (positive & negative) can be easily accessed by staff as required.
- To communicate with parents quickly where significant positive or negative intervention has taken place.

## **Principles of Behaviour Management**

Fundamental principles which underpin our approach to behaviour management include the following:

- The quality of the relationship between Teachers/Learning Coaches and students and the creation of a positive ethos make a major contribution to the standards of behaviour.
- That each student has access to and engagement in a personalised curriculum that guarantees success.
- There is consistency of approach by all school staff.
- We will practise good classroom management, learning and teaching.
- Behaviour strategies and the teaching of good behaviour.
- Expectations of behaviour must at all times be realistic.
- All students must be valued equally.
- If the needs of all individual students are always met, incidents of challenging behaviour are likely to be minimised.
- Students must be aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other students' learning.
- A rewards and sanctions ratio of at least 5:1 will be applied to ensure that an ethos of celebrating and rewarding positive behaviour is maintained; all rewards and sanctions being applied fairly and consistently.
- The code of conduct will be displayed in all areas of the CPA; where an external activity is taking place this will be amended to reflect the nature of the activity and will reflect input from the students participating in the activity.
- CPA staff will employ the appropriate de-escalation techniques when dealing with significantly challenging behaviour.
- Clear, consistently graduated sanctions will be used by all staff where a student chooses a behaviour that is inappropriate.

### **Use of Rewards**

Rewards and incentives are central to the encouragement of positive behaviour and help students to recognise that positive behaviour is valued. It is therefore essential that the students who are displaying good behaviour and hard work are rewarded with a systematic combination of encouragement and material rewards, as follows:

- Praise – informal and formal, public and private, to individuals and groups.
- “Congratulations” and “good news” phone calls to parents/carers.
- Personalised letters to parents/carers.
- Certificates which recognise positive contributions to the School community.
- Celebration assemblies, involving parents.
- Group treats based on achievement of identified percentage of points system.
- Reward system – in order to further support the development of students, a reward system based upon the number of qualifications achieved during the year will be put in place to motivate students, enabling every individual to realise their full potential.

### **Use of Sanctions**

The CPA recognises there may be occasions when sanctions need to be applied to reinforce acceptable standards of behaviour. In the case of behaviour falling below these

recognised acceptable standards, sanctions should not only clearly inform the student, but aim to amend the situation and help the student accept responsibility for their actions, as follows:

- In the event of minor breaches of discipline, the following sanctions will be applied by all Teachers and Learning Coaches:
  - Verbal intervention.
  - Time out.
  - Community service such as litter picking for crimes against fabric/environment.
  - Withdrawal of access to the college IT system (if the student misuses the equipment or accesses inappropriate websites).
  - Contact with parents/carers by telephone/letter requesting an interview.
  - Withholding participation in an activity/sports event that is not part of the CPA curriculum.
- In the event of more serious breaches of discipline, the following sanctions will be applied by Learning Coaches and Teachers:
  - Behaviour contract with the School, student and parent/carer.
  - Case conference with Learning Mentor, parents/carers, student and outside agencies.
- In certain circumstances of serious or gross behavioural misconduct; the following sanctions will be implemented by the Headteacher or Deputy Head if the Headteacher not available:
  - It may be necessary to suspend a student immediately resulting in fixed term exclusion (1, 2, 3 days), or
  - A managed move to alternative provision.

### **CASE STUDY- WORCESTER WARRIORS**

Walk Like a Warrior is a 10 week project based at Sixways Stadium. The project aims to develop teamwork, confidence, communication and leadership skills through a range of activities and games ending with designing and coaching their own rugby games. The programme finishes with a graduation ceremony hosted at Sixways Stadium. Attendance, commitment and effort will be rewarded with a selection of prizes, including t-shirts and match tickets

This was led by warrior staff and supported by 2 members of Baxter, The Assistant Principal and Community Education Coordinator. Students chosen were [REDACTED]. The following shows the improvement in attendance for two students before and after completing this external programme.

	Before	After
[REDACTED]	71.1%	100%
[REDACTED]	89.9%	91.4%

## Staff with key responsibilities for behaviour for learning

The Lead Behaviour Professional is responsible for:

- Being well informed about current thinking on the issue of challenging behaviour and behaviour management strategies.
- To use data compiled to develop a targeted School behaviour and attendance improvement plan.
- Linking with key people in other services and agencies who can support the School on behaviour and attendance issues.
- Ensure high quality alternative education provision to ensure students at risk of exclusion fully engage in the work and activity related curriculum
- Liaising with other members of staff to ensure those members of staff are well informed about behaviour management strategies and proactively demonstrate these strategies when dealing with disruptive behaviour.
- To support the reduction of number of incidents of extreme behaviour
- To support the reduction of the number of fixed term exclusions.

The Lead Behaviour Professional is supported by members of the behaviour and attendance focus group and can draw on the experienced resources of the ContinU Trust partner schools.

## Parent/Carer Cooperation

A positive partnership with parents/carers is essential to developing a common approach to behaviour expectations and strategies for dealing with issues. Where behaviour is causing concern parents/carers will be informed at an early stage. Where appropriate, cooperation will be requested to help support students to resolve the situation. The parent/carers responsibilities around behaviour will be clearly outlined in the Home School Agreement.

## Rights and Responsibilities

The CPA	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To make clear the CPA's statutory power to discipline students and that students and parents will need to respect this.</li> <li>• To enforce the CPA Behaviour policy – including rules and disciplinary measures.</li> <li>• To expect students' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>• To expect students' to respect the rights of other students and adults in the CPA.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by students or</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole School community is consulted about the principles of the CPA Behaviour Policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To ensure the CPA Behaviour Policy does not discriminate against any pupil on the grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</li> <li>• To ensure teachers' roles in the CPA discipline matters are consistent with</li> </ul>

<p>parents. If a parent does not conduct himself/herself properly, the CPA may ban them from the School premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</p> <ul style="list-style-type: none"> <li>• To take firm action against students who harass or abuse School staff – engaging external-support services including the police as appropriate.</li> </ul>	<p>the National Agreement Raising Standards and Tackling Workload, and work force remodeling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on the teachers.</p> <ul style="list-style-type: none"> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and as appropriate reward pupils good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</li> <li>• To arrange reintegration interviews for parents at the end of a fixed - period exclusion where persistent inappropriate behaviour occurs</li> <li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure staff model good behaviour and never belittle pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils social, emotional and behavioural skills.</li> <li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and where necessary, support them in meeting their parental responsibilities.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul>
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<b>Students</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the CPA Behaviour policy, with every pupil involved in the consultation process,</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption,</li> <li>• To expect appropriate action by the CPA to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment,</li> <li>• To appeal to the Headteacher/Directors and beyond that to the Secretary of State if they believe the CPA has exercised its disciplinary authority unreasonably.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by CPA staff, obey school rules and accept sanctions in an appropriate way,</li> <li>• To act as positive ambassadors for the CPA when off school premises,</li> <li>• Not to bring inappropriate or unlawful items into the CPA</li> <li>• To show respect to CPA staff, fellow pupils, school property and the school environment</li> <li>• Never to belittle, harm or bully other pupils or staff,</li> <li>• To cooperate with and abide by, any arrangements put into place to support their behaviour, such as Pastoral Support programmes or Parenting Contracts.</li> </ul>

<b>Parents</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the CPA Behaviour policy,</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their child to be safe, secure and respected in the CPA.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the CPA and investigated/resolved as necessary.</li> <li>• To appeal to the Headteacher/Directors and beyond to the Secretary of State, if they believe the CPA has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the CPA's Behaviour policy and the disciplinary authority of the staff,</li> <li>• To help ensure that their child follows reasonable instructions by CPA staff and adheres to school rules,</li> <li>• To send their child to the CPA each day punctually, suitably clothed, fed, rested and equipped ready to learn,</li> <li>• To ensure CPA staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the CPA to support their child's positive behaviour.</li> <li>• To attend meetings with the Headteacher or other CPA staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any Parenting contract or Order relating to their child's behaviour</li> </ul>



	<ul style="list-style-type: none"> <li>• If their child is excluded from the CPA, to ensure the child is not found in a public place during school hours in the first five days of exclusion and if invited, to attend a reintegration interview with the CPA at the end of a fixed period exclusion.</li> </ul>
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**UNDERSTANDING OUR COMMUNITY**

**COMMUNITY AND SCHOOL LINKS**

As already described in our response The ContinU Trust and its partner schools have excellent, long established and deep rooted links into the local and regional community. The ContinU Plus Academy will directly benefit from these existing links. These include:

- Member of the Local Strategic Partnership Group
- Member of the Local Children’s Trust
- Member of the Areas of Highest Need Action group (for the LSP)
- Member of the Employer Engagement Group
- Member of the Local Authority NEET Strategy roup
- Member of the Local Authority Education Partnership Group

Selection of ContinU Trust Activity Partners		
Partner	Contact Name	Example Activity
Aston University		HE links programme
West Mercia Police		Anti-Bullying Tshirt Design Challenge
T D M Ltd. / The Wyre Academy		Apprenticeship Design Challenge
Armed Forces careers/MOD Stafford		Army Careers Fair Stafford
IJM Media Ltd		Athletics Challenge Day
BodyEgo		Body Ego One Day Beauty Industry Taster
Wyre Forest School Sports Partnership		Girls Football Under 13's
Connexions		Grow Your Own Career Careers Fair Y12/13
Bodyego Ltd		Hair & Beauty Training Day
Author		Junior Fiction Author Visit (World Book Day)
Louis Barnett (Chokolit Ltd)		: Cchocolatier and entrepreneur
Local Democracy Unit (County)		Meet Your MP : County Hall
Mark Garnier MP for Wyre Forest		Parliament Trip for 20 (18 x 6th Form plus staff)
Training providers association		Real Apprenticeship Event @ Worcester County Hall
Show Racism The Red Card		Show Racism Red Card events
Kija Ltd.		Use of Learning Motivation software
YMCA		Wyre Forest Primary Schools' anti-racism 5-a-Side tournament
Wyre Forest Youth Service		Youth & Community Safety Magazine
Wyre Forest neighbourhood Warden Unit		Wyre Forest Inter-Estate 5-a-Side tournament
Wyre Forest Community Safety Partnership		Youth & Community Safety Magazine
Thomas Vale Construction		Youth & Community Safety Magazine
West Mercia Police		Youth & Community Safety Magazine
Worcestershire Librarian Services		Worcestershire Teen Book Awards
The Kidderminster Mayors Office		Prize giving and officiating/
West Mercia Police		Multiple community projects
Kick Racism out of football		Wyre Forest Inter-Estate 5-a-Side Community Cohesion tournament
Wyre Forest District Community Housing		Wyre Forest Inter-Estate 5-a-Side Community Cohesion tournament

Worcestershire Football Association		Wyre Forest Inter-Estate 5-a-Side Community Cohesion tournament
Vestia Community Trust		Walk Like a Warrior Team building programme for KS3 - 10k raised to fund programme with Vestia Community groups

As part of the ContinU Trust consortium of 7 schools covering the Wyre Forest and Hagley catchment areas the CPA will be very closely linked with its feeder schools sharing, where appropriate, resources, curriculum and staff. The CPA will become an integral part of the planning for the consortium to ensure that it fully meets the needs of the students, the local community and the consortium.

Kidderminster FE College is part of the consortium and will ensure consistency of planning for and tracking students from the CPA into post-16 destinations. Links with HE are assured as the Universities of Wolverhampton and Birmingham are Associate Members of the trust support not only access to HE, but a privileged route into the latest research and practice in education and training. Developments in social care and looked after children are regularly updated by Barnados who are also an Associate Member of The ContinU trust.

### **Community Partners**

The Trust has an excellent and extensive network of community partners that is illustrated by the table below and is available for use by the CPA from day 1.

### **The Socio-economics of Our Community**

The social and economic map of North East Worcestershire is complex. At ward level it is a patchwork of affluence and poverty, having a number of privileged wards in the top quartile in England and others in the bottom decile. At the ward level the catchment area for the CPA contains some exceptionally deprived areas with the National Index of Deprivation showing at an English national level, 1 ward in the bottom 2%, 3 in the bottom decile and 15 in the bottom quartile. This is reflected in the number of young people 16-18 NEET. With 7.6% of 16-18 years NEET in June 2011, well above the County, regional and National figures.

The ContinU Trust and the CPA operate in the Wyre Forest and Hagley Districts which are below the County average on most indicators of deprivation such as JSA Claimants, NEETs, crime and antisocial behaviour. The County level patchwork is repeated at ward level with a number of areas with very low levels of NEET contrasted with other with extremely high levels of NEET and in the case of Oldington & Foley Park a NEET rate of 14.6%.

District	Proportion of total ASB that is youth related (%)
Bromsgrove	33.57
Malvern Hills	25.56
Redditch	32.18
Worcester City	27.74
Wychavon	28.76
<b>Wyre Forest</b>	<b>34.49</b>

Percentages 16-18 NEET	
District	June 2011
Bromsgrove	4.1
Malvern hills	4.4
Redditch	8.4
Worcester City	7.7
Wychavon	5.4
<b>Wyre Forest</b>	<b>7.6</b>
<b>County Average</b>	<b>6.6</b>
<b>West Midlands Average</b>	<b>6.4</b>
<b>England Average</b>	<b>6.5</b>

16-18 NEET Dec 2011 at Ward Level		
Ward Name	Total	NEET%
Aggborough and Spennells	254	5.6%
<b>Areley Kings</b>	<b>183</b>	<b>9.2%</b>
Bewdley and Arley	170	0.6%
Blakedown and Chaddesley	84	2.4%
Broadwaters	298	7.5%
Cookley	55	3.9%
Franche	214	2.9%
<b>Greenhill</b>	<b>234</b>	<b>9.5%</b>
Habberley and Blakebrook	218	5.6%
Lickhill	245	4.2%
Mitton	220	4.3%
Offmore and Comberton	200	4.2%
<b>Oldington and Foley Park</b>	<b>233</b>	<b>14.6%</b>
Rock	59	1.8%
Sutton Park	250	7.4%
Wolverley	53	3.9%
Wribbenhall	163	3.2%

The relative disadvantage of the catchment area is also reflected in numbers and percentages of young people with learning disabilities who are NEET, with The Wyre Forest at 41.17% and in the incidents of Anti-Social Behaviour committed by young people.

We believe that our existing links with the community, local schools, our understanding of the problems and complexities of our local catchment area and our curriculum that is focused on securing stable, long term post-16 destinations for our students will allow us to make a significant impact on the lives and futures of our students.

## Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>	20	20		100				
<b>Key Stage 4</b>	50	50		100				
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>								
<b>Totals</b>	70	70		100				

## Section E: Evidence of demand and marketing – part 2

Please refer to page 20 of the 'How to Apply' guidance for what should be included in this section.

### Section E Evidence of Demand

#### E1 Managing the referral process

The ContinU Trust has considerable experience in working with its member schools and colleges to support the local authority policy of zero exclusion. This is addressed by promoting inclusion via early intervention programmes that utilise work and activity related learning and engaging the support of an educational, vocational and enterprise network. The ContinU Plus Academy (CPA) will bring an added dimension to this programme that will enable the Trust and its members to assume full responsibility for the provision of an excellent learning offer for all young people, provide an additional resource for young people who are experiencing difficulties in engaging with secondary education, for whatever reason, and facilitate specialist support whenever appropriate both short and longer term.

Being established within the framework of the ContinU Trust the ContinU Plus Academy will enjoy strong links with all the mainstream schools within the area and members will build on their existing considerable experience of managing referrals within Worcestershire and from the neighbouring local authority of Birmingham.

The majority of students being referred to the ContinU Plus Academy will be at risk of exclusion due to the nature of their challenging behaviour and disengagement from their existing educational provision.

The ContinU Plus Academy will offer an open door policy as far as is practicable to all partnership organisations involved with the students and to parents and carers to ensure all the students needs are met.

The process of pupil referral and exclusion within the Trusts membership will be managed by the ContinU Trust via the ContinU Fair Access Panel that will comprise representatives of both the local authority and the schools in membership of the ContinU Trust

- The process of exclusion and appeal itself will not be changed. The decision to exclude will still be taken by the head teacher, and parents will still be able to appeal a permanent exclusion first to the governing body then an independent panel. The current arrangements, including the requirement for parental supervision for the first five days, and for the school to notify parents of the exclusion decision on the day, will still apply.
- The most significant detail to change is that, in the majority of cases, it will be the school, rather than the local authority, which takes statutory responsibility for ensuring that suitable full-time education is provided to pupils of compulsory school age from the sixth-day of exclusion. It will be for the school to select the most appropriate placement for its pupil and it will commission this directly from CPA via the ContinU Fair Access Panel. The CPA and the school will subsequently together be responsible for arranging regular reporting on the pupil's academic and behavioural progress.

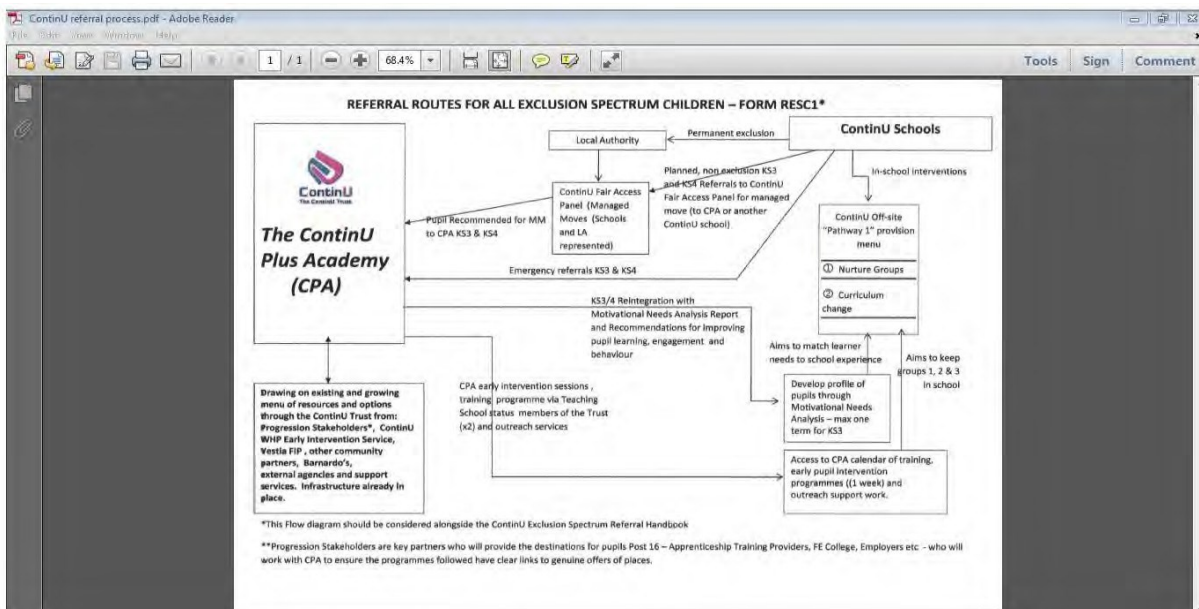
- The objective of the proposed approach is to improve the experience of pupils who are at risk of exclusion, so that a greater number benefit from early intervention and, where exclusion is deemed to be necessary, the impact of effective alternative provision enables a greater proportion to be able to take the next step towards being responsible and successful members of society. This may be reflected in higher educational attainment or successful re-integration into mainstream learning or training.

