

# 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 [REDACTED]) 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 [REDACTED].

**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, [REDACTED].

**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 [Redacted]

**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 type="checkbox"/>	<input type="checkbox"/>
7. <b>Existing providers only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to [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"/>
<b>Checklist: Section I of your application</b>		

10. A copy of **Section A** 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



## Section A: Applicant details

Main contact for this application	
1.	<b>Name:</b> [REDACTED]
2.	<b>Address:</b> Blackburn with Darwen Education Improvement Partnership Ltd., [REDACTED], [REDACTED], Blackburn. [REDACTED]
3.	<b>Email address:</b> [REDACTED]
4.	<b>Telephone number:</b> [REDACTED] and [REDACTED]
About your group	
5.	<p><b>Please state how you would describe your group:</b></p> <p> <input type="checkbox"/> Parent/community group  <input checked="" type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy Sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school or Academy  <input type="checkbox"/> Other         </p>
6.	If Other, please provide more details:
7.	<p><b>Has your group submitted more than one Free School application in this round?</b></p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p>
8.	If Yes, please provide more details:
9.	<p><b>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</b></p> <p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No         </p>
10.	<p><b>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</b></p> <p>Blackburn with Darwen Education Improvement Partnership Ltd Company Registration: 7716201</p> <p>Blackburn with Darwen Education Improvement Partnership Ltd (EIP) was established in 2008 with the purpose of collaborating to raise attainment and improve outcomes for all young people across the borough. The EIP was incorporated as a Limited Company in July 2011</p>

so the partnership could formally develop and respond to the changing educational landscape. Members of the EIP include **all** the Secondary Schools, Special Schools and Academies in Blackburn with Darwen with the Headteachers/Principals as Directors of the Board. The Board approved the setting up of a subsidiary company to act as 'sponsor' of the alternative provision Free School and to become the Academy Trust for the school. The EIP is able to represent the Secondary Sector of the borough and can harness the knowledge and expertise within all schools. The inclusive nature of the EIP ensures that the needs of all young people are identified.

The EIP regards the establishment of an alternative provision Free School as an opportunity to provide responsive and flexible provision which would not otherwise be available in the borough.

All EIP members have been fully involved in the development of the application which has featured as a key agenda item for many of the board meetings. This involvement has ensured that the needs of all Blackburn with Darwen secondary schools have been reflected in the application. It also demonstrates the high level of commitment and support by the Directors of the EIP and individual Headteachers as future commissioners of places if the application is successful. In addition to the board meeting discussions, specific aspects of the application such as finance were tabled at the relevant EIP sub-committees - Strategy & Business Development and Finance & General Purpose. An additional Alternative Provision Free School Task and Finish group was established which included five Directors/Head teachers and the Chief Executive. This group was tasked by the board of taking forward the operational aspects of the application and was required to report back to the board with recommendations and provide regular progress updates.

Two Directors of the EIP and the Chief Executive met with the New Schools' Network (NSN) in London to seek further guidance and support on the Free School application. There has been regular contact with NSN since then and we have received valuable feedback on the application development.

The EIP have also tasked the Chief Executive with having a key role in the development of the application in terms of the facilitation of meetings, obtaining relevant information from EIP members, establishing the new company and reporting back to EIP members on progress in between meetings.

Having the Alternative Provision Free School as a key business item at

the board, sub-committees and Task & Finish Group ensured the full involvement of all directors and at all levels. It is envisaged that this full and active commitment and support from the EIP throughout the development phase will continue during the setting up and running of the Free School should this application be successful. All EIP board directors will become members of the Governing Body of the Free Schools.

██████████ in Blackburn were engaged to undertake a feasibility study on the land and buildings currently used by Fernhurst School. They provided a site analysis, circulation strategy, and three options.

- **Option 1** – New Build
- **Option 2** – New Extension and Refurbishment
- **Option 3** – New Extension and Refurbishment (version 2)

**Details of company limited by guarantee**

11. **Company name:** Alternative Provision Trust

12. **Company address:**  
 ██████████  
 Darwen  
 ██████████

13. **Company registration number:**  
 07950891

14. **Does the company run any existing schools, including any Free Schools?**  Yes  No

15. If Yes, please provide details:

**Company members**

**Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.**

16. Please confirm the total number of company members:  
 A total of three company members.

17. Please provide the name of each member below (add more rows if necessary):



	<b>1. Name:</b> Blackburn with Darwen Education Improvement Partnership Ltd (Corporate Member)	
	<b>2. Name:</b> [REDACTED]	
	<b>3. Name:</b> [REDACTED]	
<b>Company directors</b>		
<p><b>Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</b></p>		
18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	<b>Name:</b> [REDACTED],	
	<b>Position:</b> [REDACTED]	
	<b>Name:</b> [REDACTED],	
	<b>Position:</b> [REDACTED]	
	<b>Name:</b> [REDACTED],	
	<b>Position:</b> [REDACTED],	
19.	Please provide the name of the [REDACTED] of the governing body, if known: [REDACTED]	
<b>Related organisations</b>		
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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>Blackburn with Darwen Education Improvement Partnership Ltd is the only related organisation as a Member of the Alternative Provision Trust. The company number is 7716201.</p> <p><b>Please refer to Q10 for further details.</b></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>
<b>Existing Providers</b>	
23.	<p>Is your organisation an existing provider wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>If so, is your organisation registered as an independent school?</p> <p><input type="checkbox"/> Yes <input checked="" 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><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

27.	If Yes to any of the above questions, please provide your six digit unique reference number here:	
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:	
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>	
30.	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:	
31.	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:	

**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:** [REDACTED]

**Date:** 27<sup>th</sup> January 2012

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

## Section B: Outline of the school

1.	Proposed school name:	The Heights Free School
2.	Proposed academic year of opening:	Sept 2013
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other  If Other, please specify: 9yr – 19yr
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: Disengaged and disaffected learners, SPLD & MLD
5.	Proposed number of pupils when at full capacity:	Full time (FT): N/A  Part time (PT): 600 120 (FTE)  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 2016

7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Do you intend that your proposed school has a faith ethos?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <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>	
9.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	
10.	Postcode of the preferred site of the proposed school:	
11.	Local authority area in which the proposed school would be situated:	Blackburn with Darwen
12.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Bolton LA & Chorley (Lancashire CC)
13.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

## **Section C: Education vision**

### **C1 - Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school**

#### **C1.1 - Vision**

The Heights Free School will be an innovative 'Head Teacher led' Alternative Provision Free School in Blackburn with Darwen situated in the Northwest of England. Our responsive and engaging curriculum will be owned and shaped by **all** Secondary Schools and Academies in the borough. We will deliver highly personalised learning programmes from KS2 through to KS5, to develop academic achievement, vocational skills and personal and social development en route to employment, education and training. Together we are committed to our unique and distinctive dual roll approach to teaching and learning and our aspirational progression routes.

It is against a background of high levels of deprivation and low levels of educational attainment that The Heights Free School wishes to engage in an innovative approach to education to reach out to those disadvantaged and disaffected pupils in order to make a sustained and positive impact on the lives, education and futures of these young people.