The local authority's duty to pupils with a statement of special educational needs is not changed by the proposed process. Where an exclusion becomes unavoidable for a child with a statement, the school would take responsibility for securing an alternative placement in the same way as for other children. However, this will need to be done in full co-operation with the parents and the local authority. This will ensure that parental rights about placements under the Education Act 1996 are maintained.

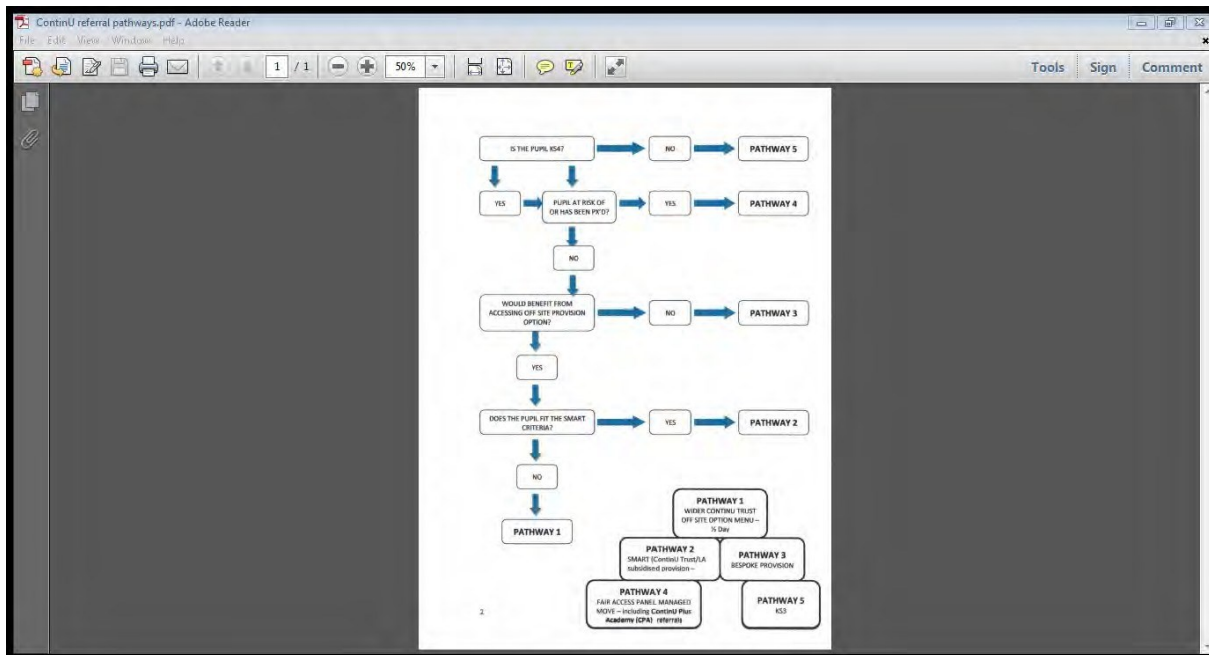
The local authority is a member of the CPA Fair Access Panel and will still play a key role in any decision about provision for these pupils. They will continue to be responsible for the maintenance of statements of special educational needs, and for arranging tribunals for children with special educational needs.

Admission to The ContinU Plus Academy will be by referral through the ContinU Trust Moderation Panel or from the Special Education Needs Section of the Local Authority.

Appendix E1 is a diagrammatic representation of the proposed referral process for all exclusion spectrum children within the ContinU Trust



It is proposed that within the ContinU Trust five potential referral pathways for young people are established as follows: Appendix E2 Pathway Flow Chart



## Pathway1– Accessing wider ContinU Trust Offsite course menu

This pupil.....

- Is likely to be more successful on a practical course unavailable at school
  - Is likely to benefit from the opportunity to learn in a different environment
  - Could be displaying low-level behavioural problems in a traditional classroom setting
  - Is most likely to go to a general FE College post16, Apprenticeship Agreements pertaining to General Vocational Provision
1. Check the provision choices available for September via the ContinU Trust website ([www.continu.org.uk](http://www.continu.org.uk)) and liaise with the ContinU Trust Collaborative Curriculum Coordinator (CCC).
  2. Interview your pupils against the choices available (or identify any other provision requested). If there is demand for provision that is not available, please contact the CCC.
  3. Forward your pupil names to the CCC for inclusion on any taster sessions/visits.
  4. Identify any safeguarding issues, etc. ahead of the taster sessions and inform the CCC.
  5. Plan transport to and from the taster sessions and accompanying staff.
  6. Following the taster sessions and once provision choices are confirmed, complete the pupil profile. For most pupils you will only need to complete 'section A', including any specific learning needs and/or TA support requirements. If your pupil has more complex needs which should be taken into consideration, please complete 'section B'.
  7. Once groups are confirmed by the CCC, discuss second choices of provision with pupils who were not accommodated on their first choice of provision.
  8. Ensure the correct induction process takes place as follows:
    - a. Complete contract paperwork
    - b. Order PPE, where necessary
    - c. Print off and distribute pupil ID cards



- d. Arrange attendance at induction sessions, where required
- e. Ensure pupils have all the relevant course details, including start times and details of their first session.
- 9. Arrange pupil transport plan, to provision.

### **Pathway2– SMART (ContinU Trust Subsidised Provision)**

(In order to access the SMART Programme pupils must meet at least one of the following criteria).

This pupil.....

- Has low attainment levels and evidence of limited educational progress, but not necessarily lacking ability.
- Has behavioural/psychological problems.
- Is lacking motivation and having low aspirations.
- Has low self-esteem and/or confidence.
- Has inadequate basic and social skills.
- Has a disorganised lifestyle/family instability.
- Has been excluded or faces exclusion.
- Is a young offender.
- Is a young person at risk of being influenced into non-participation/offender behaviour/drug and substance abuse.
- Is a teenage parent (or parent to be).
- Has been involved in substance and/or alcohol misuse.
- Is a looked after child
- Is a young carer.
- Is a learner with learning difficulties and/or disabilities.
- Is a member of an under-represented group, when compared to the demographics in their geographical area.

NB: where there is excess demand priority will be given to ContinU Plus Academy pupils. The ContinU RONI (Risk of NEET Indicator) profile data will be applied and schools should be informed by this when preparing referrals.

### **Pathway3– Short Intervention Bespoke Provision**

This pupil.....

- Has been identified by the home school as requiring a bespoke vocational or support package
- Needs to be off-site for more than one day
- May require a higher level of support and/or access to smaller group sizes

### **Agreements pertaining to Bespoke Provision**

1. Check the provision choices available via the online ContinU Plus Academy (CPA) support programmes liaising with CCC.
2. Interview your pupil against the choices available (or identify any other provision requested). If there is demand for provision that is not available, please contact the CCC.

3. If a CPA short programme can be identified submit a referral to the Fair Access Panel, who will then review and if approved authorise the preparation of a programme structure and start date with the school.
4. Arrange visits to the bespoke provision placements (and interviews, where required).
5. Identify any safeguarding issues, etc. ahead of these visits and inform the Consortium Manager.
6. Plan transport to and from the placement visits and accompanying staff.
7. Following the placement visits and once provision choices are confirmed, complete the pupil profile. For most pupils you will only need to complete 'section A', including any specific learning needs and/or TA support requirements. If your pupil has more complex needs which should be taken into consideration, please complete 'section B'.
8. Ensure the correct induction process takes place:
  - a. Complete contract paperwork
  - b. Order PPE, where necessary
  - c. Print off and distribute pupil ID cards
  - d. Arrange attendance at induction sessions, where required
  - e. Ensure pupils have all the relevant course details, including start times and details of their first session.
9. Arrange pupil transport plan, to provision. **Pathway4– Fair access**

**Panel (FAP)- Exclusions and Managed Move Provision** For KS3 or

KS4 pupils at serious risk of, or having been permanently excluded.

The Fair Access Panel includes Headteachers of all seven ContinU Trust mainstream schools and the ContinU Plus Academy. It also has Local Authority Representation from the Educational Welfare Support Team.

The Referral process below applies to both non excluded children on a Managed Move where the Home School does not change until full roll transfer and to permanently excluded children who move onto the roll of the new school. While it is anticipated that the ContinU Plus Academy will receive the vast majority of permanently excluded children, there may be cases where, in agreement with the secondary school, a mainstream setting is deemed to be workable and in the better interest of the child. This represents the strength of the flexible capacity of the ContinU Trust through its FAP process.

1. There should be full support of parent and child, who have signed up to support the process of the managed move. (Responsibility : Home School)
2. Child should be at SA+ on CoP for Behaviour
3. Home School to produce 3 copies of a BSP with interventions detailed
4. A Full Managed Move background form completed for FAP review meeting
5. Confirmation of FAP agreement to be made in 3 working days of panel decision
6. Where a move is agreed a fully completed "Managed Move Passport\*" file should be made available either form the Home School (in the case of non excluded children) or from the Local Authority (in the case of permanently excluded children) for the receiving school BEFORE the start date of the move (or roll transfer in the case of permanent exclusion).
7. Meeting between parent, child, potential Host school and Home school to be set up, with relevant personnel present to ensure full exchange of information.

(Responsibility Host school)

8. Attendance to be discussed at meeting. If attendance is below 85%, it would be expected that significantly improved attendance should be a target for the duration of the trial period.
9. Transport arrangements to be discussed at meeting
10. Host School to provide reports on progress fortnightly to designated contact
11. Managed Moves to be extended or moved to full roll transfer only by joint agreement with Host and Home school. Full roll transfers must be confirmed at the next scheduled FAP meeting.

NB Whilst the above criteria should apply in most cases, there will always be opportunity for an “exceptional” case in the interest of the child at the discretion of the FAP members.

\*The Managed Move Passport File includes all necessary background and child protection information essential to both the safeguarding of the child and health and safety of stakeholders at the receiving school. A checklist of required content is provided.

### **Pathway 5 – KS3 pupils**

If the pupil is in KS3 and requires a short term intervention (full time or part time for a reintegration period), please see below:

Please note: The ContinU Plus Academy provides an outreach team for ContinU Trust partners. Additionally, through the Teaching Schools within the Trust, the CPA will develop an annual training offer around behavioural support and “in-school” interventions to improve mainstream solutions. It will also provide a calendar of short programmes of early pupil intervention activities – eg 1 week or 1 day per week over 5 weeks - booked through FAP referral.

### **Planned Programme Referrals**

- A planned programme will be held each term. (dates will be agreed and published in time for schools to refer on to the first planned intervention of the academic year. Access to this programme is via FAP referral using the Managed Move paperwork and Passport as in Pathway 4.

### **End of year 9 intervention.**

- If a pupil requires a re-focussing intervention before entry into KS4 provision, a short 4 week programme will be available for the summer term of year 9. The programme will be delivered by CPA, but will involve other providers. Bookings can be made via the Fair Access Panel in the spring term and using the learner profile documentation See appendix E2 ContinU Referral Handbook containing Pupil Profile Forms (p11-16).

With regard to referrals of KS3 pupils to the CPA, the following key points elaborate on the process that will be developed:

- CPA provision should be viewed as part of the overall strategy of a school to manage pupils who find school difficult, and as such, the home school should retain a responsibility for its pupils
- Schools will nominate a designated contact for each pupil accessing the CPA who will be the first call for the CPA and who will track the pupil’s progress.

- The CPA will nominate a designated contact who will make weekly reports on the progress, behaviour, attendance and achievements of the pupil.
- The school agrees to the offer of a programme which includes the Motivational Needs Analysis to commence on a given start dates with a week before and after the course to allow for planning and feedback.
- All places are allocated via the Fair Access Panel on each course that starts.
- All parties agree to plan their intervention and do some preparatory work which should include staff from the CPA visiting the home school.
- There will be weekly contact between the nominated members of staff to check attendance, work rate and any issues that have arisen. If possible, there should be a weekly visit from the home school to the CPA so that the pupil understands the clear links between the home school and the CPA
- Transport to and from the CPA must be negotiated between the host school and the CPA.

All young people who are referred to the CPA will be invited to the school with their parent/carers to discuss the curriculum, identify any additional support which may be required and look around the facilities. At the end of the visit all induction documentation is completed and the parent/carer provided with a brochure detailing essential information and details of how copies of relevant policies can be obtained. The following sets out in more detail the support that will be available to students who are identified as 'at risk of referral':

### **Service Areas**

*The service will work with children and young people, in Years 7 and 8, who show signs of emerging emotional and behavioural difficulties which are starting to impact on their personal development, home life and/or school experience, particularly school attendance. The service will be front-loaded in this way in order to:*

- *Maintain an early intervention focus*
- *Support transition*
- *Develop the most effective systems for service operation across both primary and secondary schools*

*The service will deliver the following to families, as needed, following a service request:*

### **Parenting skills**

- *Includes home visiting, 1:1 parenting skills including bedtime/morning routines, relationship breakdown, step-parenting etc.*

### **Home/school**

- *Includes improving attendance, home-school liaison/relationship building, getting parents into school for parents evening, supporting access to family learning, improving attainment, reducing risk of several/permanent exclusion.*

### **Swift and easy access**

- *To interventions delivered by existing Wyre Forest and Hagley Project (WHP) staff, often in partnership with other services, including group courses for parents in*

parenting skills, e.g. Triple P (Positive Parenting Programme) Teen, standard (age 2-12), Stepping Stones for children with additional needs, (e.g. ADHD, Asperger's etc.), and also Family Links the nurturing programme to improve family relationships/dynamics.

- To interventions delivered by other agencies, whether for young people, individual parents, couples or whole family, includes signposting and referrals/handholding to a range of different specialist support services for a variety of issues/support, e.g. teenage pregnancy, mental health, sexual health, substance misuse, domestic abuse, medical/other health issues, housing, debt etc.
- To a qualified Counsellor for young people (subject to a successful volunteer placement)
- On already open cases, to initiating a CAF as necessary and taking the role of CAF Lead for the first two meetings.
- On already open cases, to liaison/referral to social care as necessary.
- Direct interventions (P=parent, YP=young person)
  - 1:1 with P and YP: Every Day Matters [EDM] attendance programme (age-needed)
  - 1:1 with P and YP: Higher-level EDM attendance programme (age-needed)
  - 1:1 with P and YP: Late Summer\* attendance priority contact (age-needed)
  - 1:1 with P and YP: Protective behaviours programme (tweaks-needed)
  - 1:1 with P and YP: Improving family communications/parenting skills etc.
  - 1:1 with P and YP: Learning in the Home, including GCSE journey (age-needed)
  - Group with YP: Domestic abuse/Healthy relationships programme (evidence-needed)
  - 1:1 with P and YP: Mental Health and Wellbeing programme (tweaks-needed)
  - 1:1 with YP: Anger management/Healthy relationships programme (age-needed)
  - 1:1 with P and YP: Friendships and anti-bullying/anti-cyberbullying (age-needed)
  - 1:1 with P and YP: Internet safety, grooming and social media (age-needed)
  - 1:1 with P and YP: Solution-focused approach

\*The service will operate term-time only plus 2 weeks pre-September, used to re-establish contact with families to promote good attendance/punctuality at the start of every new school year.

### **Attendance Focus**

Includes service delivery of mutually reinforcing interventions across four levels, necessitating excellent partnership arrangements and local efforts:

- Individual child and parents/carers: 'Every Day Matters' and a higher level attendance programmes, delivered face to face in the home, including a visit to school and further time-limited reinforcement as needed.
- Whole family: Robust sibling co-ordination, work to address the condoning of casual absences and to increase interest in child's progress at school.
- Schools: Support and challenge around consistent attendance policy, practice and procedures in partner schools, i.e. effective monitoring and data analysis systems, strong attendance ethos, clarity re absence policy, school intervening early with vulnerable pupils, rewarding/celebrating good attendance etc. Explore cross-pyramid working to improve consistency in partner schools.
- Local community: Systematic attendance promotion across a variety of local media, school and community websites/newsletters etc. to begin to address the neighbourhood effect re standards of acceptability in terms of absenteeism from school. Includes celebrating success, publishing court outcomes etc.

## **Targeted Prevention**

- *For any pre-school siblings 'Let's start school' – a collaboration with all Wyre Forest and Hagley Children's Centres to support the transition to school, promote good attendance and raise awareness of the WHP service*
- *For siblings 'Get up and Go' and the 'School Guide' – practical and personalised information to support the home-school relationship, promote good attendance/punctuality and raise awareness of the WHP service*

*(Excerpt from Service Level Agreement ContinU Trust has with schools, which will be available to the ContinU Plus Academy)*

This process, which has been developed and rigorously tested over the past 10 years of operating alternative provision in similar situations has the flexibility to accommodate any young person, at any time throughout the academic year. Our flexible personalised learning and individual timetable will enable the young person to integrate rapidly into the school.

The experience of established deliverers of this style of provision is that once young people have experienced the flexible personalised learning approach proposed by the school they remain for the rest of the academic year. This is supported by our close working relationship with the referring schools of the ContinU Trust and Local Authorities that allow us to accurately predict, plan and manage the volume of learners that we can expect on an annual and termly basis. We also retain the flexibility to take admissions at short notice such as the children of Travellers (a significant element of our local community) that may require provision at short-notice.

## **Admissions Policy Statement**

This policy sets out the admissions arrangements between the ContinU Plus Academy the local schools and the local authority. The policy supports the authority's Behaviour Support Plan by providing an alternative provision which "Increases the life chances and raises the attainment of young people with behavioural difficulties....., and supports pupils requiring a fresh start.'

The policy also reflects guidelines provided in the Schools Admissions Code (2009) and the Education (Independent School Standards) (England) 2003.

The ethos of the school will be that all students have a right to a learning environment which provides:

- A fresh start
- Empathetic, supportive staff
- A structured, vocational and activity focused curriculum which can develop a sense of belonging
- Experience of personal success
- Empowerment: taking increasing responsibility for activities, learning, self and others

- Personal development, including social, emotional and behavioural skills
- Purpose towards employment, FE or HE.

The CPA will meet the outcomes of the Every Child Matters agenda by:

- Providing education, information and support to reduce the use and effects of alcohol, drugs and smoking
- Reducing the incidence and fear of bullying
- Helping young people to improve their attainment through education
- Raising self-esteem and build confidence so that young people respect themselves and others
- Enabling young people to continue their education, training and access FE, HE or employment.

### **Stages of assessment:**

On referral to CPA each student will undergo an initial assessment on commencement to identify their particular needs, interests, aspirations, potential barriers to learning, learning styles and additional learning support. This will be carried out on a one-to-one basis and will seek to identify the particular problems the individual faces, including learning needs and disability requirements. The assessment leads to the student drawing up and formulating an individual action plan agreed with a key member of staff. This will be used to plot which learning activities and support is relevant to the needs of the individual student and to help tailor and customise the programme to meet their needs.

Every child will have completed the BKSB Apprenticeship assessment online in school which is then transferrable to every provider/employer they apply to take an apprenticeship with – we were funded by LSIS to establish this system in the Wyre Forest to reduce repetition and to make the application process less time consuming for all involved. Students previously had to sit the assessment with every employer and training provider rather than having a current validated copy and score.

This will be followed by a full diagnostic assessment of literacy, numeracy and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties/disabilities.

Based on a successful pilot in East Sussex, Worcestershire has adopted the Risk Of Neet Indicator (RONI) Framework for early intervention support. The database is available on all pupils from year 7 in ContinU Trust partner schools.

An assessment of the student's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be provided i.e. measures to address social problems.

Formative assessment of the student's progress will incorporate the following stages:

- Day to day assessment providing a wide range of evidence of learning in specific contexts which shapes the immediate next steps; this incorporates the planning stages of all accreditation offered within the school. The learning objectives are

made explicit and shared with students, peer and self-assessment is used and students are engaged in their learning and given immediate feedback.