The overall vision of the school is to create an Outstanding School which inspires young people to raise and achieve their aspirations within a culture of encouragement and support for pupil participation. High expectations for both staff and pupils will be embedded throughout the school. All will be expected to achieve their maximum potential regardless of their starting point. The school ethos should be experienced by all pupils as warm, welcoming and safe. A positive and supportive atmosphere, robust strategies, open access to help and support to access the whole school environment for all pupils, will encourage pupils to have a greater sense of commitment to their education and have a positive impact on raising achievements, aspirations, self-confidence and self-esteem.

We will seek to ensure every pupil will leave the school with the ability to follow their chosen course, be it education, training or employment. Pupils referred to the school will be those who their school has identified as demonstrating disaffection and disengagement with learning for a variety of reasons, and who show attitudes and behaviours which may lead to fixed term or permanent exclusion or a special school provision. They may also have previously exhibited poor attendance leaving them open to involvement in anti-social behaviour or crime and in some cases leaving them vulnerable to exploitation.

The overwhelming strength of the school is that the needs of each pupil are seen as unique. Thus the school will place great value on listening to the views of the student, parents, referring school, external agencies and local providers, all of whom will be

closely involved from referral to completion of the student's educational programme. The educational experience of the student so far may have been one of repeated failure and negativity and the aim is to engage the student with a new educational experience based on vocational learning with high quality personalised intervention programmes which will be different from and additional to those provided in their mainstream curriculum. Our aim is to facilitate a 'can do' ethos from lack of self-esteem and disadvantage and convert previous doubt into success. This could be illustrated by this poem; many of our pupils will have the opportunity to convert their low self-esteem to success.

**Come to the Edge**  
(A poem by Christopher Logue)

*Come to the edge*  
We might fall  
*Come to the edge*  
It's too high  
**COME TO THE EDGE!**  
And they came,  
And we pushed,  
And they flew!

We know that we can provide resources and support to enable our pupils to fly. We will do this because we share this vision of positivity and re-engagement with our pupils and all will be made aware that they will receive all possible support, academic and pastoral, to overcome barriers to learning experienced so far, progress and succeed in their chosen vocational area while at The Heights Free School.

## **C1.2 - Rationale**

Blackburn with Darwen is a proud, small town community, steeped in history and with a rich heritage of being the 'weaving capital of the world'. However, a steady decline in the industry has contributed to a spiral of deprivation and poverty.

Children in these circumstances often underachieve at school. To break a cycle of deprivation requires a new approach to education which encourages children to work hard in school and achieve, in order to create employment opportunities and a higher standard of living. This needs to be supported by a programme of physical activity through P.E. and outdoor education and healthy living alongside positive, targeted intervention underpinning academic achievement. The current provision, Fernhurst School, offers support to such young people.

Blackburn with Darwen is the 17<sup>th</sup> most deprived local authority in England, an area of high unemployment, poor health and academic achievement; and The Heights Free School's intake will be made up predominantly of the most severely disadvantaged of the borough. The table on the following page illustrates why alternative provision is necessary for young people in the area to enable them to access excellent learning and progression opportunities close to home.



**C1.2 - Table to show Area's deprivation and The Heights Free School's Expected Targeted Cohort**

Factor	Blackburn with Darwen	Fernhurst School cohort
<b>Deprivation</b>	<p>Nearly a quarter of children in primary schools are living in areas amongst the 5% most deprived nationally.</p> <p>Over 60% of local young people live in the most deprived 20% of areas nationally.</p> <p>18.1% of people aged 16 to 64 are claiming out of work benefits (North West 15.0%; GB 12.3%)<sup>2</sup></p>	<p>The majority of our students will come from areas classified as being in the most 1% deprived areas in England; from wards Wensley Fold, Mill Hill, Shadsworth with Whitebirk and Queens Park<sup>1</sup>.</p>
<b>Health</b>	<p>Levels of health are much worse than most other areas in the North West. A higher proportion of babies, compared nationally, arrive in the world at low birth weight. Obesity in Y6 pupils is slightly higher than in England as a whole. Tooth decay in five year olds is the second worst in the country.</p>	
<b>Social care/ safeguarding</b>	<p>The number of referrals to Social Care has risen steadily over the last few years.</p>	<p>85% of Y10 pupils are known to or have at some point been involved with Social Care.</p> <p>89% of Y11 pupils are known to Social Care.</p>
<b>Mental health</b>	<p>5-15% of children and young people are clinically diagnosed with a mental disorder<sup>2</sup>.</p>	<p>15% are currently or have previously been involved with mental health services.</p> <p>31% of Year 11 pupils are currently or have previously been involved with mental health services.</p> <p>National mental health statistics for young people show that 1 in 10 will experience some form of</p>

<sup>1</sup> Source: [www.blackburn.gov.uk](http://www.blackburn.gov.uk) data correct as of November 2011

<sup>2</sup> Source: McGinnity, Metzger et al, Mental Health of Children and Young People in GB in 2004 (2005); survey for the Office for National Statistics

Factor	Blackburn with Darwen	Fernhurst School cohort
		mental health problem. Our cohort is three times more likely to do so.
<b>Drug and alcohol use</b>	Drug and alcohol misuse is an issue across 10-19 year olds; a quarter of 12-15 year olds drink every week and 14% get drunk once a week. Nearly a third of children and young people have been offered cannabis.	In Year 10, 22% of our pupils are from homes where drug and alcohol misuse is an issue.  In Y11 16% of pupils are from homes where drug and alcohol misuse is an issue.
<b>Free School Meals</b>	22% of pupils are entitled to free school meals.	46% are entitled to free school meals.
<b>SEN</b>	In England, 20.6% of children have SEN.  In Blackburn with Darwen this figure is 23% <sup>3</sup> .	68% of our pupils are registered as SEN.

### C1.3 Existing Alternative Provision in the Area

The table overleaf shows the existing (February 2012) Alternative Provision offered locally; as per available on the Alternative Provision Directory on the DfE website. We can conclude from this that there is a gap in Alternative Provision in this area. To give an idea of distances and travelling times of Alternative Providers in our area, please refer to the Map (*Appendix C1.3*)

<sup>3</sup> Source: [www.education.gov.uk](http://www.education.gov.uk)

**C1.3 Table to show approved Alternative Provision nearest to The Heights, as on Alternative Provision Directory**

Name	Distance in miles <sup>4</sup>	KS1/2	KS3/4	KS5	Part time	Full time	Pupil group	Courses	Day place	Residential
The Heights, <b>Blackburn</b>	0	X	X	X	X	X			X	
██████████, <b>Blackburn</b>	3		X						X	
██████████, <b>Preston</b>	15		X						X	X
██████████, <b>Leyland</b>	15		X			X		Bespoke (1 day to 3 weeks)		
██████████, <b>Chorley &amp; Bolton</b>	12		X		X	X	Offenders	Joinery Childcare		
██████████, <b>Leyland</b>	12		KS4 only							
██████████, <b>Preston</b>	7		X		X			Construct- ion only		

Source: DfE list of Alternative Provision in North West (122 providers)

<sup>4</sup> If more than one route on [www.googlemaps.co.uk](http://www.googlemaps.co.uk) then one with shortest journey time chosen

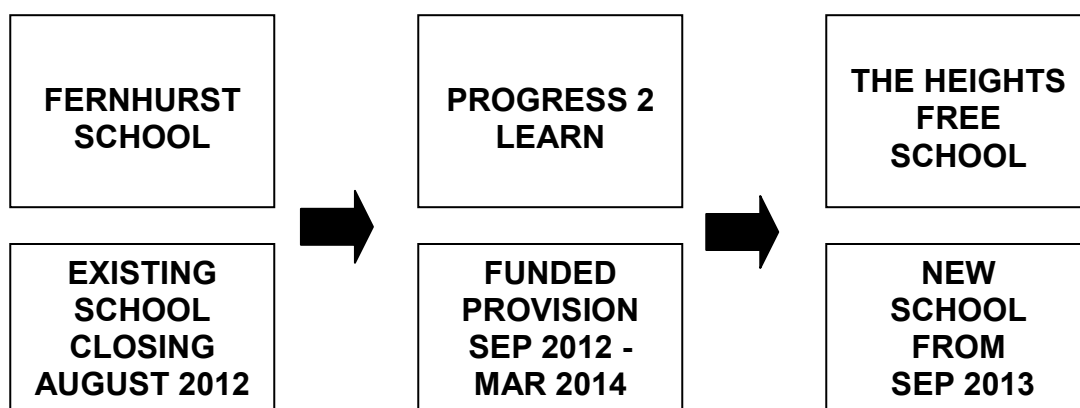
## **C1.4 - Fernhurst School, 2003 - 2012**

In 2006, as part of the Labour Government's Building Schools for the Future (BSF) programme, it was decided that the SEBD provision in Blackburn at Fernhurst School, would close on the 31<sup>st</sup> August 2012. In the interim period Fernhurst has become highly respected and successful, due to the work done in piloting an alternative provision service called "Progress2Learn" which targeted disengaged and disaffected learners in KS4. A group of Headteachers and Principals from high schools, special schools and academies in Blackburn with Darwen joined together to form a limited company under the banner of 'Education Improvement Partnership' (EIP) Together, the EIP bring an extensive range of skills and decades of senior level expertise and experience to the fore, along with sound knowledge of the local demographic of families and their students, and the community in which their schools serve. With the support of the Local Authority and EIP, interim funding has been secured to maintain the provision until March 2014. (See Appendix C1.4) This will allow the EIP to establish The Academy Trust to establish a new school which will not only build upon but significantly enhance alternative provision for our local schools, children, young people, their families and the community. The EIP regards this as a logical extension to their own work and that of Fernhurst School by increasing learning opportunities by responding to need within Blackburn and Darwen.

The uniqueness of the proposed alternative provision is based on the fact that the high schools have been involved since its inception and have been the key element in shaping the offer being made to disaffected and disengaged young people in Blackburn with Darwen. Through partnership working with the EIP, Fernhurst School piloted and developed a number of courses and a distinctive approach with these learners. High schools identified learners at risk of exclusion through attendance issues and disaffection who they felt would benefit from a different curriculum from that on offer in their mainstream establishment.

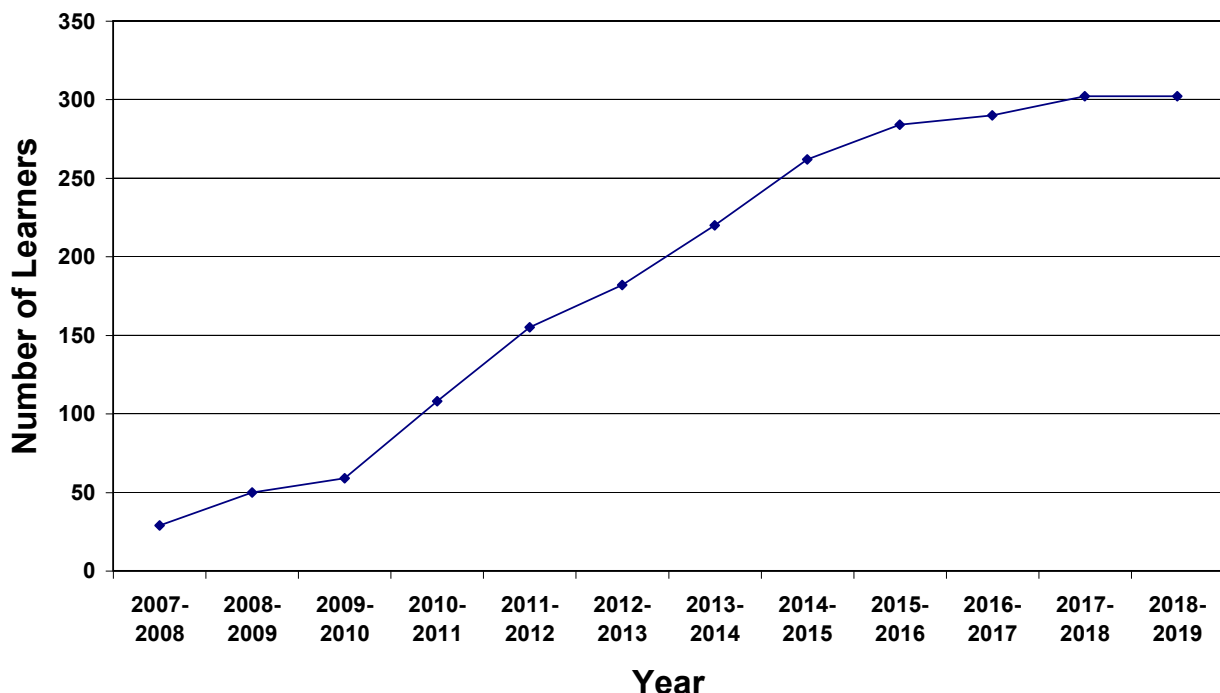
The EIP is dedicated to improving the outcomes for all young people in Blackburn with Darwen and this approach has been reflected by commitments to the development of Fernhurst School and, in the future, of The Heights Free School.

All EIP partners have paid into the funding of the current service even though some members use this to a lesser extent than others; such is the belief that this service is a distinctive, valued and vital part of the educational spectrum for the young people of the borough.



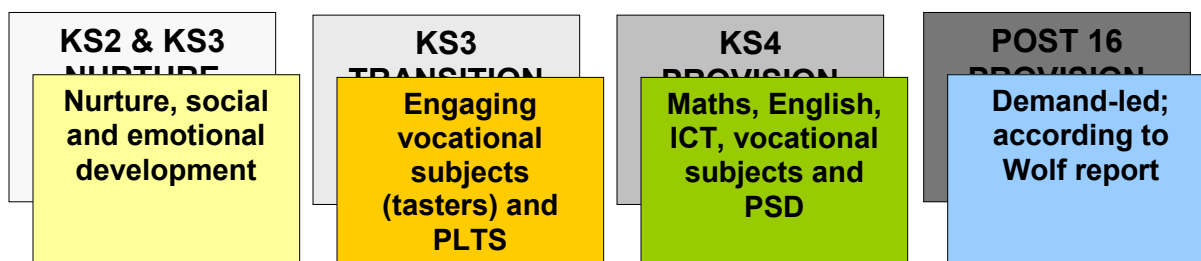
This is a totally unique situation. The current number of referrals from secondary schools demonstrates the demand for this type of provision as it is not provided elsewhere in the borough (refer to Table earlier in C1.3).