- Periodic assessment, review of day to day evidence to give a clear profile of achievement across a whole subject/award, informs and shapes future targets:- broader view of progress across curriculum for mentor and student, use of national standards in the classroom, improvements to medium term curriculum planning.
- Transitional between key stages and post 16 opportunities which gives formal recognition of student's achievement, reported to parent/carer, next mentor, and includes use of external tasks or tests.

## **16-19admissions**

At this stage it is not envisaged that the CPA will directly offer post 16 provision but discussions are on-going with Kidderminster College and other local FE providers and A4e regarding its Vox Centre programme with regard to appropriate progression routes for young people post 16. It is anticipated that by September 2014 the resultant programme offers for young people will be established.

## **E2 Evidence of demand**

### **Appendices**

There is unanimous agreement amongst all seven schools, colleges and other partners of the ContinU Trust that there is a pressing demand for the proposed ContinU Plus Academy (CPA). This view is also shared by the local authority and is evidenced by the attached letter supporting this submission. Appendix E3

The seven secondary schools within the ContinU Trust have written to confirm their support for the proposed CPA and have indicated the likely numbers of student places that they will commission. These are as follows:

Baxter College Appendix E4 .....	12 students
Bewdley School Appendix E5 .....	9 students
Hagley Catholic School Appendix E6 .....	3 students
Haybridge High School Appendix E7 .....	3 students
King Charles High School Appendix E8 .....	12 students
Stourport High School Appendix E9.....	12 students
Wolverley High School AppendixE10.....	12 students

Further letters of support have been received from other members of the Trust and local supporters including:

Kidderminster College Appendix E11  
Barnardo's Appendix E12



Worcestershire Council for Voluntary Youth services Appendix E13  
Mark Garnier Member of Parliament for Wyre Forest Appendix E14  
[REDACTED] [REDACTED] at local school letter Appendix E15  
University of Birmingham [REDACTED] [REDACTED] letter Appendix E16  
Wyre Forest Special School letter Appendix E17  
Thomas Vale Construction letter Appendix E 18  
Vestia Community Trust (Wyre Forest Community Housing) letter Appendix E19  
Worcestershire LEP (Local Enterprise Partnership) letter Appendix E20  
University of Wolverhampton [REDACTED] Appendix E21

The initiative for the development of the CPA has its roots in a report produced in 2007 by a scrutiny task group "Report of the Managing Exclusions in Worcestershire Scrutiny Task Group April 2007" which highlighted the following key points:

- Permanent exclusions in Worcestershire were continuing to rise
- Early acknowledgement of potential problems could be of long term benefit to the school and the child
- Many elements of good practise and innovative solutions to behaviour problems in schools were present in local schools ( The Wyre Forest Managed Moves Panel was highlighted)
- Some schools were working collaboratively to solve behaviour problems and the authority was pleased to see the positive results this can bring

The report made a number of recommendations including:

### **The importance of early intervention and preventative strategies**

#### **Recommendation 2**

We recommend that schools be given extra delegated funding to develop their own solutions to problems and decide at which stage to buy in the services of Educational Psychologists, either via the Local Authority if available or from elsewhere if there are resource issues. This should enable schools to access this kind of support in a timely manner to assist with earlier diagnosis of problems in order to avoid costly intervention later on.

#### **Recommendation 6**

We recommend that the Local Authority considers ways in which support could be focused on identifying and tackling behavioural problems at an early stage focussing on more formalised outreach work at Foundation Stage/KS1/2 with the aim of avoiding more serious problems at a later date.

#### **Recommendation 7**

We recommend that the Local Authority supports clusters of schools working collaboratively to resource inclusion units and take advantage of economies of scale, and that it assists with the dissemination of best practice.

## **Managed Moves**

### **Recommendation 13**

We recommend that the Local Authority encourages all schools in the county to work together in a spirit of cooperation to ensure the Managed Moves system works successfully and to its full potential.

## **Collaboration/Schools Working Together**

### **Recommendation 14**

We recommend that the Local Authority monitors this development and, if its results prove to be positive, the County Council should investigate whether groups of schools elsewhere in the County could be encouraged to set up similar units.

### **Recommendation 15**

We recommend that the Local Authority looks at ways to provide incentives to schools to work together.

## **Foundation Stage/Key Stage 1/2 PRUs**

### **Recommendation 16**

We recommend that the outreach services of Foundation Stage/KS1/2 PRUs be formalised to have a rolling programme of behaviour management courses in primary schools, which are not dependent upon the occupancy of the PRUs. We would also suggest that this pattern should be extended to KS3 and KS4 PRUs where outreach services could be used to prevent exclusions and support reintegrated pupils to avoid the breakdown of a placement.

## **Reintegration**

### **Recommendation 17**

We recommend that in order to provide best value, PRUs should continue to develop links with schools particularly involving head teachers in the admission and integration issues of the PRUs whilst focusing on preventative work and successful reintegration.

## **Receiving Schools**

### **Recommendation 18**

We are very concerned about the number of surplus places in particular schools which forces them to take a disproportionate number of excluded pupils and thus undermines parental confidence in the school. We recommend that the Director of Children's Services reviews this situation and makes recommendations where appropriate.

## **Funding**

## **Recommendation 22**

We recommend that where a school or number of schools has a successful strategy for preventing permanent exclusions, the Local Authority should recognise its value and make it sustainable.

The main body of the report also highlighted the following:

*“The key message that we heard most consistently throughout the scrutiny exercise from across the range of people that we spoke to – from schools, PRUs, Local Authority officers and parents/carers – was that early intervention was key to successfully managing poor behaviour and, therefore, reducing the level of exclusions. We strongly believe that the Local Authority’s focus should be in supporting preventative work.”*

The current work of the ContinU Trust supports and facilitates the approaches recommended by the report and the proposed ContinU Plus Academy is the logical next step in cementing these key recommendations in every day practise to the benefit of all young people in the area.

The present situation, which sees pupils with behavioural issues and those who are excluded referred to the local authority run Wyre Forest Oak Short Stay School is not proving to be satisfactory. The school is currently under notice to improve and there is little confidence amongst members of the ContinU Trust that it represents either the best solution for the young people who attend or good value for money.

The recent Ofsted report for the school undertaken in September 2011 concluded:

*“In accordance with Section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to students’ academic achievements, their attendance, and the quality of the curriculum”.*

The report scored pupils’ achievement and the extent to which they enjoy their learning 4

Taking into account:

Pupils’ attainment 4

The quality of pupils’ learning and their progress 4

The quality of learning for pupils with special educational needs and/or disabilities and their progress 4

The report highlighted three key areas where improvement was essential as follows:

- Raise attainment and ensure that students are making enough progress in all subjects by: increasing attendance providing students with individual targets in all lessons and using these targets to help them reach aspirational levels.

- Strengthen the curriculum by: providing access to courses in the creative arts and ICT and by improving the outside facilities making sure that the learning of literacy and numeracy skills is integrated into every subject providing specialist programmes to better support students who experience difficulties with literacy and numeracy.
- Improve leadership and management by: strengthening the roles of assistant head teachers and middle managers in driving school improvement tracking and analysing the attendance and progress of different groups of students, including those with additional special educational needs, to better secure equality of opportunity in all aspects of provision.

Additionally, the report scored the outcomes for individuals and groups of pupils as 4 (the lowest rank)

*Source New Wyre Forest Oak Short Stay School Inspection report Unique Reference Number 136144 Inspection number 382031 Inspection dates 27–28 September 2011*

The cost of referring a student to the short stay school is currently £15,000 per annum, considerably more than that proposed for the CPA. Additionally, the short stay school is not in membership of the Trust and as such is unable to address many of the issues highlighted in the scrutiny report. The proposed CPA will however incorporate all of the key recommendations of the report into its operational style and ethos and as it will be working alongside all of the schools in the area it will be viewed as a specialist unit rather than a service solely for excluded young people. This point is of critical importance given the massive social stigma of the PRU amongst many significant local groups e.g. the traveller community.

The Wyre Forest Short Stay School has limited capacity to respond to the needs of either pupils, parents or the schools of the ContinU Trust whereas the CPA will be designed with these needs to the fore in the following manner;

- a broader learning offer
- an personalised programme for students
- an integrated approach with local schools
- specialist support in key curriculum areas
- school – home – community support for students and families
- a positive community image
- opportunities for extended learning and peer support
- all year round support for students
- greater capacity to engage with full and part time students
- post 16 learning pathways
- increasing emphasis on enterprise and work experience
- a consistent programme of support not a short stay approach

The physical capacity of the short stay school is very limited and any one time only 20 students can be on the premises, whereas The steady state of the ContinU Plus Academy (CPA) will we anticipate be 100 pupils – Based on our capacity of 60 FT key stage 4 and

up to 130 PT key stage 3 and 4. We anticipate that our steady state will be achieved by 2015/16

## **DemographicData**

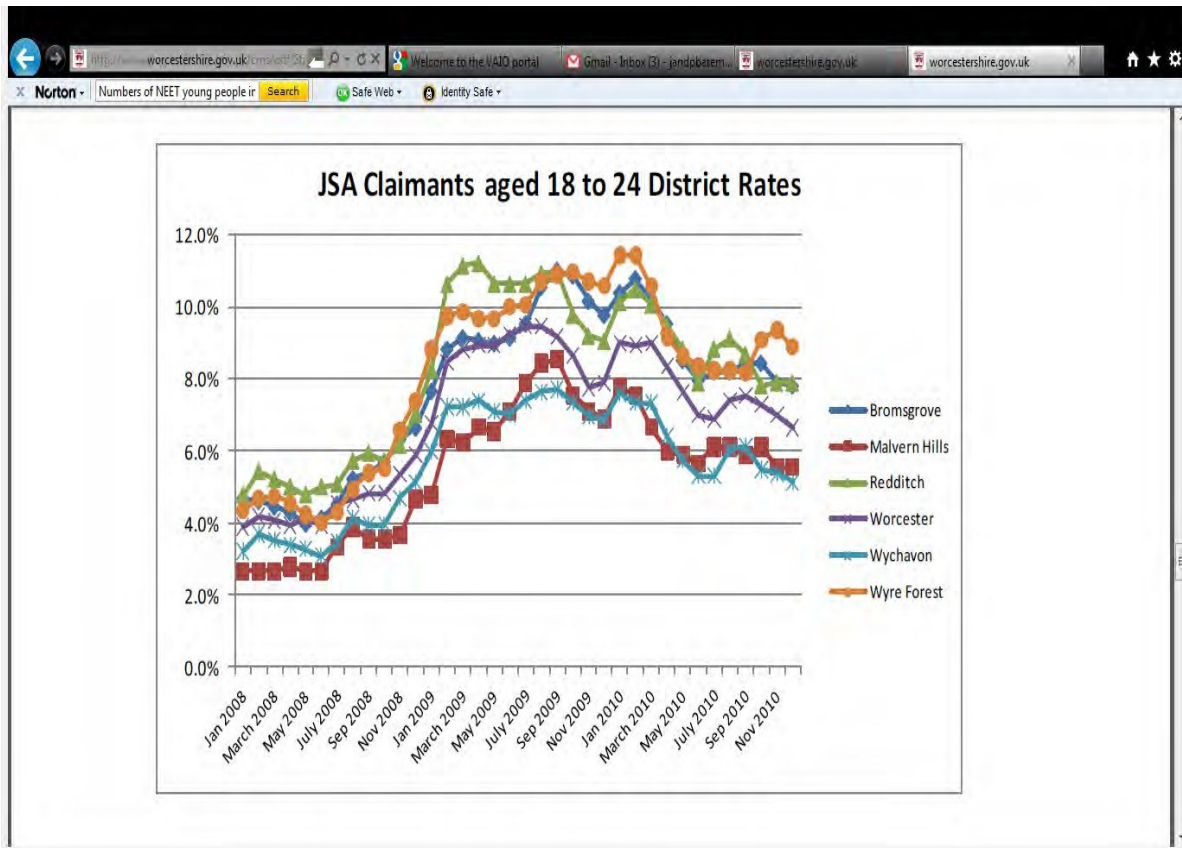
Whilst schools in Worcestershire do not have significantly high levels of exclusions compared to some urban areas of the UK they are nonetheless significant and the Wyre Forest, the area served by the ContinU Trust, experiences the highest rates of NEET young people in the county – higher than the West Midlands and national average. See following table:

**16 to 18 year olds NEET at the end of the Quarter  
By District Council Area**

<b>Percentages</b>					
	Dec 2009	March 2010	June 2010	Sep 2010	Dec 2010
District					
Bromsgrove	3.3	3.7	3.1	3.4	2.6
Malvern hills	4.1	3.6	4.2	4.6	4.1
Redditch	4.4	6.1	7.1	5.7	5.7
Worcester City	6.4	6.1	7.0	6.6	6.7
Wychavon	4.7	4.7	5.2	5.8	4.0
Wyre Forest	8.3	7.7	7.8	7.5	6.8
<b>County Average</b>	<b>5.5</b>	<b>5.5</b>	<b>5.7</b>	<b>5.9</b>	<b>5.3</b>
<b>West Midlands Average</b>	6.7	6.6	6.8	8.1	6.1
<b>England Average</b>	6.4	6.5	6.6	7.4	5.9

Source: Adjusted NEET figures from the local Connexions CCIS database  
 Figures for districts only include young people with a valid post code in Worcestershire  
 County Average percentages include all young people in the Connexions cohort, some live outside the county.

In addition, the Wyre Forest consistently has high levels of JSA claimants as evidenced by the following table:



Schools within the ContinU Trust partnership have relatively high levels of students at KS 4 with SEN, with statements or supported at School Action Plus 11.8% compared to the national average of 10.9%, whilst the percentage of pupils at KS 4 with SEN supported at School Action Plus is 15.42% compared with the national average of 12.8%.

The average number of pupils in schools within the ContinU Trust who are classified as having special needs, although without a statement is significant at 24%

The percentage of pupils within schools in membership of the Trust eligible for and claiming free school meals is equally significant with an average 13.5%

*(Source DfE compare schools data)*

The latest statistics available from the DfE indicate that the number of secondary pupils in Worcestershire that are permanently excluded is 32, 0.09% of the school population, whilst 2,369 pupils received fixed term exclusions, 9.26% of the school population. Special schools in the county issued 228 fixed term exclusion notices, 19.84% of the special school population. Statistics for schools in membership of the ContinU Trust are as indicated in the following chart:

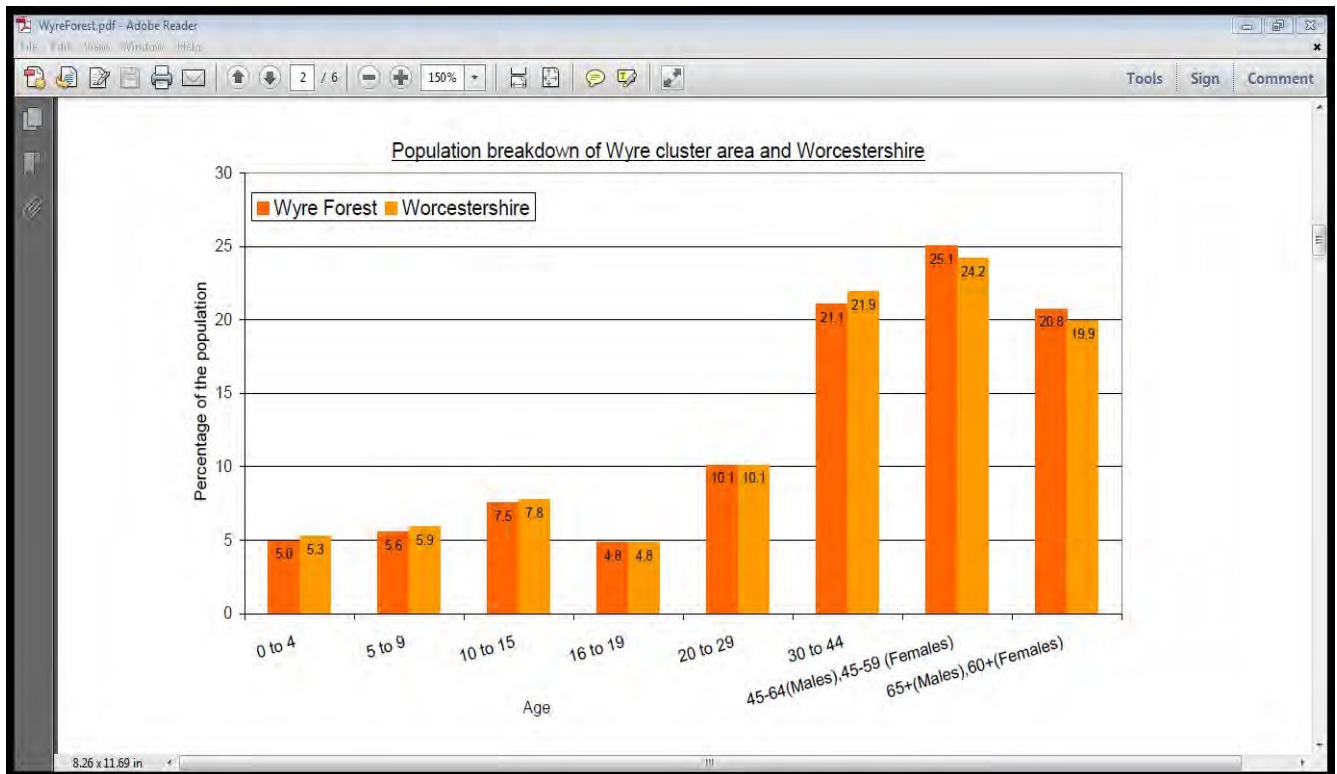
WF panel

**Wyre Forest panel data 2011/2012**      15/02/2012

type	School	Fixed Period		Permanent	
		Exclusions	Days lost	Exclusions	Days lost
high	Baxter College	22	53		
	Hagley Catholic High School	5	13		
	Haybridge High School & Sixth Form	18	51		
	King Charles I School	41	94	1	0
	The Bewdley School & Sixth Form Centre	16	52		
	The Stourport High School & Sixth Form Centre	49	71	1	0
	Wolverley CE Secondary School	21	46		
<b>Totals</b>	<b>No of Exclusions</b>	<b>Days lost</b>			
<b>Fixed Period</b>	172	380			
<b>Permanent</b>	2	0			

*Source Worcestershire County Council*

The Wyre Forest is one of most disadvantaged areas of Worcestershire. The population breakdown in comparison with Worcestershire as a whole is as indicated on the following chart:



## **Socio-Economic Characteristics**

- Wyre Forest cluster has a slightly smaller proportion of households with dependent children (28.6%) than the county and England averages (29.4%)
- Car ownership in the area is lower than for Worcestershire as a whole, with 19.4% of households not having access to a car or van compared to 17.6% for the county as a whole
- The proportions of the population claiming different benefit types are consistently larger than those for the county as a whole. 5.5% of the population aged 0-64 have been claiming disability living allowance for more than 12 months, compared to 4.7% for Worcestershire (5.2% for England). 6.3% of the working age population have been claiming incapacity benefit or severe disablement allowance for more than six months, while the county figure is 5.0% (England 6.4%). And 2.1% of people of working age are claiming jobseekers allowance. This compares to 1.9% for Worcestershire and 2.5% for England.
- There are 13 SOAs in the Wyre Forest cluster that fall in the most deprived 30% in England, with two in the 10% most deprived. They are shown on the map below.