**C1.4 - Chart Showing Total Number of Learners at the Existing Provision and the Predicted Numbers for The Heights Free School**



**C1.5 - The Heights Free School Provision**

The members of the EIP’s Academy Trust are highly experienced in the fields of education and aware of issues in the region contributing to the socio-economic concerns and backgrounds of our pupils. The Trust will seek to offer 120 Full Time Equivalent places to children and young people within the age range 9 – 19 years. (appendix c1.5) This will provide places for up to 300 Full Time and Part Time learners in any one week. The learners will be accommodated in different parts of the building according to age and need.



The Key stage 2 and Key stage 3 nurture provision will focus on intervention and provide a nurturing environment in which pupils feel safe, secure and enable them to develop positive attitudes, social skills and raise self esteem. Pupils will attend for up to 12 weeks on their own structured programme which will include literacy, numeracy, personal safety, play and creative therapy and social skills and additional learning support where necessary. At the end of the maximum 12 week stay, the pupil will be reintegrated back to their mainstream school where they will be supported by The Heights Free School staff.

The Key stage 3 transition programme will give those students, who may be struggling to cope on a full time provision at their mainstream school, a fantastic opportunity to experience a vocational curriculum which will enable them to make important choices before they begin the final years of their secondary education. Year 9s will have the opportunity to develop social skills, self esteem, self-awareness and reflect on their own behaviour, attitude and development. Pupils will experience vocational learning zones which could provide an efficient transition into Key stage 4.

The purpose of the Key stage 4 provision will be to re-engage disaffected and disengaged pupils. Pupils will have the opportunity to study an exciting vocational programme of their choice leading to valuable qualifications. They will also have the opportunity to improve their numeracy, literacy and ICT skills as well as being part of a holistic programme which will aid their personal and social development. Pupils will be supported by a personalised and extensive intervention and learning support programme.

At post-16, our learners will have the opportunity to continue with their courses of study and progress further. Vocational courses will enable them to develop even more skills in order to prepare them for employment or further study. The provision will help pupils develop the relevant skills that will enable them to be successful in the workplace or in Higher Education.

### **Free School Key Features**

The school will support the increase in participation rates by providing the targeted support needed for our learners. It is proposed that the school will be based in Blackburn on the [REDACTED] site. This location has proved popular with surveyed learners. All learners will be dual registered, (except Post 16 students) between their mainstream school and The Heights Free School. This will ensure the unique holistic approach to each pupil's learning that only our school can and will offer in the North West to aid, support and allow a smooth return to full time mainstream education if this is appropriate. Over the last 2 years approximately 30% of pupils have been reintegrated back into their mainstream setting or a college placement.

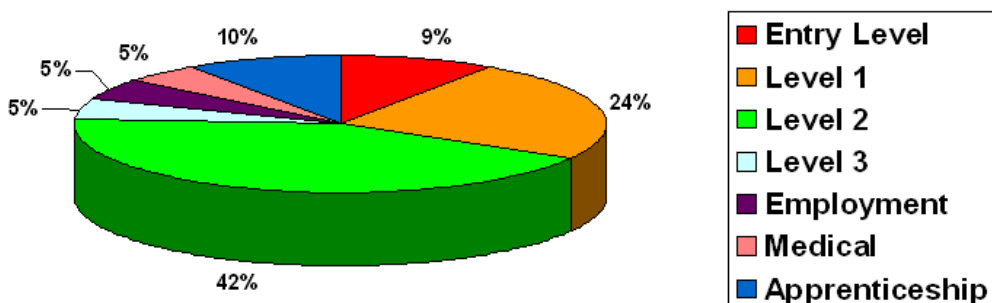
The existing provision has developed from a special school providing for children with SEBD and now offers an alternative curriculum on a part-time basis to children referred by local secondary schools to our programme. Following the closure in August 2012,

the proposed new Free School will heed the success of past provision but need new facilities by 2013/2014 to expand and deliver an improved needs-led curriculum.

While the main focus of Fernhurst School has been providing an alternative curriculum at Key stage 4, it also offers support to learners in both Key stage 2 and Key stage 4. At Key stage 2, The Heights Free School will offer six-week blocks on a half daily basis for up to eight learners. The key aim of the course is to help address the behavioural and emotional issues presented by young learners in the primary sector who are coached in anger management techniques.

The Key stage 4 curriculum is based on a mix of academic, vocational, personal and social development education alongside physical activity including outdoor education. The success of this provision has been demonstrated by improvements in attendance and behaviour as well as an overall average increase in value added against Year 9 predictions of over 8%. Pupils follow their own personalised study programme. A key success of the school is in ensuring its leavers go on to employment, education or training. All of the 2011 leavers went on to successfully find places in employment education or training.

#### ***C1.5 - Chart Showing Destinations of Fernhurst School Leavers: Summer 2011***



At Key stage 5 The Heights Free School will provide early intervention and opportunities for 16-19 year old learners who would benefit from full or part time education to address any gaps in learning due to poor attendance, ill health and lack of engagement. The school will provide the support often needed during the key transitional period between the end of Year 11 and September when many young people disengage from learning and 'drop-out', often becoming a 'Not Known' statistic. This targeted support will also contribute to our shared responsibility for the Raising Participation Age (RPA).

At The Heights Free School, we will ensure that pupils who begin their course of study will have an effective transition from their referring school and have access to an appropriate and stimulating curriculum. During the referral and transition stages (See section D1 and E1) we will ensure the systems we put in place will:

- guarantee continuity of learning for each pupil

- allow progression in a pupil's learning by ensuring that the new experiences at The Heights Free School build effectively on prior learning and achievement
- allow pupils to be challenged but enjoy their learning
- enable pupils to have a personalised learning experience and an exciting alternative choice on a vocational course of study.
- ensure that The Heights Free School's staff will work closely together with staff from referring schools, parents and carers and all professionals and support agencies in order that individual pupils feel valued and well prepared for the next stage of their education at The Heights Free School.

As the table shows below, staff at The Heights Free School will have a key role in addressing the pastoral, behavioural and academic needs of each pupil. Staff will have the responsibility to liaise, communicate and share information and data about a pupil's well being, academic progression and their attitude and engagement with the respective mainstream school contact. This will ensure that we will maintain a strong and effective relationship with referring schools and in so doing allow pupils to make a smooth transition to their new provision.

<b>PASTORAL</b>	<b>Key Stage or Programme</b>	<b>Responsibility at The Heights</b>	<b>Relevant Mainstream Contact</b>
<b>Attendance &amp; Well Being</b>	Nurture Unit	Nurture Unit Managers	Primary Head Teacher Head of Year 7 / 8
	Year 9 Transition Programme	Director of Learning for Personal and Social Development (PSD)	Head of Year 9
	KS4	Director of Learning (PSD)	Head of Year 10 / 11
	POST 16	Director of Learning (PSD)	Director of Learning Post 16 Heights



<b>ACADEMIC</b>  <b>Progress &amp; Motivation</b>	<b>Nurture Unit</b>	<b>Nurture Unit Managers</b>	<b>Primary Head Teacher</b> <b>Head of Year 7 / 8</b>
	Year 9 Transition Programme	Vice Principal SENCO	Head of Year 9 SENCO
	KS4	Vice Principal SENCO	Head of Year 10 / 11 SENCO
	POST 16	Vice Principal SENCO	Director of Learning Post 16 Heights

<b>BEHAVIOUR</b>  <b>Attitude &amp; Engagement</b>	<b>Nurture Unit</b>	<b>Nurture Unit Managers</b>	<b>Primary Head Teacher</b> <b>Head of Year 7 / 8</b>
	Year 9 Transition Programme	Director of Learning (Leader of Professional Learning (LPL))	Head of Year 9
	KS4	Director of Learning (LPL)	Head of Year 10 / 11
	POST 16	Director of Learning (LPL)	Vice Principal

### **The Heights Free School Learning Experience**

We realise that if our new school is to be successful, then the environment needs to be conducive to learning, giving all our pupils the time and space to interact within the learning process. At The Heights Free School we will strive to create a stimulating learning environment with dynamic teaching in a climate of innovation.

At The Heights Free School you will see:

- small groups being taught formally and informally
- lessons modified and differentiated to suit all pupils' needs
- a safe environment provided ensuring confidence for shy or reluctant learners

- fluidity of approach allowing pupils to access our 'wraparound services' such as counselling, health input, learning support alongside timetabled lessons
- pupils completing challenging but fun work and at the same time low in stress
- pupils working on individualised programmes of study
- pupils who are constantly exposed to new material and ideas which encourage faster and deeper learning
- pupils who are happy and content and who are enjoying the successes they are having in their learning experience
- staff who value the pupils within their care and go the extra mile
- staff adopting a collaborative approach when planning for the needs of pupils
- staff who promote positive behaviour influences in the classroom
- staff who differentiate work to meet the needs of those pupils who are less able but challenge those who are gifted and talented
- classrooms that incorporate a whole range of teaching strategies
- classroom resources that are accessible and relevant to a pupil's learning needs
- classrooms organised to support pupils to become independent learners
- pupils volunteering to support community activities and events. eg, helping with IT skills in the Cybercafe or community computer class
- a distinctive dual role approach to teaching and learning
- responsibility for progression to employment, education and training as a shared role with the mainstream referring school
- clear vocational progression routes through Key stage 2 right up to Post 16
- targeting vulnerable low achievers with low self-esteem and chaotic family lives
- potentially the only consistent factor in adolescence: maintaining adult relationships, learning opportunities and health and wellbeing support in a young person's life from age 9-19

- standalone courses, eg, anger management, counselling
- a rolling referral programme
- provision of full time and part time places.

## **C1.6 - Ethos**

To achieve this, the school will set high expectations in all areas of learning, social and moral development built upon an ethos of mutual respect, positivity and developing a 'can do' attitude. In this environment young people will:

be provided with appropriate support to help them meet the many challenges they will face throughout life with understanding and confidence

develop the social and emotional understanding needed to establish safe and stable relationships

develop an understanding of their responsibilities to others and themselves

recognise the need for diligence in learning

acquire knowledge, skills and understanding that they have previously failed to

take part in a range of school, community, regionally, nationally and internationally based activities which serve to expand their life experience and significantly improve their self-confidence

understand the interdependence of people in the workplace and life in general

become more confident in their own ability and in defining what they need to do to improve further

overcome the life limiting possibilities of being NEET.

## **Pupil Aspirations**

At The Heights Free School pupils will aspire to:

### **KS2 and 3 Nurture**

- successful reintegration into their mainstream provision

- make progress charted against Boxall profile outcomes for nurture units.

### **KS3 Transition**

- aim to improve by 2 NC levels in literacy and numeracy with targeted support
- individual improvements in social and emotional outcomes linked to SEAL targets.

### **KS4**

- to leave with Level 2 numeracy and literacy and at least Level 1 vocational qualification
- individual improvements in social and emotional outcomes evidenced by Snap B testing
- contribute to pupils aspiring to 5 A\* - C at GCSE in partnership with their mainstream school.

### **Whole School Aspirations**

- Whole school attendance target of 92%
- The Heights Free School aims to have no permanent exclusions building on the track record of Fernhurst School which has had no permanent exclusions. The cost of a permanent exclusion is £39,510 (Back on Track White Paper, 2008) and we believe that The Heights Free School can maintain that standard by setting high expectations whilst providing a personalised curriculum with the necessary support.
- The Heights Free School aims to have no NEET young people at the end of KS4. Current economic indicators in Blackburn with Darwen show that 8.2% of 16-18 year olds fall into the NEET category. The cost to society of a person remaining unemployed throughout their life can be up to £200,000. The Heights Free School will build upon the success of Fernhurst School where, in the last 2 years, all pupils progressed into Education, Employment or Training (EET) which contributed to the reduction of NEET in the borough and also the economic cost.

Please see the *Table C1.6 "Tools for Measuring Success at The Heights Free School"* on the next page, for an 'at a glance' look at our measurable outcomes.

To conclude, we have set the bar high for The Heights Free School, we believe our distinctive personalised curriculum will engage and inspire young people and we will equip our pupils to influence and be in charge of their own destiny.



**C1.6 - Table Showing Tools for Measuring Success at The Heights Free School**

<b>Tools for measuring success at The Heights</b>			
<i>(Cross referenced to sections C1 and D4)</i>			
<b>Tool/measure</b>	<b>KS2 &amp; KS3 (ACE nurture unit)</b>		<b>Staff responsible</b>
Boxall profile	One month after return to school; compare with 12 weeks prior		ACE manager
Individual targets	Set by findings from initial Boxall profile - different for each student		ACE manager
Individual Personalised Plan	Additional to individual targets set above - different for each student		ACE manager
Attendance		92%	ACE manager
Permanent exclusions		0%	ACE manager
Teenage pregnancies		0%	ACE deputy manager
Reintegration into mainstream		100%	ACE outreach worker
<b>Tool/measure</b>	<b>KS4</b>	<b>KS5</b>	<b>Staff responsible</b>
5 GCSEs A*-C	5	10	VP
5 GCSEs A*-C incl M&E	3	5	VP
Level 2 English, Maths and IT	100%	100%	SENCO
Numeracy	+2 NC levels	+1 NC level	SENCO
Literacy	+2 NC levels	+1 NC level	SENCO
Vocational qualification	Minimum one Level 1 qualification	Minimum one Level 1 or 2 qualification	VP
Attendance	92%	92%	VP
Permanent exclusions	0%	0%	DoL (Pastoral)
NEET	0%	0%	Family support co-ordinator
Teenage pregnancies	0	0	DoL (Pastoral)
SNAP* B	One target set and reviewed per half term	One target set and reviewed per half term	
<i>*Special needs assessment profile for behaviour (see sample in Appendix)</i>			

## 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>			4	8	8	8	8	
<b>Key Stage 3</b>	0	12	16	22	22	22	22	
<b>Key Stage 4</b>		40	48	56	56	56	56	
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>		8	16	26	34	34	34	
<b>Totals</b>		60	84	112	120	120	120	