- [REDACTED]. 17.4% of children under 16 live in families in income poverty, notably higher than the county figure of 13.9%. In the cluster area, 2.5% of all households are lone parent households claiming income support, compared to 2.1% for Worcestershire as a whole.

### **BeHealthy**

- In the Wyre Forest cluster area, 13.0% of children are considered to be obese, 1.5 percentage points above the county figure of 11.5%. A further 15.4% of children are deemed overweight, again this is above the comparable figure for Worcestershire, 15.0%.
- Although we do not have specific information for the Wyre Forest cluster, Wyre Forest District has an under-16 conception rate (2002-2004) of 6.8 per 1,000 13-15 year old girls, which is higher than the Worcestershire rate of 5.3 per 1,000 13-15 year old girls. The under-18 conception rate (2003-2005) for the district was 39.3 per 1,000 15-17 year old girls, above the county rate of 31.0 per 1,000 15-17 year old girls. Both rates are the second highest in the county.
- Two wards in Wyre Forest are deemed to be under-18 teenage pregnancy 'hotspots' – the figures that follow are per 1,000 15-17 year old girls. They are; Broadwaters (62.2) and Greenhill (64.3). Oldington and Foley Park Ward was considered a 'hotspot' for 2000-2 and 2001-3.

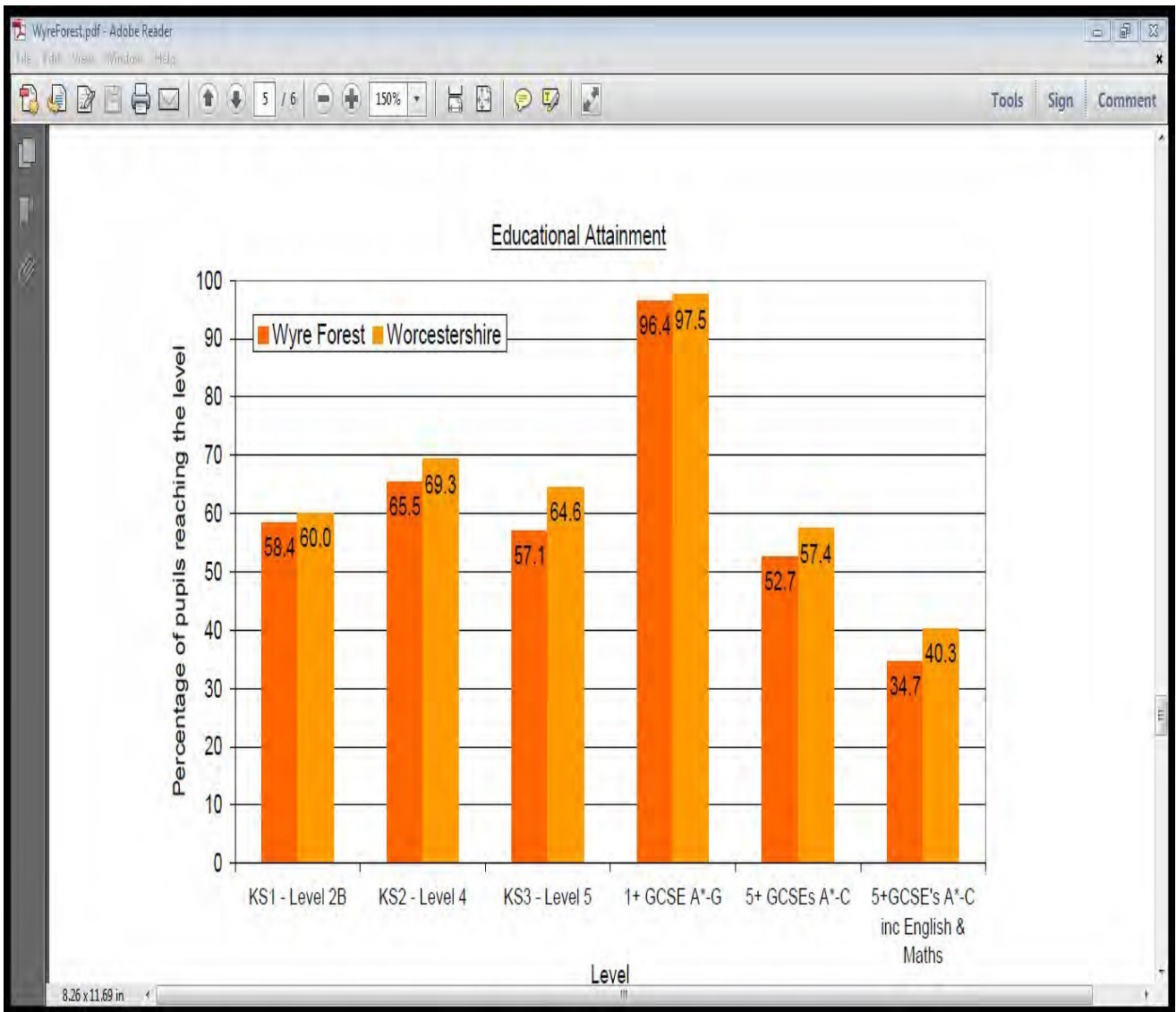
- This area has three Time 4 U centres which held 858 one-to-one sessions during 2006-7.
- In this area four schools fall within the bottom 20 in terms of the proportion of pupils who participate in at least two hours of high-quality PE and out-of-hours school sport in a typical week.

### **StaySafe**

- In the cluster area, 21.3% of all offenders were aged under-18. This compares to 22.9% for Worcestershire. Under-18's are known to be responsible for 5.1% of all crimes committed within the cluster. Under-18's account for 16.3% of robberies, 8.1% of woundings, and 7.4% of non-British Crime Survey Comparator Crimes.
- The cluster has four Community Safety Areas, covering Kidderminster Town Centre, Broadwaters, Mitton and Oldington and Foley Park.
- There are 61 children on the Child Protection Register. This is 21.2% of the number of children on the register in Worcestershire.
- There have been 1,266 incidents of domestic abuse reported in the cluster, which represents 17.9% of all incidents reported in Worcestershire.

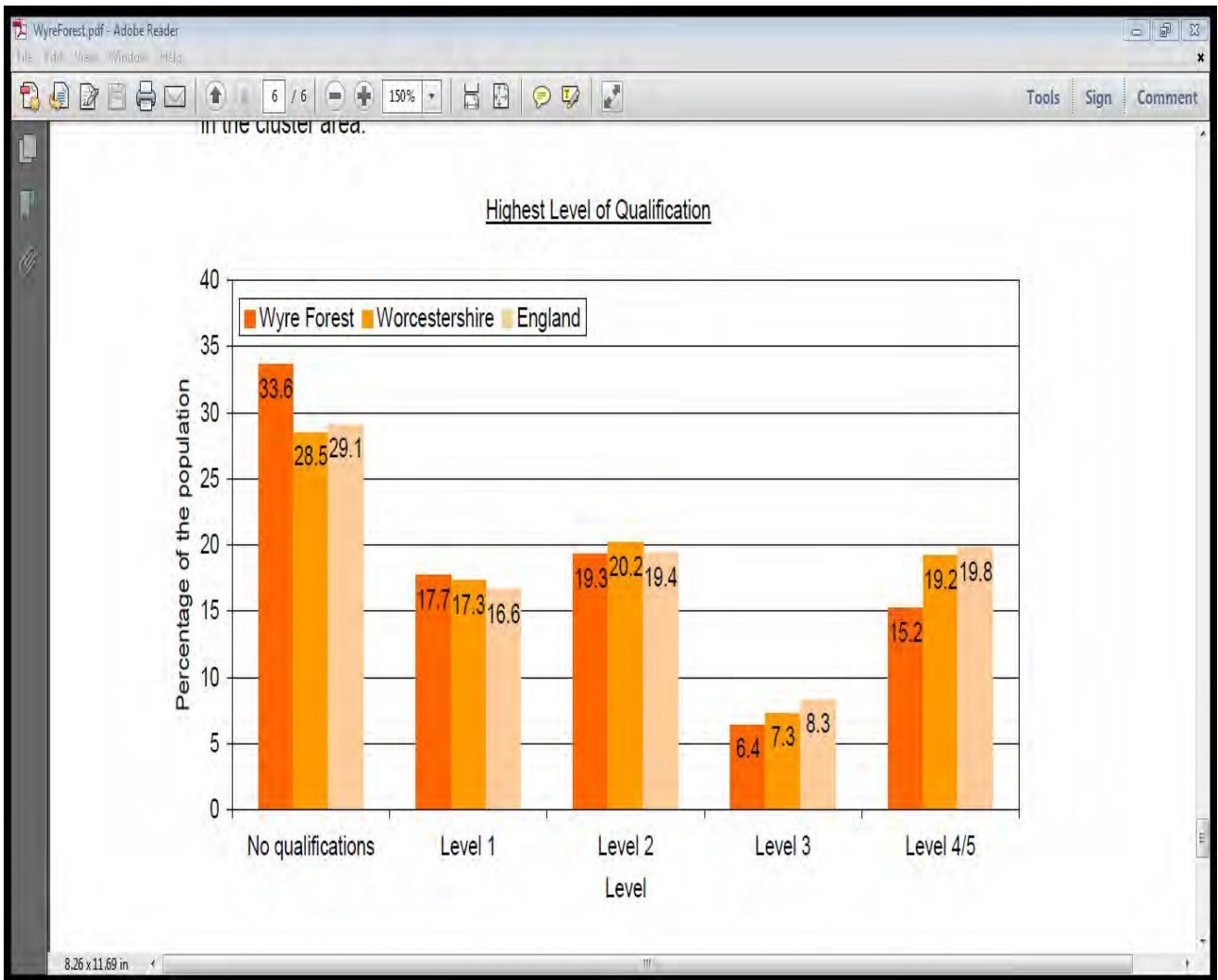
### **EnjoyandAchieve**

- The Walshes and south Stourport-on-Severn, and the Franche, Habberley, Sutton Farm, Birchen Coppice, Offmore Farm/Cobberton, Spennels, Central and North areas of Kidderminster have been identified as childcare sufficiency target areas.
- In primary schools across the cluster, pupils were absent for 4.9% of possible termly sessions, the largest proportion of the cluster areas (4.3% for Worcestershire). 8.1% of these absences were unauthorised, which is a higher figure than the Worcestershire average of 6.3%. At secondary school level, pupils were absent for 6.0% of possible termly sessions (6.7% for Worcestershire), with 13.7% of those absences being unauthorised, compared with the higher county figure of 17.0%.
- There were 70 fixed term exclusions in primary schools across the cluster, which is 18.6% of those in Worcestershire. At secondary school level, there were 586 fixed term exclusions, representing 22.9% of those in Worcestershire.
- The following chart shows that the proportion of pupils reaching the expected levels falls below the Worcestershire average for all of the Key Stages.



## **Economic Wellbeing**

- The employment rate for those of working age is 75.9%. This compares to 77.5% for Worcestershire, 70.8% for the West Midlands and 72.1% for England.
- In this cluster area, 5.8% of 16-18 year olds are not in education, employment or training, compared to 4.9% for Worcestershire. Looking specifically at 17 year olds, 92.4% are in education, employment or training, compared to 93.5% for the county.
- The chart below shows the highest level of qualification attained by people aged 16-74 usually resident in the cluster area.



The aforementioned statistics and snapshots of community life for young people residing in the Wyre Forest demonstrate that the area would benefit considerably from the development of the ContinU Plus Academy on a number of levels, but particularly for the strategic role that it will play in developing a community hub for the development of a range of learning programmes and initiatives. These initiatives will be developed in partnership with the ContinU Trust and delivered in partnership with the local community.

### **E3 16–19**

As previously stated, it is not proposed to deliver a post 16 full-time educational offer in the first two years of CPA although in the period leading up to September 2015 the CPA working in conjunction with the Trust will explore how best to contribute to the overall post 16 educational programme across the Wyre Forest.

A number of potential developments are already being explored including the possibility of developing a Vox Centre, linked to the CPA in a partnership with A4e.

### **E4 Engaging the wider community**

The main vehicle for engaging the wider community of The Wyre Forest will be the activities of the ContinU Trust its individual members. The ContinU Trust is firmly

established as an educational charity across the Wyre Forest geographical area and has an excellent brand value in the mind of parents, employers and the wider community. As such extending the brand to this proposed new school separates it from any attachment to a PRU (which locally does not enjoy such a reputation) and places it firmly in the arena of a highly successful partnership that is understood and valued locally.

This allows the young person to grow and mature in an environment of learning, self-esteem and responsibility to themselves and others – in short they are engaged with society. To do this the school will live beyond its gates through a team of community link workers and learning coaches rather than solely teachers. Essentially, its curriculum must be fit for purpose, relevant and therefore open to the scrutiny of those who we are calling our “progression stakeholders” – employers, apprenticeship training providers and FE. They will have a key voice in ensuring what is delivered in the school is preparing pupils for advancement to the next stage rather than repetition. A systematic approach to early identification of issues, close links with partners, such as Vestia Community Trust and continued monitoring for the period after Post 16. The school will benefit from commissioning specialist provision externally alongside access to academic tuition from ContinU Trust partners according to need. It will also benefit from wider shared service benefit such as locally managed “Connexions” services, Education Business Partnership work placements and the “Opening Doors” enrichment programme.

The Trust’s membership contains all the key local commissioners of alternative provision (The Heads of the seven local secondary schools) a representative of the local authority and all have pledged their support for the CPA. In addition all representatives have been actively involved in discussions that have led to the decision to formulate this proposal.

The educational vision and plan for the CPA has been developed to reflect the needs of the local community, the local commissioners whilst retaining a focus on the needs of the young people in the community. The role of the ContinU Trust has been pivotal in achieving this as not only have they been the catalyst for the initiative but they have also facilitated the engagement of the full spectrum of community organisations and schools in the process.

This consultation has enabled the proposed education plan to reflect the needs of young people on the different pathways of engagement as described in section E1 and appendices E1 and E2 and the role of the CPA in working with referring schools, young people on short programmes out of school and with other providers in the community. As described earlier, the CPA will be a hub that facilitates a range of educational programmes and learning styles, enabled by the full engagement of the local education, business and Third Sector communities.

The proposal to develop the CPA has already attracted widespread support from across the local Wyre Forest community and in addition to unanimous support being pledged from the full spectrum of groups represented on the ContinU Trust Board the following groups and individuals have expressed their support:

- Local councillors
- Local MP
- Community Groups
- Youth Sector

- Parents
- Private Sector

In addition to the CPA reaching out into the community we intend to utilise the new facility to invite participation of the local communities in the facilities that we plan to develop. In keeping with our plan to develop the CPA as a year round hub for services to young people within the community we intend to develop a range of clubs and programmes that will encourage maximum use of the facilities. This will include the following:

- After school clubs for young people – promoting literacy, enterprise, healthy living etc
- Youth group utilising facilities during evenings and weekends, working in conjunction with the school to organise cultural and adventurous learning activities
- Weekend activities for young people e.g. sports and arts activities
- Holiday learning programmes for young people
- Training for potential volunteers and mentors
- Facilities for hire to community groups
- Drop-in IAG facility for parents
- ‘Lads and Dads’ style learning programmes to address issues of importance in promoting a culture of enterprise and aspiration amongst parents and children attending CPA

We plan to utilise the facilities to the maximum in order to both ensure the CPA plays a full contributing role to the life of the local community, maximise income generating opportunities for the centre and ensure that CPA is viewed as an exciting educational and community resource that is valued by everyone in the Wyre Forest. The management of the ‘wider use’ programme of the CPA will be the responsibility of the Head Teacher who will work closely with the Director of the ContinU Trust and members of the Trust from the community sector in the design and development of the programme in order to ensure that maximum use is made of existing community expertise.

An excellent example of how this will work are the links that the ContinU Trust has developed with the Wyre Forest Community Housing Group who through their sub division – Vestia – supervise and support the community safety programmes and street wardens. A second example is the Trusts Family Intervention Service team that will provide a holistic support programme that goes beyond the school gates, onto the streets and into homes. This outreach service will be very important in brokering and fostering the excellent relations that we aspire to between the CPA and parents/guardians/carers.

In addition to making use of our existing good relations with the local community we intend developing a discrete marketing plan to ensure we promote our key messages regarding the development and delivery of the CPA to our target audiences.

## **The Marketing Plan**

### **Target Audience**

We will have five separate target audiences:

- Heads and other education professionals, including the local authority
- Parents and the local community
- Young People
- Employers
- Supporters

### **Our Marketing Message**

The central theme of our marketing will focus on our USP to provide a 'Positive Destination' for young people who are not motivated by or engaging with mainstream education. We offer a personalised alternative learning curriculum combining the development of personal and social skills with functional and vocational skills, thereby equipping and empowering young people with the skills to manage their lives.

The key marketing message will be delivered to the various target audiences in a style and language commensurate with the interests and roles of each group.

### **Marketing Materials**

We will initially develop the following marketing materials:

- Website (Updated on a regular basis with news and information)
- Prospectus (Produced on an annual basis)
- Newsletter (Produced electronically on a quarterly basis initially)
- DVD that will contain a short film developed by young people to reflect their experiences of our learning methodology, a message from The Head and a small number of key documents for parents and students

### **Other Marketing Tools**

We intend exploring the use of social media to market our school to the complete range of target audiences mentioned above. This will include the development over time of:

- A blog that will be written by the Head of the school
- A Facebook page that will contain regular updates about the work of the school, examples of pupils work, latest news and a diary of activities and events
- A Twitter account that will be utilised to communicate key information to supporters of the school

We also plan to build alliances with a range of local organisations that will be prepared to allow us to utilise their marketing to promote and link with our school.

This will include Estate Agents, major employers, community groups such as The Women's Institute etc

### **Communication and Media Relations**

In addition to the marketing previously mentioned we will communicate to our key audiences via the media and through existing communication channels of supportive local organisations. We will develop a strategy to ensure positive regular coverage of the school in the local print and broadcast media and we hope occasional features in national journals.

In order to achieve this we will build good relations with key local figures in the media and provide a flow of news stories and features relevant to their needs. This will include the achievements of young people, events and activities at the school, comments on matters of local and national interest concerning education and young people.

We will also engage with a range of supportive local organisations and take advantage of opportunities to communicate our key messages about the school via their channels. This will include providing articles for inclusion in local magazines and newsletters, speaking at local forums and community groups, engaging with employers forums etc

We will purchase the dedicated expertise of an experienced media consultant to support and assist us manage our media relations and train key personnel in public speaking and media skills.

### **Meetings and Events**

In addition to attending key meetings and events organised and hosted by other organisations the school will promote regular meetings with parents and prospective parents and encourage community use of our facilities by local groups. We wish to utilise these meetings to build an open and transparent dialogue with parents and supporters of the school in order that they will engage with both the school activities and the learning programmes that their children are engaged in.

We will organise an annual programme of seminars at the school aimed mainly at employers and educationalists – at least one per term. The purpose of these seminars is to engage and inform these key groups of professionals about the methodology and pedagogy of our learning and demonstrate the successes that we will enable our young people to achieve.

### **Research**

We have already have representation on the ContinU Trust from the local universities of Birmingham and Wolverhampton and we intend working with each of these institutions to undertake joint programmes of research and evaluation with regard to adolescence and alternative education. We also anticipate providing work experience and internships for a number of their students.

### **Budgetary Implications**

We have built the cost of developing the above activities progressively into our budget.



## Section F: Capacity and capability

Please refer to page 26 of the 'How to Apply' guidance for what should be included in this section.