The Heights Free School provision will consist of:

- D1.1 - Key Stage 2 & 3 Nurture Unit**
- D1.2 - Year 9 Transition Programme**
- D1.3 - Key Stage 4 Project**
- D1.4 - Post-16 Provision**

### **D1.1 - Key Stage 2 & 3 Nurture Unit**

<b>KEY STAGE</b>	<b>LENGTH OF COURSE</b>		<b>No. OF LEARNERS</b>
<b>KS2</b>	5 DAYS Mon – Fri	6 Weeks	<b>8 Full Time</b>
<b>KS3</b>			<b>8 Full Time</b>

***Table to show Exemplar Timetable***

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>08:45-09:05</b>	<b>Breakfast Club</b>				
<b>09:05-09:40</b>	Numeracy	Literacy	Numeracy	Food Technology	Interactive Maths
<b>09:40-10:15</b>	Diversity	Life Skills	Personal Safety		
<b>10:15-10:25</b>	<b>Break</b>				
<b>10:25-11:15</b>	Social Skills	Anger Management	Team Building	Guided Reading	Evaluation
<b>11:15-11:30</b>	<b>Break</b>				
<b>11:30-12:20</b>	Media	Living Science	Music	Literacy	Catch Up
<b>12:20-13:05</b>	<b>Lunch</b>				
<b>13:05-13:55</b>	Creative Therapy	Relationships	P.E	Creative Therapy	Anger Mgt
<b>13:55-14:45</b>	Circle Time	Social Activities	P.E	Circle Time	Anger Mgt
<b>14:45-15:45</b>	<b>After School Activities</b>				

A.C.E. (Achieving in a Caring Environment) has been an established Key Stage 3 Nurture Unit run by highly qualified staff. The unit received the Marjorie Boxall Quality Mark Award in 2010. The Marjorie Boxall accreditation is awarded to establishments who ensure high standards are maintained and the core principles of nurture groups are in place. The ACE Nurture Unit is the only service within Lancashire and the only secondary aged alternative provision within the UK to be awarded this prestigious award.

Due to extensive enquiries from primary schools for a primary-based nurture unit and concerns from secondary school surrounding difficulties some students experience with the transition from primary to secondary school, we are aware there is a demand to develop a Key stage 2 nurture unit at The Heights Free School. If these individual needs are not addressed before entering secondary school there is more likelihood of them experiencing social, emotional and behavioural difficulties within their secondary school.

The KS2 nurture unit will run on the same principles as the KS3 nurture unit. It will provide a structured, nurturing timetable where all students will access a curriculum as described in the KS3 nurture unit.

The students will also have daily numeracy and literacy sessions under the direction of a qualified primary teacher, who will liaise with the student's mainstream school to establish levels and to ensure the students will access the same work delivered by their mainstream schools to enable the students to complete the same topics as their peers.

The KS2 students will attend for 6 weeks then reassessed to establish if there is a need for the child to attend further sessions. A Teaching and Learning Assistant (TLA) from The Heights Free School will then provide support for the student on return to their mainstream school to help them achieve a successful reintegration if necessary.

At The Heights Free School, the nurture unit will provide a safe and structured environment in which students will be given the opportunities to develop emotionally and socially. We will encourage the development of positive attitudes, social skills and raising self esteem. We will respond to pupils with diverse needs by:

- creating a safe, supportive and caring environment, where all pupils feel secure, valued and respected
- developing a pupil's strengths and interests in order to cultivate a sense of achievement and success
- having a personalised plan for every pupil
- helping pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- providing a curriculum which takes into consideration different learning styles

- helping pupils to take responsibility for their behaviour and to help manage their emotions to enable them to become responsible citizens
- giving pupils encouragement and support to develop the skills they need to succeed in their mainstream school
- teaching pupils the importance of valuing and respecting others
- providing positive feedback to reinforce and encourage learning and building self-esteem.

Parents and carers will be encouraged to be involved with their child's success within the unit and will be invited to coffee mornings, Christmas parties and open days. There will also be regular phone calls home on the positive progress their child is making together with a weekly sheet outlining the student's timetable within the unit.

Staff will also maintain communication with the student's mainstream school and liaise with their assigned key worker on a weekly basis. Arrangements will be made for support staff to visit the unit to maintain their relationship with the student and to discuss progress and strategies which the young person may have taken ownership of, so that these strategies can be implemented within their mainstream setting. The Boxall Assessment Tool will continue to be used.

The assessment will be used to measure a child's level of emotional and behavioural function, highlighting areas for intervention. It is in two parts: 'The Developmental Strand' looks at the child's development and responses in class and how that influences the ability to learn, and 'The Diagnostic Profile' which identifies behaviours that inhibit or interfere with satisfactory involvement in school. A completed profile will show the child's areas of strength and deficit and help in the construction of a personalised educational plan.

The school day within the unit will be very structured. The students will start the day with breakfast and social activities. This will be a good opportunity for staff to observe the student and establish any issues or concerns they may have outside the unit. Break will also be structured with fruit and juice and a group social activity. Students will help plan the menu for lunch and share in the responsibility of preparation and setting the table. Lunch will be eaten around a dining room table reinforcing table manners and giving students the opportunity to chat and interact positively.

The nurture curriculum will be tailored to meet the needs of the individual students and will offer sessions in the following areas:

- social and life skills
- empathy towards others
- self esteem

- anger management
- creative play therapy
- personal safety and healthy lifestyles
- family play sessions
- literacy and numeracy.

### **External Anger Management**

Anger management programmes will be delivered to Key stage 3 and Years 5 and 6. The programmes that we run presently are always oversubscribed. The focus is on helping young people to identify and recognize their triggers and then support them in developing strategies to manage problems that they may be experiencing regularly. At The Heights Free School, we hope to extend our anger management service to Years 3 and 4 due to high demand from primary schools. In addition we feel that due to the high deprivation and poverty within the location of the school, there is a need for the development of an anger management programme specifically tailored to meet the needs of the adults within the community.

At Key stage 2 and during Years 7 and 8 of Key stage 3, the focus of the curriculum will be on intervention and to provide a nurturing environment in which pupils feel safe, secure and develop positive attitudes, social skills and raise self esteem. The nurture unit will aim to build on and develop pupils' strengths and interests in order to cultivate a sense of achievement and success. It will support and foster mutual understanding between parents, carers and other professionals working with the child.

The support provided by the nurture unit will cater for 8 pupils at Key stage 2 and 8 for Years 7 and 8. Attendance will be for a period of six weeks, at the end of which children will reintegrate to their mainstream school where they will be well-supported initially by staff from The Heights Free School. To ensure success we will work closely with the mainstream schools involved, providing specialised programmes for pupils who are having difficulty attending lessons and would benefit from accessing the different programmes we offer. These are pupils who are often withdrawn and unresponsive, who have difficulty relating to others and would benefit from a nurturing environment. Each pupil will have their own structured programme which will include literacy, numeracy, personal safety, play and creative therapy and social skills and additional learning support where necessary.

## D1.2 - Year 9 Transition Programme

KEY STAGE	LENGTH OF PROGRAMME			No. OF LEARNERS
KS3	1 Day	Friday	1 Year	70 Part Time

*Table to show Exemplar Timetable*

TIME	Period	Year 9	
08:45-09:15	Breakfast Club		
09:15-09:30	Period 1	Assembly	
09:30-10:20	Period 2	Reflection Zone	Learning Support
10:20-11:10	Period 3	Learning Zone	Learning Support
11:10-11:30	Break		
11:30-12:20	Period 4	Learning Zone	Learning Support
12:20-13:05	Lunch & Activities		
13:05-13:55	Period 5	Enrichment	Learning Support
13:55-14:45	Period 6	Enrichment	Learning Support

In consultation with high schools, it became apparent that a Year 9 provision was needed to be developed to provide a smooth, effective and worthwhile transition into a full time Key stage 4 alternative provision programme. The table below shows those schools that have made a commitment to refer pupils to the Year 9 programme and the numbers they would expect to send.

YEAR 9 PROGRAMME		
High School	Shown Interest	Number Referred
	Yes	1
	Yes	13
	No	0
	Yes	7
	Yes	6
	No	0

	Yes	6
	No	0
	Yes	1
	Yes	12
	No	0
	No	0
	Yes	7

The Heights Free School will offer a 5 week taster programme every half term which will provide up to 70 places (per 5 week phase) for prospective Year 10 students. Students will follow a vocational area of their own choice which will be supplemented by reflection sessions that focus on self awareness, PLTS (personal, learning and thinking skills), SEAL (social and emotional aspects of learning) and aspects of PSD (personal and social development).

A student may attend one or all of the taster phases which will be decided by the mainstream school, the students and us. The flexible nature of the system will allow us to offer as many places to Year 9 students as there is demand. A school may refer at least 10 new students per phase (40 per year), refer the same students for each phase (10 per year) or a mixture of both. This will vary from school to school. The reason for this is to allow a student and school enough time to explore their options and decide whether or not an alternative provision is appropriate.

Students attending more than one phase will be encouraged to follow different vocational areas. They will eventually choose which area they wish to follow in Year 10 if referred.

After consultation with mainstream schools, they requested that all Year 9 students had the opportunity to develop social skills, self esteem, self awareness and reflect on their own behaviour, attitude and development. Therefore a 50 minute session at the start of each day will promote team work, develop self awareness, encourage reflective practice and build a positive learning environment. PLTS and SEAL will provided a focus for reflection sessions supported by aspects of PSD.

Teamwork sessions will allow us to develop a school community with a positive ethos and provide an efficient transition into Key stage 4. Physical activity will also be promoted and included during reflection, break and at lunchtimes.

***Table to show The Heights Free School's Year 9 Vocational Provision***

<b>BUILDING ZONE</b>	<b>SOUND ZONE</b>	<b>ADVENTURE ZONE</b>
<b>CHILDCARE ZONE</b>	<b>BEAUTY ZONE</b>	<b>CATERING ZONE</b>
<b>ART &amp; MEDIA ZONE</b>	<b>ANIMAL CARE &amp; HORTICULTURE</b>	<b>MOTOR VEHICLE CONSTRUCTION</b>

- Beauty Zone - an opportunity to develop skills needed in the Hair and Beauty industry
- Sound & Media Zone - an opportunity to experiment with the many aspects of the music industry, including dance and drama.
- Adventure Zone - a series of outdoor education activities that promote independence, teamwork, healthy lifestyles and motivation.
- Childcare Zone - a creative approach to child development.
- Catering Zone - basic cookery skills for independent living and an insight into the catering industry
- Building Zone - designing and creating furniture in the joinery workshop.
- Art and Media Zone - an opportunity to develop creative skills and use cutting edge technology
- Offsite provision will also be available through links with other providers. Activities include Motor Vehicle, Construction, Equine studies, Animal Care and Horticulture.

Each high school in the borough will be invited to refer up to 10 students for the programme. Some schools may not need all 10 places and these will be offered to other schools. Students will be given all necessary support in order to succeed and will be motivated by new opportunities and a different approach from mainstream school. A successful experience at Year 9 will encourage a positive transition into Year 10. During consultation, commissioning schools expressed a need for a provision for Year 9 students with behavioral difficulties, disaffection and poor attitudes towards teachers and schools.

### **Assembly**

All students will attend a 15 minute assembly at the beginning of the day and a celebration assembly at the end of the morning. Behaviour, motivation, attendance and progress will be rewarded and targets set. Pupil participation will be encouraged and photographs and video will be used to highlight achievement. Our goal is to build a community that is prepared to make significant progress in Years 10 and 11.

### **Social times**

All students will spend breakfast, break and lunch times together. Activities will be provided to encourage positive social experiences. All staff will be on duty to supervise and participate in activities.

### D1.3 - Key Stage 4 Project

KEY STAGE	LENGTH OF COURSE		No. OF LEARNERS
KS4	2 Days Mon – Thurs	1 or 2 Years	<b>90 Part Time</b>
	4 Days + 1 Day Work Experience if appropriate.	1 or 2 Years	<b>20 Full Time</b>

*Table to show a Part Time KS4 Exemplar Timetable*

TIME	Period	DAY 1	Day 2	Day 1 & Day 2
<b>08:45-09:15</b>	<b>Breakfast Club</b>			
<b>09:15-09:30</b>		Tutorial 1		
<b>09:30-10:20</b>	Pd 1	Vocational	Vocational	Learning Support
<b>10:20-11:10</b>	Pd 2	Vocational	Vocational	Learning Support
<b>11:10-11:30</b>	<b>Break</b>			
<b>11:30-12:20</b>	Pd 3	PSD	Business & ICT	Learning Support
<b>12:20-13:05</b>	<b>Lunch &amp; Activities</b>			
<b>13:05-13:55</b>	Pd 4	Employability Skills	PSHCE	Learning Support
<b>13:55-14:45</b>	Pd 5	P.E	Functional Skills	Learning Support
<b>14:45-15:45</b>		<b>Extended School</b>		<b>Study Support</b>
<b>15:45-16:45</b>		<b>Extended School</b>		<b>Study Support</b>

At Key stage 4, the curriculum's purpose will be to re-engage disaffected pupils, giving them a second chance and a fresh start on a wide range of exciting vocational programmes leading to worthwhile accreditation and qualifications.

They will also develop their Numeracy, Literacy & ICT Skills in Functional Skills lessons.



They will have opportunities:

- to improve their personal and social development
- to develop their employability skills and business acumen
- to benefit from inclusive physical activities.

This will be supported throughout the provision by an extensive intervention and learning support programme including:

- 1-1 Maths and English for less able pupils
- GCSE booster classes
- study sessions for more able and the gifted and talented pupils
- coursework and GCSE support for mainstream courses if appropriate.

Pupils will also engage in enterprise opportunities through the operation of onsite music production facilities, a dance studio, a catering and hospitality suite, a fully-operational hair and beauty salon, childcare provision, ICT support and guidance programmes, fitness advice and support for the benefit of the school and local community,

The Heights Free School will also offer extra-curricular enrichment opportunities for pupils during lunch times and after school. These will include qualified supervision of the fitness suite, trampolining, badminton, table tennis, climbing, and team sports. There will be weekly clubs for mountain biking, running, orienteering etc., and fitness classes for aerobics, circuit training, Zumba, boxercise etc. In addition, there are courses in hair and beauty, catering, ICT and music.