### F1 Educational expertise

The decision to seek to develop the ContinU Plus Academy (CPA) originated within the Board of the ContinU Trust who are sponsoring the proposal. The Trust is a charitable company that supports the delivery of high quality education to every learner connected to the ContinU Trust Partnership by developing new and integrated collaborative models of service delivery including collective curriculum planning, consortium asset management and procurement (human and physical) and shared data and management systems.

The Object of the Company is to advance the education of all learners connected to the ContinU Trust partnership which comprises two schools (Baxter College and Bewdley School,), known as "Foundation Members", for which the Company acts as a foundation, plus five schools (Haybridge High, Stourport High, Hagley Catholic School, King Charles I School and Wolverley High) that are "Associate School Members" of the Trust and one further education college (Kidderminster College) an "Associate College Member", which all contribute to the Company but, being voluntary controlled, voluntary aided, an academy or an incorporated further education college, have their own existing foundations. The ContinU Trust partnership has additional "Partner Members" providing representation from the local authority industry, Third Sector and Higher Education.

In two of the last three years the 'National Headteacher of the Year' has come from a ContinU Trust School and two of the thirty new National Teaching Schools (secondary) are in membership. The Trust has also had a leading role the within the SSAT programme and alongside the Good Practice sessions has delivered to several authorities in England and Wales on leadership and local partnership working.

In order to facilitate the development of this AP Free School submission to the DfE the Trust established a steering group in 2011 to undertake a feasibility study of the proposal and develop this submission.

The Board of the ContinU Trust includes the following individuals who both individually and collectively bring an extensive and significant wealth of educational experience to the development of the proposed school.

██████████ = ██████████

██████████. For least ██████████ has been ██████████ and has also served on the executive of ██████████. During the last ██████████ has worked as a ██████████ for the ██████████ and for the last year has been a ██████████.

[REDACTED] = [REDACTED]  
Served as [REDACTED] at [REDACTED] and [REDACTED] from [REDACTED]. In that time the school has gone from an [REDACTED]. [REDACTED], sat on the [REDACTED]. Previously [REDACTED] of the [REDACTED], currently working as a job share partnership with [REDACTED]. Supporting the [REDACTED] and [REDACTED] as a [REDACTED] and at [REDACTED].

Stourport has been commissioned by Worcestershire local authority to support the Wyre Forest Short Stay provision after going into a category (NTI) and [REDACTED] is the lead [REDACTED]. This is a significant role and has helped formulate the desire and insight to look at radical and innovative solutions for these young people.

[REDACTED] = [REDACTED]

[REDACTED] has [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED]. [REDACTED]

Her varied experiences have included working for a [REDACTED], [REDACTED].

[REDACTED] = [REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] of the Year [REDACTED]

- [REDACTED] ([REDACTED]) [REDACTED]
- [REDACTED]
- [REDACTED] ([REDACTED].)
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED] = [REDACTED]  
[REDACTED] years as [REDACTED] [REDACTED]. Became an Academy in [REDACTED] and working in a [REDACTED] with [REDACTED]. Currently working as a [REDACTED] ) with [REDACTED] and serving on the [REDACTED]. Worked with [REDACTED].

[REDACTED].

[REDACTED] = [REDACTED]

[REDACTED] is currently the [REDACTED] of [REDACTED] since taking up the post in [REDACTED]. Previously he was [REDACTED], [REDACTED] and [REDACTED]. [REDACTED].

[REDACTED] = [REDACTED]

Previously [REDACTED] of [REDACTED] at the [REDACTED]

[REDACTED]

[REDACTED] joined the [REDACTED] in [REDACTED] to direct the nationally renowned [REDACTED], then becoming the [REDACTED] of its succession entity, [REDACTED] for [REDACTED]. As [REDACTED] for the [REDACTED] she also [REDACTED]. [REDACTED]. [REDACTED] also leads the [REDACTED] of the [REDACTED]

[REDACTED] [REDACTED]. [REDACTED].

[REDACTED]

[REDACTED] is [REDACTED] of [REDACTED], and [REDACTED] and [REDACTED] with responsibility for [REDACTED] [REDACTED] has been actively involved on [REDACTED].

[REDACTED].

His current role as [REDACTED] includes responsibilities as [REDACTED] and [REDACTED] [REDACTED]. He is also a [REDACTED] on the [REDACTED], the [REDACTED] and the [REDACTED].

[REDACTED].

[REDACTED]

[REDACTED] for [REDACTED]

[REDACTED]

and [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] has been [REDACTED] of [REDACTED] School for [REDACTED] and before that, for [REDACTED].

[REDACTED] is presently [REDACTED] the [REDACTED] and represents this at [REDACTED]

[REDACTED].

Prior to 1991 [REDACTED] worked in [REDACTED], as a [REDACTED] and [REDACTED]. In addition to being a [REDACTED], [REDACTED] is a [REDACTED].

[REDACTED] – [REDACTED]

[REDACTED] [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED], [REDACTED] took on his present role as [REDACTED] where he is now also [REDACTED].

[REDACTED]:

[REDACTED] – [REDACTED], [REDACTED], sat on the [REDACTED]. [REDACTED] is the [REDACTED].

██████████ – ██████████, ██████████.

██████████ – ██████████, ██████████, ██████████ 2006, ██████████, ██████████

██████████:

██████████ – ██████████ has extensive experience ██████████ and was ██████████ before becoming ██████████ after a ██████████. ██████████.

██████████ – ██████████ has had an extensive career with ██████████. In ██████████ years in ██████████, ██████████ has managed ██████████. ██████████ then spent 5 years ██████████ in ██████████ has ██████████ the ██████████ and now manages ██████████. ██████████ was a ██████████ of the ██████████ looking at ██████████.

██████████ ██████████ – ██████████ is a ██████████ at ██████████ who are the ██████████.

The steering group is co-ordinated by ██████████, a ██████████, ██████████ has been delegated 4 days a month to ██████████. Other members of the steering group are able to designate sufficient time within their duties to ensure the necessary time commitment to develop the CPA is available.

It is proposed that from the steering group ██████████ and ██████████ will be appointed as ██████████ of the company and as such be the ██████████.

At this stage of the development of the proposed CPA additional educational expertise, if required, is available via the local authority and through members of the ContinU Trust Board Birmingham University, Wolverhampton University and Kidderminster College.

## **F2 Financial expertise**

The ContinU Trust, the sponsoring body for the ContinU Plus Academy (CPA) has access to a range of financial expertise provided by ██████████ who was until recently a ██████████ at ██████████ who are the ██████████. Additional financial expertise with specific reference to educational matters is available via the finance staff of the schools in membership of the Trust and it is proposed that a Finance Officer be appointed by the Trust and their expertise and a proportion of their time made available to CPA if this submission is supported by DfE.

The role of the proposed Finance Officer will be to support the Director of the ContinU Trust, who will undertake a business management role in establishing the CPA, and the Headteacher of the CPA in the day to day financial management of the school as well as other tasks including:

- develop a 3 – 5 year financial plan
- prepare a monthly financial report and management accounts
- prepare an annual budget
- arrange an annual audit,
- prepare an annual report and accounts,
- cost funding applications,
- account for VAT
- establish and assist the Governors to monitor a suitably robust financial management system

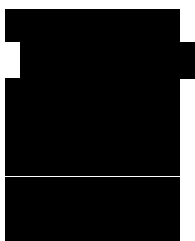
In addition, as evidenced at F1, numerous members of the ContinU Trust have financial expertise gained in a variety of settings that will be at the disposal of the CPA.

Members of the steering group for the CPA have access to all of the abovementioned financial expertise to supplement their own, not inconsiderable experience, as headteachers and company secretaries and in the unlikely case of needing additional specialist financial support it is possible for this to be commissioned from an external source by the Trust.

### **F3 Other Relevant Expertise**

As previously stated in F1 the Board of the ContinU Trust has a considerable array of expertise relevant to the opening and operation of the proposed ContinU Plus Academy (CPA).

The members of the company (The Board of the ContinU Trust) comprise the following individuals who both individually and collectively bring an extensive and significant wealth of educational, business and management experience to the development of the proposed school:





As previously described, the Board have established a steering group to oversee the development and opening of the proposed ContinU Plus Academy (CPA) and in addition to those members of the Board that have been appointed to the steering group people with the following skills have been recruited to join or support the group:

██████████ – ██████████ is a ██████████ at ██████████ who are the ██████████.

██████████ – ██████████, ██████████.

██████████ – ██████████

██████████ – Legal advice

██████████ – Employment, business start-up and IT

The steering group will be co-ordinated by ██████████ who is an ██████████ and as ██████████ he will be deployed to spend 4 days per month supporting the steering group and working on the development of the CPA.

At this stage the group has identified the need to secure additional expertise in the following areas:

- Marketing and PR
- Community arts and music

and approaches have been made to high profile local individuals to volunteer their support in this respect.

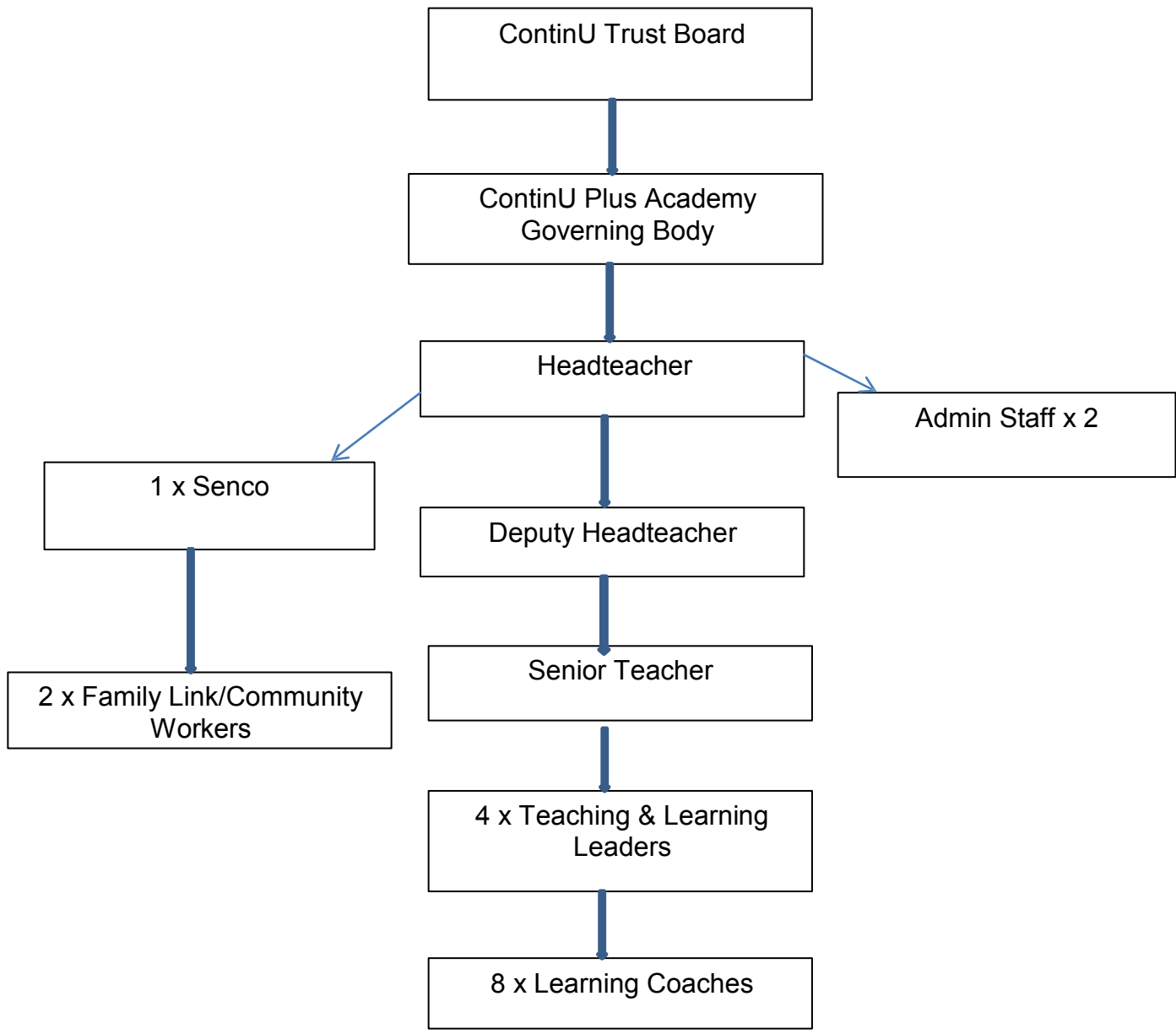
The Board of the ContinU Trust has recently agreed, as part of its annual effectiveness review, to conduct a skills audit to judge its potential effectiveness against the new roles required in respect of the CPA and members have agreed to recruit from their own constituency/organisation individuals with the required skills who will be prepared to join or support the steering group. Given the breadth of the membership of the Trust it is unlikely that it will not be possible to recruit experienced individuals to cover all areas of expertise that have been identified by the audit.

It is anticipated that the majority of these additional roles will be delivered by skilled volunteers active within the wider ContinU constituency and the local community; however the Trust does have a small budget available to hire specific advice or skills when necessary.

Members of the steering group recognise the commitment required of them and their Board/Governors have approved the need to work on the development of the CPA and a notional time allocation of two days per month has been agreed for this purpose. Given the enthusiasm and commitment of individuals to the development of the CPA it is recognised by everyone involved that whatever time it takes to deliver the CPA is the amount that will be pledged.

**F4 Staffing Structure**

The proposed staffing structure for the ContinU Plus Academy will be as follows:



The staffing structure of the ContinU Plus Academy will comprise the following groupings:

Leadership team – Headteacher, Deputy, Senior Teacher and SENCO

Teaching and learning leaders



Learning coaches/mentors

Family link/Community workers

Finance and admin

Staff will be appointed to reflect the vision and ethos of the school and the curriculum that will be offered to the students. Consequently we will seek to appoint a leadership team that will promote a culture of encouragement, support and challenge in order to support each child to fulfil their full potential and achieve the highest possible educational standards.

School leaders will therefore be capable of evidencing the following:

- A professional teaching qualification and experience in the management and delivery of education programmes for challenging and vulnerable young people
- experience in developing stimulating teaching and learning programmes for pupils with special educational needs
- knowledge and experience of personalised learning programmes and curriculum planning that integrates cognitive and non-cognitive learning styles
- an appreciation of the potential for non-formal and informal learning and its potential in enhancing the learning experiences of students
- up to date knowledge of accreditation processes and qualification frameworks suitable for students in alternative provision
- excellent networking skills in order to work alongside senior staff and school leaders in the ContinU Trust

The key roles of the leadership team will be to:

- lead and manage the school
- ensure the achievement of excellent educational standards
- promote and safeguard the welfare of children
- develop and manage the timetable
- introduce and manage a robust management information system to capture, record and store appropriate data
- monitor, evaluate and provide feedback to staff and Governors on the performance of the school
- develop excellent relations with the local community, members of the ContinU Trust, parents and students including extended learning opportunities and holiday programmes to engage young people from across the community

The SENCO will be a member of the leadership team. The SENCO will work to raise levels of achievement for all learners at the CPA with a particular focus on those with additional needs. The SENCO coordinates and monitors the development of Individual Learning Plans (ILP's) for all learners. The SENCO is expected to actively promote the educational aims and ethos of the CPA.

The SENCO will be expected to demonstrate the following:

- qualified teacher status and evidence of a sound academic subject background and successful teaching
- experience of working with SEN learners in an urban school or PRU
- an up to date knowledge of the code of practice and the statutory processes in place for SEN learners.
- 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
- a knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience
- a knowledge of how ICT can both enhance and extend learning and improve the administration of SEN.
- 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.

Specific roles to be undertaken by the SENCO will include:

- supporting the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, Dyslexia)
- ensuring effective development of learner literacy, numeracy and ICT skills in all learning situations
- Implementing all whole school and subject areas policies for assessing, recording and reporting on learner achievement and use this information to set learner targets.
- ensuring a recognition of, and ability to deal with racial and gender stereotyping.
- playing an active role in the promotion and delivery of extended learning enrichment activities
- maintaining effective partnerships with parents/carers so as to promote learning and to provide information to parents about targets achievements and progress

Teaching and learning leaders will be capable of demonstrating the following:

- a professional teaching qualification, excellent teaching skills and classroom management
- experience in the delivery of education programmes for challenging and vulnerable young people
- experience in promoting a culture of high aspiration, encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards
- an empathy with young people and particularly the needs of vulnerable young people
- an ability to promote creativity, innovation and the use of appropriate new technologies to achieve excellence

The key roles of the teaching and learning leaders will be to:

- design personalised learning programmes for individual students
- develop curriculum plans for specific subject areas
- work with learning coaches and mentors to develop strategies to support individual students
- deliver core aspects of the curriculum in an engaging and stimulating manner in order to ensure all students achieve a good level of literacy, numeracy, IT and personal and social skills
- support and deliver outreach programmes in the home schools of part time students at CPA
- work with local employers to establish high quality work experience programmes for students

Learning coaches and mentors will be capable of demonstrating the following:

- an empathy with young people and particularly the needs of vulnerable young people
- the ability to work as part of a team to deliver agreed learning programmes
- a qualification relevant to their role in the CPA
- a willingness to develop their skills and participate in further training

The key roles of the coaches and mentors will be to:

- support individual young people in their learning programmes with particular reference to the development of literacy, numeracy, It and personal and social skills
- assist young people to develop portfolios to evidence their learning and prepare these for moderation
- promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards
- assist teaching and learning leaders to plan support programmes for individual students
- accompany students on field visits and other outreach programmes
- participate in outreach programmes with particular groups in the community e.g. Travellers

Family link and community workers will be capable of demonstrating the following:

- an empathy with young people and particularly the needs of vulnerable young people
- the ability to work as part of a team to deliver agreed learning programmes
- ideally a qualification or appropriate experience relevant to their role in the CPA
- a willingness to develop their skills and participate in further training
- good communication and excellent organisational and networking skills

The key roles of the family link workers and community workers will be to:

- To support and engage with students at CPA and their families
- To provide a link between the CPA (and referring schools) and the families and students
- To deliver parenting courses where appropriate
- To offer professional support, advice and training to families
- To apply individual, family and group work skills
- To promote an atmosphere in which parents/carers are encouraged to take responsibility for meeting the needs of their children.
- To establish positive working relationships between families, the local community and the CPA
- To assess and promote the skills of parents/children and to support access to appropriate services.
- To develop a range of out of school learning activities to extend the learning of young people beyond the classroom and the school day. This will be undertaken in conjunction with community and private organisations that work collaboratively with the CPA
- To be responsible for undertaking risk assessments in relation to the learning activities carried out with children/young people and families.

The staffing structure of the CPA will facilitate three main staffing blocks, the leadership team, the teaching, coaching and mentoring team and the family link, community team. Strong and efficient accountability will be ensured by the following division of responsibilities:

- Overall responsibility for the efficient management of the CPA will be the responsibility of the Headteacher, working with the leadership team. The Headteacher will report to the Chair of Governors
- The Deputy Headteacher will be responsible for the teaching staff, the curriculum, timetable and pupil achievement. The senior teacher will report to the Deputy Headteacher and manage the day to day delivery of the curriculum with teaching staff and learning coaches reporting directly to the holder of this post.
- The Senco will report directly to the Headteacher and together with the Head will manage the family link and community workers.

On opening the CPA will have the following staff complement:

- Headteacher
- Deputy Headteacher
- SENCO
- Senior Teacher
- Four teaching and learning leaders
- Eight learning coaches
- Two family link/community workers
- P/T Finance officer

In the second year of operation the staff will increase by a further:

- Two teaching and learning leaders
- Three learning coaches
- One family link/community worker

In the third year of operation the staff will increase a further:

- Two teaching and learning leaders
- Three learning coaches
- One family link/community worker

### **F5 Recruitment of Principal, staff and governors.**

#### (i) Recruiting a high quality Principal (Headteacher)

The position of Principal (Headteacher) Will be advertised in national and local press, on our website, in relevant electronic media and circulated to potential applicants via appropriate social media groups. The open and transparent recruitment process will involve a sub-group of the Governors, with appropriate HR support and advice, drawing up an application process, reviewing applications and drawing up a shortlist of candidates for interview. The Interviews, conducted in an appropriate manner to reflect our Equal Opportunities Policy, will normally be held at the school, conducted by a sub-group of the Governors. We will invite a representative from the local authority and the DfE to attend.

We have drawn up the following proposed job description for the Principal:

### **Head Teacher Job Description**

#### Role of the Head Teacher

To provide effective, dynamic and inspirational leadership in order that every child is able to fulfil his/her true potential.

#### Responsible to:

The Chairman of Governors and the ContinU Trust

#### Responsible for:

The staff of the school

#### Primary Purpose of the job:

1. To lead and manage the school
2. To ensure the achievement of excellent educational standards
3. To promote and safeguard the welfare of children

## 1. Ethos and Vision

- Promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards
- With the support of staff, the Governors and The Trust, the Head Teacher will shape a vision for the School which reflects its educational vision and ethos
- Ensure this vision is clearly and effectively articulated, shared and understood.
- Translate this vision into agreed objectives and operational plans which will promote and sustain school improvement
- Promote creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensure that the ethos and practice of the School reflects the principles of ECM

## 2. Leadership and Management

- Develop, motivate and lead all staff to achieve the highest professional standards
- Build a collaborative learning culture within the School and actively engage with other primary and secondary schools and other agencies to build effective learning communities
- Maintain and develop community links
- Manage change effectively
- Manage the School finances effectively working closely with relevant Governors and proactively seek further funding opportunities as required
- Ensure job descriptions and performance management for all staff are based on clear roles and responsibilities, reviewed at least annually and consistent with current conditions of employment
- Ensure all policies are kept up to date, working closely with teaching staff, the ContinU Trust and the Chair and Governors
- Maintain sound procedures for the security, supervision and maintenance of the School environment ensuring that all health and safety regulations are met
- Manage your own personal professional development whilst ensuring the well-being of and a good work/life balance for all personnel
- Advise the Governors as required, forming a pro-active and effective working partnership with them
- Ensure that all responsibilities delegated by the ContinU Trust and Governors are carried out
- Ensure the school premises are fit for purpose for current and future needs including site development
- Develop, and where appropriate manage, high quality, affordable extended services
- Undertake other such duties as may be reasonably expected

### 3. Teaching, Learning, Curriculum and Standards

- Work with The Trust in the design and implementation of a curriculum, which inspires and engages all pupils
- Ensure a consistent and continuous school-wide focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual pupil progress
- Challenge and remedy under-performance
- Provide nurturing and attentive pastoral care for all pupils
- Ensure exemplary standards of behaviour and attendance
- Monitor, evaluate and review classroom practice and promote improvement strategies; aim for outstanding standards of learning and teaching at all times

### 4. Communication and Consultation

- Build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice
- Consistently use and develop information systems to ensure exemplary communication links with all stakeholders
- Co-ordinate the School's work with pre-school and secondary schools to ensure smooth transitions and continuity of learning. This includes developing an understanding of relevant referral procedures and managing this process effectively
- Regularly and effectively communicate the progress of every child's learning to the relevant stakeholders
- Work with the ContinU Trust and Governors to provide information on all relevant aspects of the School, its progress and intended development

## **Person Specification for the Head Teacher**

### 1 Qualifications

#### Essential

Qualified Teacher Status

NPQH awarded, or registered for NPQH (unless already a Head Teacher appointed prior to the 1st April 2004)

#### Desirable

Degree level qualification

Higher Degree

### 2 Experience

### Essential

Three years recent experience as a Deputy Head Teacher or Senior Management Team member.

At least five years successful teaching experience.

### Desirable

Experience of teaching in more than one school  
Experience of teaching mixed age classes  
Experience of teaching disengaged and SEN learners

## 3 Professional Development

### Essential

Evidence of continuing professional development relating to school management and curriculum development.

## 4 Shaping the Future

### Essential

Is committed to:

- a collaborative school vision of excellence and equity that sets high standards for every pupil.
- the setting and achieving of ambitious, challenging goals and targets.
- the use of appropriate new technologies.

Is able to demonstrate:

- a strategic vision which will take the school forward.
- the ability to lead and manage the school to work effectively and efficiently towards to academic, spiritual, moral, social, emotional, and cultural development of its pupils.

## 5 Leading, Learning and Teaching

### Essential

Is committed to:

- the raising standards for all in pursuit of excellence.
- the continuing learning of all members of the school community.

## 6 Developing self and working with others



## Essential

Is able to demonstrate a commitment to:

- effective working relationships with students, parents/carers, staff, governors.
- shared leadership.
- effective team working.
- collaboration and networking with others within and beyond the school.
- accepting support from others including colleagues, governors, parents, the local community and the local authority.

## 7 Managing the organisation

### Essential

Is committed to:

- the sustaining of personal motivation and that of all staff.
  - the development and sustaining of a safe, secure, and healthy school environment.
- Is able to monitor the leadership team and its delegated tasks.

## 8 Securing accountability

### Essential

Is able to:

- demonstrate a proven record of accountability of all aspects of school management.
- demonstrate the ability to analyse, interpret, and present data.

## 9 Strengthening community

### Essential

Is able to demonstrate a proven ability to confer with staff, governors, parents/careers and the local community including external organizations

## 10 Safeguarding Children and safer recruitment

### Essential

Is able to demonstrate a commitment to Every Child Matters

## 11 School Specific

### Essential

Is able to demonstrate proven experience of working with a significant number of children with special educational needs and behavioural issues.

Is able to demonstrate knowledge of Extended Schools' provision.

Demonstrates an understanding of and experience in delivering non-formal learning to young people.

***The appointment of successful candidates for all posts will be subject to a satisfactory CRB check being undertaken and appropriate references being provided.***

We plan to appoint the Headteacher as soon as possible, ideally in January 2013, in order that they can play a full role in the recruitment of further staff for the ContinU Plus Academy.

#### **(ii) Recruiting other staff**

All full time posts will be advertised in national and local press, on our website, in relevant electronic media and circulated to potential applicants via appropriate social media groups. The open and transparent recruitment process will involve the Headteacher or if appropriate the Deputy Headteacher and a sub-group of the Governors, with appropriate HR support and advice, drawing up an application process, reviewing applications and drawing up a shortlist of candidates for interview. The Interviews, conducted in an appropriate manner to reflect our Equal Opportunities Policy, will normally be held at the school, conducted by the Head or Deputy Headteacher and a sub-group of the Governors. We will invite a representative from the local authority and the DfE to attend.

Recruitment of staff for part-time positions will normally only be advertised in the local press, on our website, in relevant electronic media and circulated to potential applicants via appropriate social media groups. The appointment process will be as detailed above.

It is our intention that all full time staff appointed in the run up to the opening of the ContinU Plus Academy will have been recruited at least three months before the opening of the school in order that a full induction programme can be undertaken for all staff. This induction programme will be overseen by the Head Teacher and will include the following key topics:

Educational ethos and vision

Relationships with the ContinU Trust and work with member schools

Curriculum

Accreditation

Policies and procedures

Health and Safety

Child Protection

Student induction programme

## Staff Appraisal System

*NB It is proposed that part of the induction training will take place with relevant staff from partner schools in the ContinU Trust.*

As the school develops, the Head in conjunction with the Governors and the Trust will review staffing requirements and performance against pupil numbers, curriculum developments and available budget.

With a relatively small staffing complement for the school in the early years of operation we foresee the staff operating very much as one team with the Head and Deputy providing thought leadership and vision for the on-going development of the curriculum and student experience. At this stage we do not want to impose a management system on our Head, but we will expect the person appointed to develop an inclusive management style that will demonstrate good staff involvement in planning, effective communication and transparent and effective decision making.

All staff are qualified to at least Level 2 in an appropriate subject and those undertaking student support at Level 2 are qualified to a minimum of level 3. As outlined in our curriculum we intend having a small staff – student ratio of one to four with students working in small groups on personalised programmes of learning tailored to their individual needs and motivations. Learning mentors, who will each be assigned to a small group of students, will provide intensive support, focusing on the development of their personal and social skills alongside the subject specific material. The mentors will receive specialist support from the SENCO when required the Head and Deputy in developing and reviewing learning plans for individual students. Portfolios that capture the achievements and learning outcomes will be developed by the student in conjunction with their mentor and this will be utilised as the vehicle for gaining accreditation across a broad range of awards and qualifications.

### **(iii) Recruiting Governors**

As indicated previously the Governors of the ContinU Plus Academy (CPA) will be drawn from:

- The ContinU Trust
- Staff of the ContinU Plus Academy
- The local community
- The local authority

### **Representatives from the ContinU Trust**

It is proposed that the Chair and two other Governors are nominated by the Trust.

It is probable that in addition to the Chair one Governor will be selected from those members of the Trust that have served on the steering group for the CPA and a second Governor will be recruited from the local community. This second Governor will be recruited via a publicly advertised process in the local media and via the website with applicants invited to complete an application process that will be developed to reflect areas of skill shortage that will be apparent from the Board Audit.

## **Staff of the ContinU Plus Academy**

It is proposed that the Headteacher is a Governor and that one third of the Governors are drawn from the staff of the CPA.

In addition to the Head the staff will be invited to develop their own transparent and democratic process to nominate members to the Governors.

## **The local community**

A minimum of two and up to five Parent Governors

Parents will be encouraged to interact regularly with the school at a number of levels such as:

- attendance at regular parents evenings
- participation in after school activities designed to encourage whole family participation e.g sports activities, fund raising events, arts classes, music programmes
- occasional seminars on subjects of importance to parents e.g Healthy eating, behaviour management, teen/parent contracts

It is planned that from this regular programme of parent engagement events a parent/school support group can be established and that this group will nominate parents to join the Governors

## **The local authority**

One local authority Governor

The local authority will be invited to appoint one Governor who will be suitably qualified and experienced in alternative education programmes.

The steering group have already identified that, if possible, Governors to be recruited from the local community and parent representatives would be able to bring the following experience to the group:

- Self-employment and new business development
- Industrial Design and IT
- Arts/Music

All Governors will be expected to demonstrate a commitment to the educational vision of the school, be prepared to contribute fully to the development of the school and participate in the general life of the school i.e attending celebration events, seminars etc

The ContinU Trust will, in the first instance nominate a Chair from their membership who will have the skills and capacity to work closely with the Head to form the key leadership team for the school.

(iv) **Governing Body**

**The role of the Governing Body**

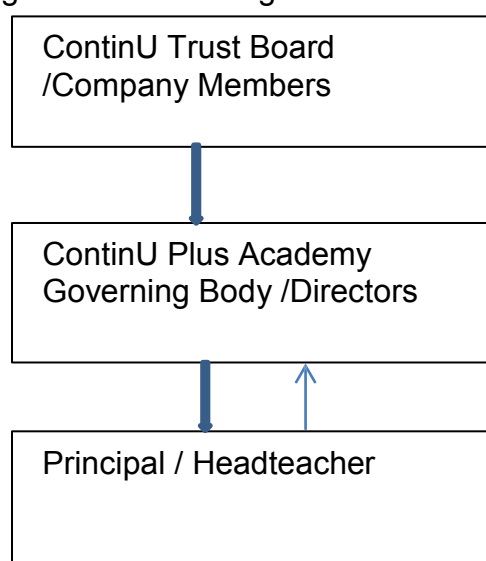
The Governing Body will set the strategic direction for the school and prior to the opening of the ContinU Plus Academy the Governors prime role will be to appoint the Headteacher and other staff, depending on agreed levels of delegation, review and approve the policies and procedures proposed for the ContinU Plus Academy in order to ensure they are fit for purpose, oversee the development and delivery of the marketing strategy and the production of marketing materials, decide on the appointment of sub committees and appoint a clerk.

In the run up to and post opening the role of the Governing Body will be responsible for:

- Supporting the Head to manage and lead the school
- Monitoring the performance of the Headteacher
- Setting conditions of service, personnel policies and procedures
- Establishing clear criteria for success, performance indicators and strategy for self-evaluation
- Monitoring and evaluating the financial and educational performance of the school
- Reviewing and determining key policies including the referrals and exclusion policy
- Approving key operational policies
- Staff discipline appeals
- Reviewing the legal obligations of the school including oversight of health and safety, risk management and safeguarding
- Administration, monitoring and auditing of the schools finances and significant contracts, ensuring value for money
- Raising additional funding to support the school
- Supporting the Head to engage with the local community

**F6 Respective Roles of the company members, governing body and principal in running the ContinU Plus Academy.**

The following diagram sets out the governance structure for the ContinU Plus Academy:



## **The Company Members**

The Company members (The ContinU Trust) are the legal owners of the charitable company and are responsible for drawing up this detailed plan to apply for a Free School (the ContinU Plus Academy). They will also be responsible for recruiting members to the Governing Body as set out in section F5 (recruiting the Governors).

The Company members will sign the funding agreement with the Secretary of State (if this application is successful) and be legally responsible for the operation of the CPA.

Additionally the company members, in conjunction with the steering group, will:

- oversee the period leading to the opening of the school with the support of the DfE
- recruit the Headteacher.
- monitor and review the performance of the school against the business plan
- develop the overarching brand, values and curriculum of the school
- employ the staff of the ContinU Plus Academy (CPA)
- produce consolidated, audited accounts and annual report for the Trust and the CPA

## **The Governing Body**

The governing body's main role will be to support the Headteacher to raise standards of achievement within the ContinU Plus Academy. In addition the Governors will have the following responsibilities:

- be accountable for the performance of the school
- help shape the school's future direction
- monitor and review the performance of the school
- make decisions about the school's budget and staffing within parameters agreed by the ContinU Trust
- ensure the school provides for all its pupils, including those with special needs
- decide how the school can encourage pupil's spiritual, moral and cultural development

The proposed [REDACTED], [REDACTED] has extensive experience at [REDACTED]. Consequently it is proposed that [REDACTED] undertakes a 'Lead Professional' support role for the new Headteacher of the CPA to mentor and support the person appointed in what will be both an inspiring yet challenging and pivotal role within the ContinU Trust partnership.

## **The Principal (Headteacher)**

The role of the Principal (Headteacher) will primarily be to provide effective, dynamic and inspirational leadership in order that every child is able to fulfil his/her true potential.

The Headteacher will be directly responsible to the Governing Body and collectively with the Chair of Governors to the ContinU Trust

The Headteacher will be responsible for the staff of the school and the primary responsibilities of the post will be to:

- to lead and manage the school
- to ensure the achievement of excellent educational standards
- to promote and safeguard the welfare of children

### **Financial Oversight**

The ContinU Trust has over eight years operational experience effectively managing the finances of the company and during this period has consistently met or exceeded its key targets for performance.

We will build on this successful practice by purchasing the payroll and accounts functions from the Local authority whilst the day to day financial management of the school/s budget will be undertaken by the Head Teacher working with the support of the Director and Finance Officer of the Trust. Governors will be responsible, with the Head Teacher, for the effective management of the schools budget.

The school Governors, working with the Head and the Finance Officer of the Trust, will be responsible for drawing up a three year financial plan that will be approved by the Trust. The Governors will also be responsible for producing annual budgets to be approved by the Trust as well as monthly management accounts.

They will be aided in this task by the Director of the Trust who will advise on the establishment of sound financial systems and processes that will be supported by appropriate IT packages. We anticipate that the school will establish a small audit and risk sub-committee with members having relevant financial experience in order to demonstrate robust financial management.

Responsibility for the annual audit, the production of the annual report and accounts and the valuing of assets will be the responsibility of the Finance Officer of the Trust working in conjunction with the Headteacher and school Governors.

We have built the capacity to plan and deliver sound financial management into the organisation at all levels although ultimate responsibility will lie with the members of the ContinU Trust.

### **Relationships and communication**

The ContinU Trust has an excellent track record of facilitating and brokering positive and constructive joint working amongst its members and it will bring this expertise to bear in the management of relationships and communication between the Headteacher and Governors of the CPA and the ContinU Trust.

The Headteacher will have the autonomy to manage the school on a day to day basis within the powers delegated yet will have the support of the Chair of Governors on both an educational and management level as a mentor and the Director of the ContinU Trust on a day to day basis if required.

It is proposed that, in the lead up to and initially in the post opening phase, the Governors will meet monthly and the Board of the ContinU Trust will meet three times per year. The ContinU Plus Academy will become a member of the ContinU Trust and consequently the Headteacher or another representative will attend meetings.



## Section G: Initial costs and financial viability

Please refer to page 30 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found at [here](#). Please use this section for the narrative.

Below are two assumptions documents:

G1 Financial Assumptions for standard model

G2 Financial Assumptions for Sensitivity Analysis Model



## Section H: Premises

Please refer to page 35 of the 'How to Apply' guidance for what should be included in this section.

### Section H: Premises

The ContinU Trust, being an established and committed partnership with Trustees from seven 11-18 High Schools, , Kidderminster College of Further Education, the universities of Birmingham and Wolverhampton, Barnardo's and the Local Authority and with links with community groups and private work based training providers, has strong relationships with property owners within the Wyre Forest and Hagley area. Consequently, following local discussions with supporters the Trust has identified a preferred site for the proposed ContinU Plus Academy on the [REDACTED].

### Why [REDACTED]

As part of the local consultation process to develop plans for the ContinU Plus Academy by the Trust, visits to several established alternative education providers took place to help identify the most appropriate premises and facility model for the planned academy.

The model that best suited the needs of the CPA was South Park Enterprise College in Scunthorpe North Lincolnshire. This facility has been successfully operating for 9 years and has been inspected twice by Ofsted, being rated as good/outstanding on both occasions.

Key elements that help to enable their success in delivering non-formal and formal learning to young people who have disengaged or are at risk of disengaging in education are:

- Location (light industrial/business park, with good communication links)
- Structure (steel portal frame, 2mtr height external brick with cladding above)
- Layout (internal sub-division providing good quality learning spaces for education, administration, activity area and ancillary services).

Having established the preferred style of premises and environment required, a search of the Wyre Forest and Hagley area was undertaken. Having regard to the location of the referring schools, an ideal location was identified as the Firs Industrial Estate, Kidderminster. It provides the centralised geographical point deemed necessary as well as offering appropriate outreach to retail, business and industry outlets that are key to supporting the CPA delivery model.

The proposed site is adjacent to all the partner schools in the ContinU Trust as the following table illustrates:

- |  |           |
|--|-----------|
| • Baxter College                           | 2.2 miles |
| • The Bewdley School and Sixth Form Centre | 4.4 miles |

- Hagley Roman Catholic School 8.0 miles
- Haybridge High School 7.9 miles
- King Charles 1<sup>st</sup> School 2.7 miles
- The Stourport High School & Sixth Form Centre 1.0 mile
- Wolverley C E Secondary School 5.3 miles

The site is at present owned by [REDACTED], a key partner to ContinU Trust and well reputed construction company who have been in existence in the area for over 150 years. Thomas Vale Construction are the Midlands largest privately owned construction company operating from key regional centres in Worcestershire, Herefordshire, Gloucestershire, Warwickshire, Hertfordshire & Staffordshire.

An approach has been made to the company who coincidentally revealed that they are currently in the very early stages of developing a training centre in the Oldington & Foley Park area. These developments are being conducted under the remit of their Corporate Social Responsibility agenda and therefore the proposition of a collaborative venture with the ContinU Trust is something that has received a positive response.

This development is in the form of converting existing premises into a training centre with workshops and building a series of incubatory business units adjacent. Although no formal negotiation of the development has taken place, there is an 'in principal' letter of support to the development of a free school.



## Address & postcode

██████████

██████████

██████████

Kidderminster

Worcestershire

██████████

## Current use (D1 planning permission current or applied)

The proposed ██████████ was granted planning consent in November 2011

## Current freeholder

██████████

██████████

██████████

Stourport on Severn

Worcestershire

██████████

## Description of site include mtr/sq

The site is owned by ██████████ and currently forms part of their maintenance and 'in house' training provision. The site was formerly owned and used by ██████████ for similar 'in house' services that are currently being conducted by ██████████.

Total site	7,225sqm (0.723 hectares)
Identified land & premises for redevelopment	4,462sqm
Land identified for CPA development	2,763sqm

██████████ in March 2011 undertook an architect's sketch design of their proposed training facility with 'new build' incubator units. It is considered that the area designated for the incubator units would be the location for the free school. In comparison these units would provide approximately 1,275sqm of accommodation, the South Park Enterprise College premises for which CPA are modelling the AP Free School on provides 1,125sqm of accommodation.

Architects sketch design

New development  
incubator units



Redevelop  
existing  
premises



[REDACTED]

**Floor plan of South Park Enterprise College Scunthorpe  
[REDACTED]  
for comparison purposes**

It is proposed that the concept of the incubator units be revisited to embrace elements of

the premises layout of South Park Enterprise College, a proven model.



## **Availability & nature of tenure**

Premises are currently owner occupied with no significant timeline constraints regarding availability for development.

## **Suitability of site to support delivery of educational vision**

This site has been specifically identified to help extend the breadth and depth of ContinU Trusts current services; that being to improve the education and life outcomes for the most disadvantaged and disengaged young people in our region.

Our structured vocational and academic curriculum, our comprehensive pastoral support and our extensive post-16 links will improve the quantity and quality of educational, employment and life skills outcomes for our targeted students.

Being embedded in an established light industry, retail and business-park will help forge relationships and identify real working life opportunities.

Additional benefits are the nearby facilities of Kidderminster Harriers FC and sports complex, providing physical education both indoor and outdoor.

With the proposed location being accessed directly from the main [REDACTED] (a main thoroughfare for traffic between Stourport on Severn and Kidderminster) the logistics for access via public transport, school buses and pedestrian access is good. With all the participating schools being within an 8 mile radius, the feasibility of delivering part-time re-engagement programmes is viable.

[REDACTED]

## **Location of proposed**

The Firs is CPA's preferred premises option, however, in order to ensure that the best use of existing assets is considered, there will be on-going dialogue with the Local Authority over the potential for utilising existing County Council assets.

## Annexes

If there is any additional information that you wish to submit as part of your application include it here.

Appendix C1 Identity Capital powerpoint  
Appendix E1. Referral process chart  
Appendix E2. Pathway Flow Chart - ContinU Referral Handbook (p2)  
Appendix E2. Pupil Profile Forms – ContinU Referral Handbook (p11-16)  
Appendix E3 Local authority letter of support  
Appendix E4 Baxter College letter  
Appendix E5 Bewdley School letter  
Appendix E6 Hagley Catholic School letter  
Appendix E7 Haybridge High letter  
Appendix E8 King Charles High letter  
Appendix E9 Stourport High letter  
Appendix E10 Wolverley High letter  
Appendix E11 Kidderminster College letter  
Appendix E12 Barnado's letter  
Appendix E13 Worcestershire Council for Voluntary Youth Services letter  
Appendix E14 Mark Garnier Member of Parliament for Wyre Forest letter  
Appendix E15 [REDACTED] Parent Governor at local school letter  
Appendix E16 University of Birmingham Professor [REDACTED] letter  
Appendix E17 Wyre Forest Special School letter  
Appendix E 18 [REDACTED] Construction letter  
Appendix E19 Vestia Community Trust (Wyre Forest Community Housing) letter  
Appendix E20 Worcestershire LEP (Local Enterprise Partnership) letter  
Appendix E21 University of Wolverhampton [REDACTED] email  
Appendix E22 ContinU Trust Memorandum & Articles of Association  
Appendix 23 ContinU Trust most recent accounts at Companies House

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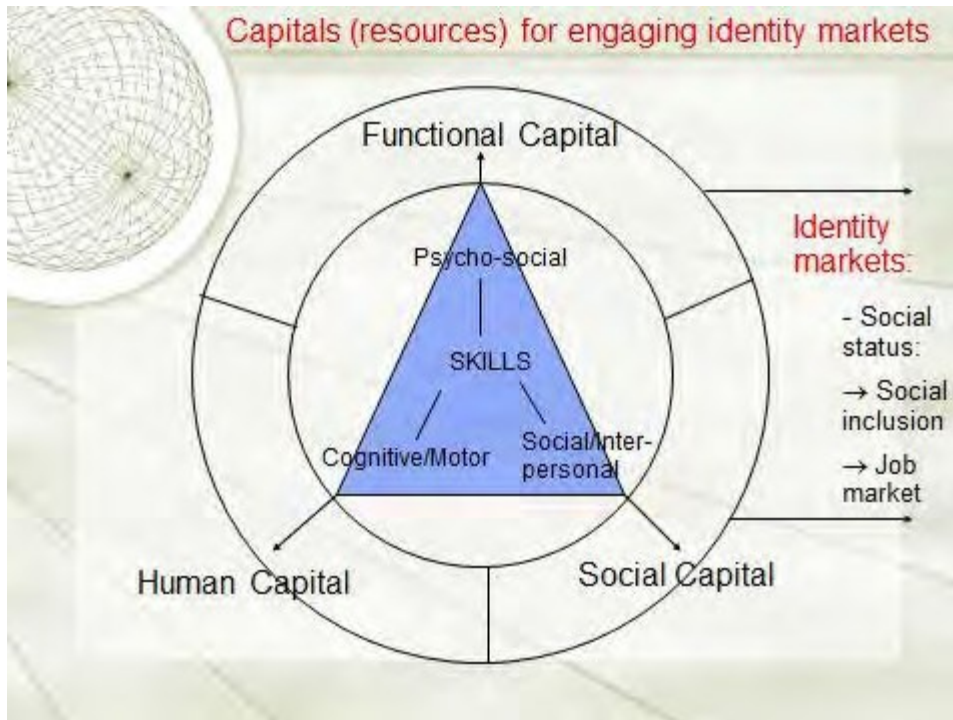
Alternative Free School Application  
ContinU Plus Academy

Annexes to Application

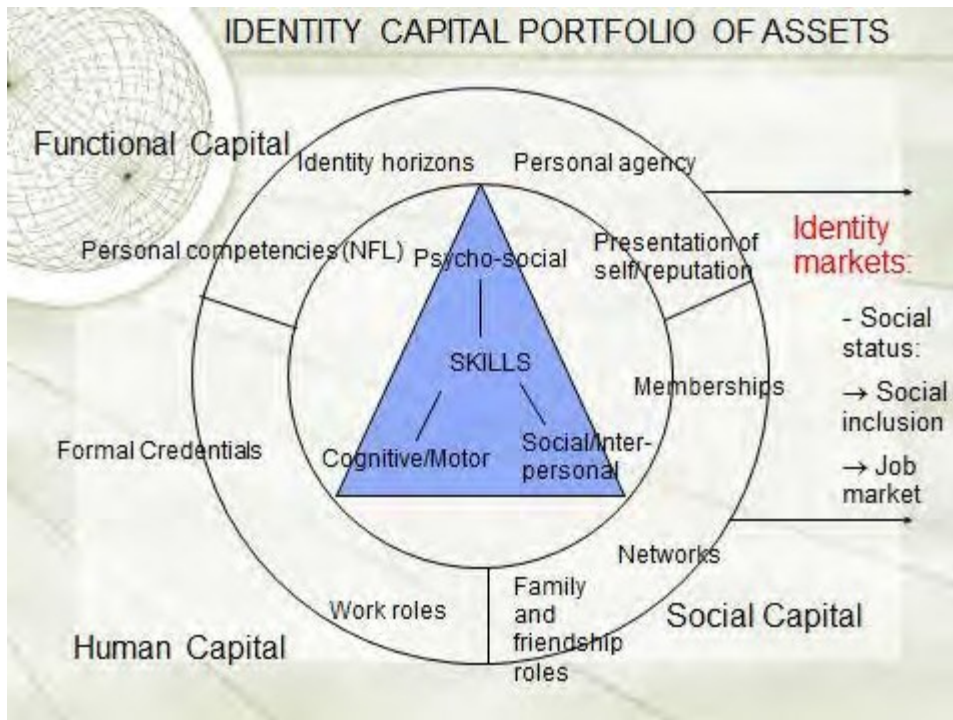
Appendix C1  
Identity Capital powerpoint



## Capitals (resources) for engaging identity markets



## IDENTITY CAPITAL PORTFOLIO OF ASSETS



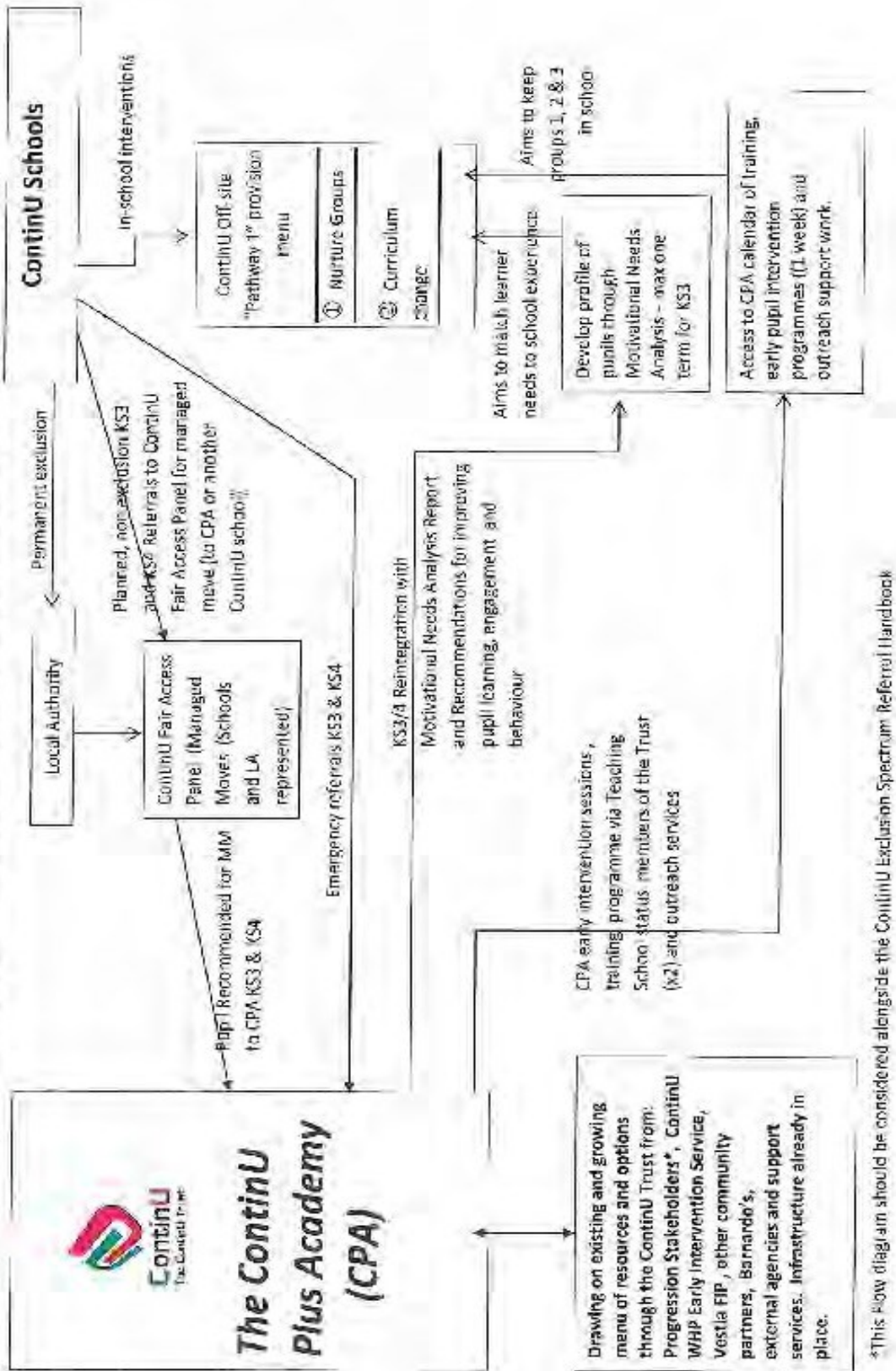
## Infrastructures for inculcating and linking identity capitals





Appendix E1  
Referral process chart

# REFERRAL ROUTES FOR ALL EXCLUSION SPECTRUM CHILDREN – FORM RESC1\*



\*This flow diagram should be considered alongside the ContinU Exclusion Spectrum Referral Handbook

\*Progression Stakeholders are key partners who will provide the destinations for pupils Post 16 – Apprenticeship Training Providers, FE College, Employers etc. who will work with CPA to ensure the programmes followed have clear links to genuine offers of places.

Appendix E2  
Pathway Flow Chart - ContinU Referral Handbook (p2)

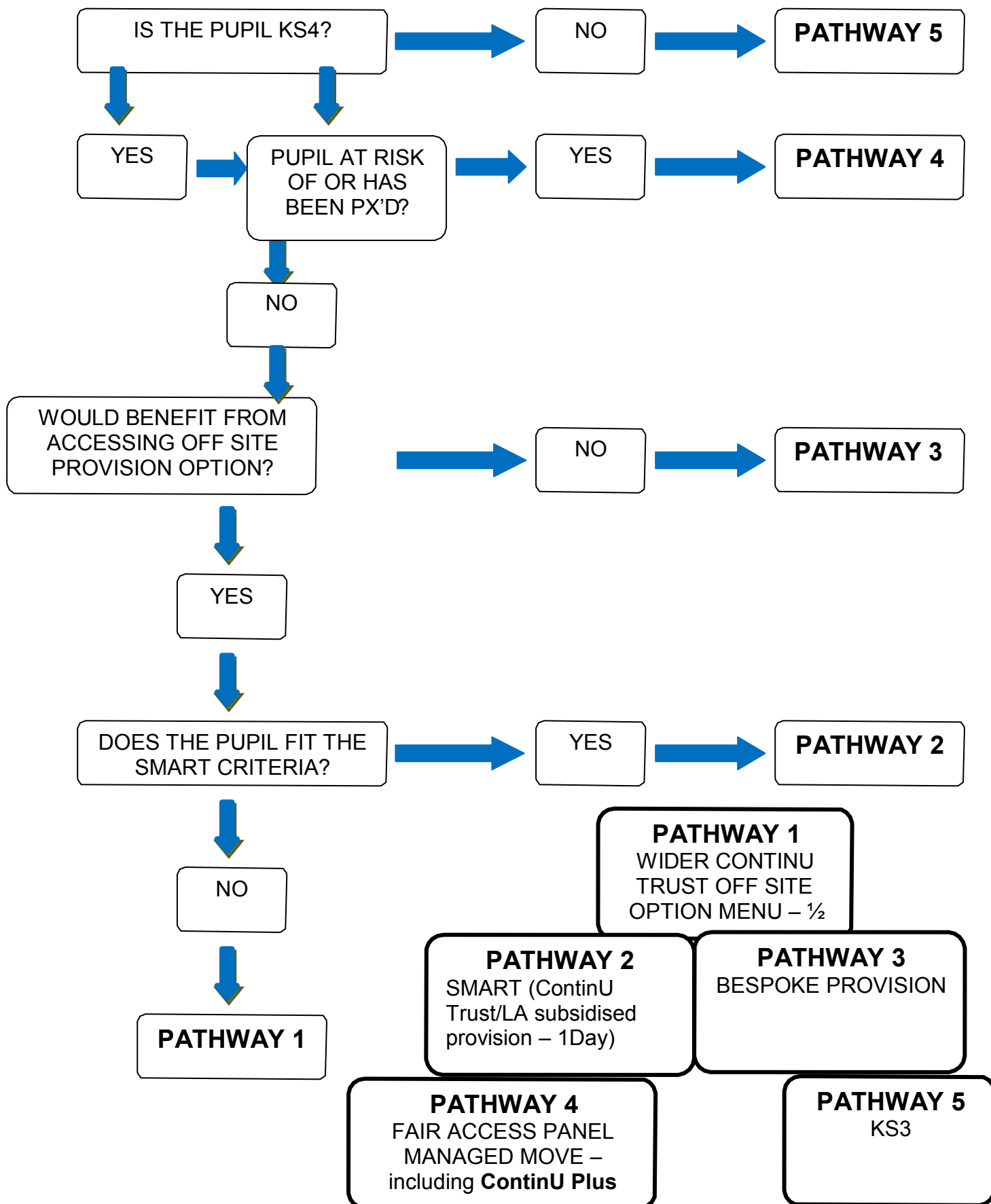
Appendix E2  
Pupil Profile Forms – ContinU Referral Handbook (p11-16)



# ContinU Trust Exclusion Spectrum Referral Handbook

This handbook provides the referral processes for provision available to support pupils across the spectrum of exclusion. It's 5 Pathways range from securing off-site curriculum programmes through to trial and full Managed Moves and permanent exclusion referrals to the ContinU Plus Academy. The Handbook is reviewed annually by the ContinU Fair Access Panel. It reflects our commitment whereby the new ContinU Plus Academy is not alone, but part of a whole Trust approach to improving the outcomes, destinations and life chances of this body of pupils. It is, therefore, the responsibility of all our partners and all our schools.

(Please see also the Flow Chart form RESC1)



## Pathway1–AccessingwiderContinUTrustOffsitecoursemenu

### Thispupil.....

- Is likely to be more successful on a practical course unavailable at school
- Is likely to benefit from the opportunity to learn in a different environment
- Could be displaying low-level behavioural problems in a traditional classroom setting
- Is most likely to go to a general FE College post16, Apprenticeship

### AgreementspertainingtoGeneralVocationalProvision

1. Check the provision choices available for September via the ContinU Trust website ([www.continu.org.uk](http://www.continu.org.uk)) and liaise with the **ContinU Trust Collaborative Curriculum Coordinator (CCC)** .
2. Interview your pupils against the choices available (or identify any other provision requested). If there is demand for provision that is not available, please contact the CCC.
3. Forward your pupil names to the CCC for inclusion on any taster sessions/visits.
4. Identify any safeguarding issues, etc. ahead of the taster sessions and inform the CCC.
5. Plan transport to and from the taster sessions and accompanying staff.
6. Following the taster sessions and once provision choices are confirmed, complete the pupil profile. For most pupils you will only need to complete 'section A', including any specific learning needs and/or TA support requirements. If your pupil has more complex needs which should be taken into consideration, please complete 'section B'.
7. Once groups are confirmed by the CCC, discuss second choices of provision with pupils who were not accommodated on their first choice of provision.
8. Ensure the correct induction process takes place:
  - a. Complete contract paperwork
  - b. Order PPE, where necessary
  - c. Print off and distribute pupil ID cards
  - d. Arrange attendance at induction sessions, where required
  - e. Ensure pupils have all the relevant course details, including start times and details of their first session.
9. Arrange pupil transport plan, to provision.

## **Pathway2–SMART(ContinUTrustSubsidisedProvision)**

### **Thispupil.....**

**(please note. in order to access the SMART Programme pupils must meet at least one of the following criteria).**

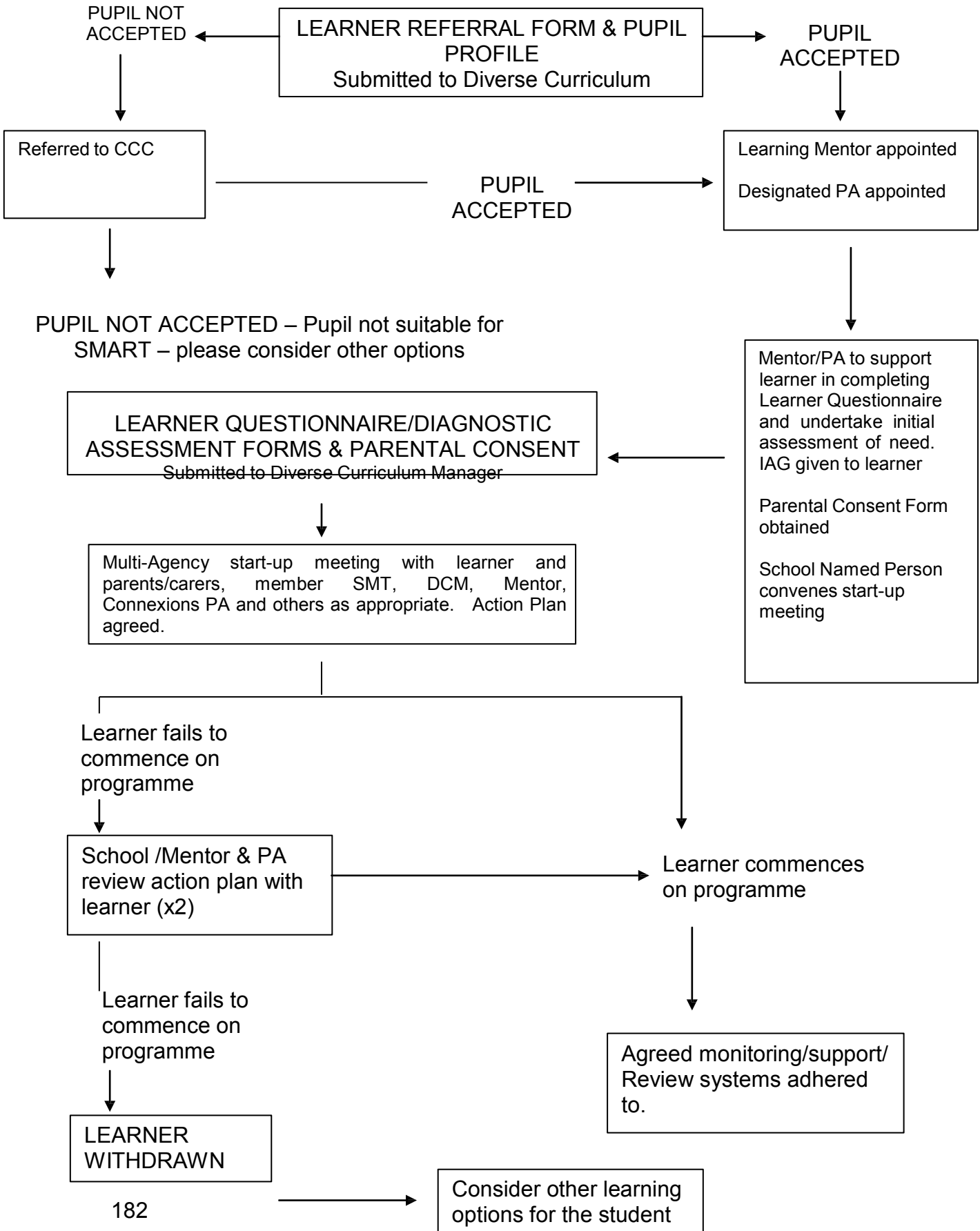
- Has low attainment levels and evidence of limited educational progress, but not necessarily lacking ability.
- Has behavioural/psychological problems.
- Is lacking motivation and having low aspirations.
- Has low self-esteem and/or confidence.
- Has inadequate basic and social skills.
- Has a disorganised lifestyle/family instability.
- Has been excluded or faces exclusion.
- Is a young offender.
- Is a young person at risk of being influenced into non-participation/offender behaviour/drug and substance abuse.
- Is a teenage parent (or parent to be).
- Has been involved in substance and/or alcohol misuse.
- Is a looked after child
- Is a young carer.
- Is a learner with learning difficulties and/or disabilities.
- Is a member of an under-represented group, when compared to the demographics in their geographical area.

**NB: where there is excess demand priority will be given to ContinU Plus Academy pupils. The ContinU RONI (Risk of NEET Indicator) profile data will be applied and schools should be informed by this for preparing referrals.**

**Agreements pertaining to SMART Provision**

**The SMART referral pathway:**

START POINT





**Additionalpointstobecompleted:**

1. Identify any safeguarding issues and inform the CCC.
2. Once the SMART placement is confirmed, complete the pupil profile (in addition to the 3-page SMART Referral Form). For most pupils you will only need to complete 'section A', including any specific learning needs and/or TA support requirements. If your pupil has more complex needs which should be taken into consideration, please complete 'section B'.
3. Ensure the correct induction process takes place:
  - a. Complete contract paperwork
  - b. Order PPE, where necessary
  - c. Print off and distribute pupil ID cards
  - d. Arrange attendance at induction sessions, where required
  - e. Ensure pupils have all the relevant course details, including start times and details of their first session.
4. Arrange pupil transport plan, to provision.

### **Pathway3–ShortInterventionBespokeProvision**

#### **Thispupil.....**

- Has been identified by the home school as requiring a bespoke vocational or support package
- Needs to be off-site for more than one day
- May require a higher level of support and/or access to smaller group sizes

#### **AgreementspertainingtoBespokeProvision**

1. Check the provision choices available via the online ContinU Plus Academy (CPA) support programmes liaising with CCC.
2. Interview your pupil against the choices available (or identify any other provision requested). If there is demand for provision that is not available, please contact the CCC.
3. If a CPA short programme can be identified submit a referral to the Fair Access Panel, who will then review and if approved authorise the preparation of a programme structure and start date with the school.
4. Arrange visits to the bespoke provision placements (and interviews, where required).
5. Identify any safeguarding issues, etc. ahead of these visits and inform the Consortium Manager.
6. Plan transport to and from the placement visits and accompanying staff.
7. Following the placement visits and once provision choices are confirmed, complete the pupil profile. For most pupils you will only need to complete 'section A', including any specific learning needs and/or TA support requirements. If your pupil has more complex needs which should be taken into consideration, please complete 'section B'.
8. Ensure the correct induction process takes place:
  - a. Complete contract paperwork
  - b. Order PPE, where necessary
  - c. Print off and distribute pupil ID cards
  - d. Arrange attendance at induction sessions, where required
  - e. Ensure pupils have all the relevant course details, including start times and details of their first session.
9. Arrange pupil transport plan, to provision.

## **Pathway4–FairaccessPanel(FAP)-ExclusionsandManagedMove Provision**

### **For KS3 or KS4 pupils at serious risk of or having been permanently excluded.**

The Fair Access Panel includes Headteachers of all seven ContinU Trust mainstream schools and the ContinU Plus Academy. It also has Local Authority Representation from the Educational Welfare Support Team.

The Referral process below applies to both non excluded children on a Managed Move where the Home School does not change until full roll transfer and to permanently excluded children who move onto the roll of the new school. While it is anticipated that the ContinU Plus Academy will receive the vast majority of permanently excluded children, there may be cases where, in agreement with the secondary school, a mainstream setting is deemed to be workable and in the better interest of the child. This represents the strength of the flexible capacity of the ContinU Trust through its FAP process.

1. There should be full support of parent and child, who have signed up to support the process of the managed move. (Responsibility : Home School)
2. Child should be at SA+ on CoP for Behaviour
3. Home School to produce 3 copies of a BSP with interventions detailed
4. A Full Managed Move background form completed for FAP review meeting
5. Confirmation of FAP agreement to be made in 3 working days of panel decision
6. Where a move is agreed a fully completed “Managed Move Passport\*” file should be made available either form the Home School (in the case of non excluded children) or from the Local Authority (in the case of permanently excluded children) for the receiving school BEFORE the start date of the move (or roll transfer in the case of permanent exclusion).
7. Meeting between parent, child, potential Host school and Home school to be set up, with relevant personnel present to ensure full exchange of information. (Responsibility Host school)
8. Attendance to be discussed at meeting. If attendance is below 85%, it would be expected that significantly improved attendance should be a target for the duration of the trial period.
9. Transport arrangements to be discussed at meeting
10. Host School to provide reports on progress fortnightly to designated contact
11. Managed Moves to be extended or moved to full roll transfer only by joint agreement with Host and Home school. Full roll transfers must be confirmed at the next scheduled FAP meeting.

NB Whilst the above criteria should apply in most cases, there will always be opportunity for an “exceptional” case in the interest of the child at the discretion of the FAP members.

\*The Managed Move Passport File includes all necessary background and child protection information essential to both the safeguarding of the child and health and safety of stakeholders at the receiving school. A checklist of required

content is provided.

### **Pathway5–KS3pupils**

If the pupil is in KS3 and requires a short term intervention (full time or part time for a reintegration period), please see below:

**Please note: The ContinU Plus Academy provides an outreach team for ContinU Trust partners. Additionally, through the Teaching Schools within the Trust, the CPA will develop an annual training offer around behavioural support and “in-school” interventions to improve mainstream solutions. It will also provide a calendar of short programmes of early pupil intervention activities – eg 1 week or 1 day per week over 5 weeks - booked through FAP referral.**

### **Planned Programme Referrals**

- A planned programme will be held each term. (dates will be agreed and published in time for schools to refer on to the first planned intervention of the academic year. Access to this programme is via FAP referral using the Managed Move paperwork and Passport as in Pathway 4.

### **End of year 9 intervention**

- If a pupil requires a re-focussing intervention before entry into KS4 provision, a short 4 week programme is available for the Summer term of year 9. The programme is delivered by CPA, but will involve other providers. Bookings can be made via the FAP in the Spring term and using the learner profile documentation A and B.

### **AgreementspertainingtoContinUPlusAcademyprovisionatKS3**

- CPA provision should be viewed as part of the overall strategy of a school to manage pupils who find school difficult, and as such, the home school should retain a responsibility for its pupils
- Schools will nominate a designated contact for each pupil accessing the CPA who will be the first call for the CPA and who will track the pupil's progress.
- The CPA will nominate a designated contact who will make weekly reports on the progress, behaviour, attendance and achievements of the pupil.
- The school agrees to the offer of a programme which includes the Motivational Needs Analysis to commence on a given start dates with a week before and after the course to allow for planning and feedback.
- All places are allocated via the FAP on each course that starts.
- All parties agree to plan their intervention and do some preparatory work which should include staff from the CPA visiting the home school.

- There will be weekly contact between the nominated members of staff to check attendance, work rate and any issues that have arisen. If possible, there should be a weekly visit from the home school to the CPA so that the pupil understands the clear links between the home school and the CPA
- Transport to and from the CPA must be negotiated by the host school and the CPA.

Pupil Profile - Section A

1988 Data Protection Act - relevant information will be held by the Provider and may be disclosed to colleagues within the Education Service and other relevant professional agencies.

**TO BE COMPLETED BY HOME SCHOOL**

<b>Course Applied for</b>	
<b>Pupil Name</b>	<b>Home School</b>
<b>ULN</b>	<b>School Contact</b>
<b>Date of Referral</b>	<b>School Tel. No</b>
<b>Required Course Outcomes</b>	<b>Funding Stream</b>

**Pupil Details**

Address:	School Year:
Postcode:	Ethnicity:
Home Tel No:	Date of Birth:
Email address:	Age: Gender: M / F
Mobile Tel No:	Emergency Contact Details:

Are there any other agencies involved in the care of this pupil?

CAMHS  YOS  SOCIAL SERVICES  EWO  Other .....

Is the pupil a Looked After Child? Yes/No    Are ISL involved with this pupil? Yes/No

Are there any child protection or safeguarding issues regarding this pupil? Yes/No  
*If Yes, contact must be made with the learning provider's designated safeguarding officer. Contact names are attached.*

**Home school safeguarding officer name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Email address:** \_\_\_\_\_ **Tel No:** \_\_\_\_\_

**Learning Needs**

- Does this pupil have a statement? Yes / No - if Yes, how many hours? \_\_\_\_\_
- Does the pupil have TA assistance in school? Yes / No - if Yes, how many hours? \_\_\_\_\_
- Is this pupil registered under the SEN Code of Practice? Yes / No
- School Action? Yes / No
- School Action plus? Yes / No - if Yes, please attached the pupils IEP
- Does this pupil have any identified emotional and/or behavioural problems?
- Does this pupil have any other identified barriers to learning?
- Please note any required access arrangements for Exams? \_\_\_\_\_

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Please attach copies of all relevant assessments, diagnostic tests and other relevant paperwork.

**Home school SEN Co (name):** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Email address:** \_\_\_\_\_ **Tel No:** \_\_\_\_\_

### Health Details

Please note: The learning provider may require a further health form to be completed before the course starts

<p>Does the pupil suffer from any physical or mental health condition which may affect their ability to work in their chosen occupational area? Yes / No  <i>If Yes, please specify</i></p>  <p>Please provide the GP's contact details -</p>
---

<p>Does the pupil take any regular medication? Yes / No  <i>If Yes, please specify and attach a copy of the 'care plan'</i></p>
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<p>Does the pupil have any permanent disability or handicap? Yes / No  <i>If Yes, please specify</i></p>
--

<p>Is the pupil entitled to Free School Meals? Yes / No  <i>If Yes, have arrangements been made to ensure this entitlement is met?</i></p>
--

Please tick the box if any of the following might give cause for concern:			
Work Completion		Behaviour	
Attendance		Social Relationships	
Attendance % last year	%	Harm to self or others	

#### Achievement and attainment data

<b>FFT D estimate grades, based on prior attainment:</b> (note: please can schools provide any supporting evidence where the estimate grades/information on prior attainment is different to what they feel the pupil can actually achieve)		
English:	Maths:	Science:
<b>Teacher Assessments:</b>		
English:	Maths:	Science:
% chance of 5 GCSE with English and Maths: L1/L2	Entry level: Yes / No	Pre-entry level: Yes / No

Please confirm that parents have been consulted and are fully informed of all the arrangements for this pupils' collaborative curriculum provision in and out of school. Yes / No
---

Please confirm that a school risk assessment has been carried out for off-site provision.	
<b>EVC name:</b>	<b>Signature:</b>

Please confirm that parents have given permission for any transport and off-site lunch arrangements and signed the permissions form. Yes / No
---

Form completed by:	
Position:	Date:

1988 Data Protection Act - relevant information will be held by the Provider and may be disclosed to colleagues within the Education Service and other relevant professional agencies.

### TO BE COMPLETED BY HOME SCHOOL

For pupils from maintained schools referred or recruited to standard level 1 or level 2 programmes, the expected outcome will be the attainment of that qualification, as identified at the beginning of the learner profile, unless the school states otherwise. For other pupils, additional outcomes should be identified by completing the grid below and ticking the fourth column in part 2 for those areas where an improvement should be a prioritised outcome.

#### PART1

Curriculum outcome	Qualification and level (GCSE, Functional skills, entry level, level 1, level 2)	Comment
<b>Key/Functional Skills</b>		
English		
Maths		
ICT		
Other		

#### PART2

Please assess the pupil as follows: A - Always, B- Mostly, C- Sometimes, D- Rarely, E- Never

Criteria	Assessment	Comment ( <i>Inc. strategies that have worked well for this pupil</i> )	Is this an area for improvement the learning provider should prioritise?	Review targeted outcome (for provider's use)
<b>Learningskills</b> Concentrates well, is interested in school work, is motivated and attentive				
Is organised and works at an appropriate pace				
Communicates well and appropriately with peers and adults				
Works well in groups and participates in group activities				
Works well independently and seeks teacher intervention appropriately				

Criteria	Assessment	Comment ( <i>Inc. strategies that have worked well for this pupil</i> )	Is this an area for improvement the learning provider should prioritise?	Review targeted outcome (for provider's use)



<b>Personalandsocialskills</b> Behaves appropriately in class (does not interrupt, disrupt or distract)				
Is not aggressive towards others				
Respects property				
Is tolerant, understanding, sympathetic and empathetic to others				
Is socially aware (interacts appropriately, is socially aware and is not isolated)				
Is emotionally stable, happy and confident				
Is respectful towards teachers and other adults, is respectful, polite and thoughtful to peers				
<b>Other</b>				

<b>RISKOFHARM:</b> We cannot accept this form if this section is not completed.	Specific harm identified? Risk to individual? Risk to others?	YES/NO YES/NO YES/NO
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Pupil Profile - Section C

1988 Data Protection Act - relevant information will be held by the Provider and may be disclosed to colleagues within the Education Service and other relevant professional agencies.

**TO BE COMPLETED BY HOME SCHOOL**

**ADDITIONAL INFORMATION REQUIRED FOR PUPILS REFERRED TO FAP PROVISION.**

<b>Name of parent/carer to be contacted throughout the referral process and during the provision:</b>
<b>Contact details if different from SECTION A:</b>  <b>Home telephone:</b>  <b>Mobile telephone:</b>  This section can be completed during the initial meeting
<b>Has the pupil been referred to the FAP panel for a managed move? Yes/No</b>  <b>If yes, was pupil offered a managed move? Yes/No</b>  <b>Reasons for failure of managed move.</b>
<b>Please attach a behaviour log, description of incident(s) leading to this request and any other evidence:</b>
<b>Name and contact details of link member of staff to be contacted throughout referral process and during the provision:</b>
<b>If pupil is to continue with any examinations already started at home school, please attach details (awarding body, coursework completed, units completed, whether school is willing to act as examination centre, access arrangements if pupil is to take exams elsewhere etc.):</b>

## Vulnerable Learner Agreements

.....

*(insert name of home school)* agrees to the following:

1. Where relevant, the home school will have undertaken to provide a range of in-school support and interventions before referring the pupil on to off-site behavioural interventions such as managed move etc. and these interventions should be identified during the referral process. Exceptions can be made for one-off serious incidents.
2. All protocols developed to support each tier of provision will be complied with in full.
3. All staff engaging in referring or recruiting pupils onto provision or supporting pupils whilst on provision will be made aware of and comply with the protocols attached to the tier of provision the pupil is accessing

Signed .....

(Head teacher)

Appendices E3 – E21  
Letters of support















































Appendix E2  
ContinU Trust Memorandum & Articles of Association

























Appendix 23  
ContinU Trust most recent accounts at Companies House

Registered number: 06649728  
Charity number: 1125543

**CONTINU TRUST**  
(A company limited by guarantee)

**UNAUDITED**  
**TRUSTEES' REPORT AND FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 MARCH 2011**

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**CONTINU TRUST**  
**(A company limited by guarantee)**

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