Our curriculum and provision will be stimulating, flexible, motivating and totally relevant to our pupils. The Heights Free School will ensure that our pupils re-engage with their education by :

- providing programmes and courses designed so that pupils have real life work experiences as they study based on consultation with students, parents and high schools
- giving pupils more choice about what they will study
- having a more collegiate approach
- personally involving pupils in their learning experience which will inevitably lead to more positive learning outcomes
- giving pupils access to a wide range of exciting vocational opportunities that are unavailable in their mainstream schools
- having a truly personalised learning experience by enabling them to select programmes of study tailored to their interests

- having a strong focus on learning outside the classroom
- focussing on learning in a relaxed atmosphere
- delivering lessons in small groups and classes which will ensure they receive the individual attention they need
- providing access to our Learning Support Centre which will ensure that they have access to 1-1 support enabling them to develop their literacy and numeracy skills
- offering a full range of qualifications which ensures that every pupil will leave school with valuable accreditation to take into employment or further education.
- the use of nurture and SEAL
- participating in a pupil-led curriculum, for example in PSHE, because experience has taught us that pupils respond better to locally based, pertinent information
- undergoing learning style tests to provide appropriate learning activities
- benefiting from delivery by staff experienced in motivating disaffected learners.

Furthermore our curriculum, provision and systems will ensure that:

- parents and carers are involved at all stages of their child's education
- pupils have regular access to a whole range of services from our partners and outside agencies
- our staff are highly qualified and have the necessary skills to meet a young person's needs and treat them with the respect they require.
- we have close links with other providers so that our pupils have other vocational opportunities in work-based learning or at College.
- pupils have access to other enrichment activities or courses so that they experience different environments helping to increase their confidence and social skills.

### **D1.3.1 - Mainstream Liaison**

Robust links with our feeder high schools will be vital to the success of The Heights Free School. We would anticipate the nomination of a key link person for Alternative Provision from each high school in order for good communication and seamless dual provision to work effectively. *Please see table D1.3.1.*

**D1.3.1 - Table to show frequency and type of communications with commissioners**

<b>What</b>	<b>How often</b>	<b>Heights staff</b>	<b>Audience</b>
<b>Attendance:</b> absences chased up at home and school	Daily	Admin team & Director of Learning (DoL) for PSD (Personal and Social Development)	School attendance co-ordinators
<b>Staff briefing:</b> operational issues, pastoral issues, sharing of key information that could affect student's behaviour/progress	Daily (8.20am)	Senior Leadership Team (SLT)	All Heights staff (action points & notes by email) and Alternative Provision (AP) link staff as appropriate (action points will be followed up for individual students)
<b>Report cards:</b> targeting unwanted behaviour or academic target focused (individual)	Daily	DoL (Leader of Professional Learning (LPL)), SLT and all staff	Parents, AP link
<b>IEP (Individual Education Plan) and IPP (Individual Pastoral Plan):</b> targets set for each student based on referral process (SNAP-B, SENCO testing, information handover from AP link)	Half-termly	Senco, DoL (PSD)	AP link
<b>Student reports:</b> behaviour, academic progress, attendance, curriculum targets	Half-termly	Subject Leaders, Tutors & Vice Principal (VP)	AP link
<b>Phone calls/postcards home:</b> to reward good behaviour and progress as well as negative	As required	Teaching and Learning Assistants (TLAs) and Subject Leaders	Parents and follow-up email to inform AP link
<b>Student rewards:</b> attendance, progress, behaviour, by subject	Mid-termly, half-termly and annually	Subjects leads, TLAs, Lead Higher Level Teaching Assistant (HTLA)m and VP	Heights Staff and students, parents, AP link (published on website; circulated in e-newsletter)

What	How often	Heights staff	Audience
<b>Subject network meetings:</b> The Heights will lead on bringing together teachers to share expertise across the borough, eg, PE	Half-termly	Subject Leaders supported by admin team (invitations, administration)	All teachers across commissioning schools and local authority 'experts/consultants'
<b>Christmas lunch (x3-4):</b> fun event to reward students who have made good progress and attendance in Autumn term	Annual (December)	Nurture Unit Manager (KS2 and 3), Director of Business Development (DoBD) and VP. Students help with planning the menu, making puddings, serving people, table decorations and layout	Commissioners (AP link person), local dignitaries (Head of Childrens' Services, Head of 14-19, Mayor, lead Councillor for Education) press, parents
<b>Year 9 celebration of achievement event:</b> meal, assembly and video of highlights of cohort's achievements	Termly	DoL (LPL)	AP link
<b>Year 11 celebration of achievement assembly:</b> meal followed by awards including Records of achievements, progress made, Principal's award for most outstanding student, progress made, Subject leader's awards	Annual (May)	SLT, Admin team and Catering staff	Commissioners (AP link person), local dignitaries (Head of Childrens' Services, Head of 14-19, Mayor, lead Councillor for Education) press, parents
<b>Pastoral issues:</b> in-school and from home/family gathered in daily school interaction, home visits (referral process), ELCAS (East Lancashire Child and Adolescent Service) meetings, etc	As required	Family Support Co-ordinator and DoL (PSD)	Partner agencies (eg, Engage, Brook, Police, social workers, Education Welfare Officers, ELCAS and AP links as required)

<b>What</b>	<b>How often</b>	<b>Heights staff</b>	<b>Audience</b>
<b>SIMS:</b> track and monitor attendance, behaviour, assessments, rewards, timetables and exams	Daily	DoBD and Admin team	Reports generated as required for AP link
<b>Dual registered exam entries:</b> share unique reference number generated by each student in the system	As required	VP, Exams Officer	Exams Officers in referring schools/commissioners
<b>Website:</b> window showcasing The Heights' curriculum offer, facilities, events, courses, referral process and student success stories	Ongoing	Marketing and Partnership Development Co-ordinator	Commissioners, teachers, local authority, press, parents, students, community and general public
<b>E-newsletters:</b> targeted by audience and will signpost to more information on the website	As required (likely 3-6 a year per audience)	Marketing and Partnership Development Co-ordinator	Community (events/courses/facilities), commissioners/AP links (progress/facilities for hire, new courses, outreach work), agencies/partners (facilities, open days), potential future commissioners (out of borough – new clients, new referrals, facility hire, new courses, outreach work, open days)
<b>Trustees/Governors' board meeting:</b> report on progress made to meeting targets, student numbers, financial information, staffing	Termly	Principal, SLT and Chair of Trust/Governors	Education Improvement Partnership board (Head teachers, Principals and Chief Executive)
<b>Open days:</b> showcase facilities, students in action, alternative provision, courses for the community	As required (1-2 a year)	All staff - SLT, Marketing and Partnership Development Co-ordinator and Admin team	Current and future commissioners, AP link, teachers, local authority, press, parents, students, community organisations and general public

## D1.4 - Post-16 Provision

Prospective students who will be in Yr 12 in September 2013 have already been identified by Fernhurst School and by high schools. The pupils and parents were consulted and firmly agreed that a place in the post 16 foundation group will support their needs and would allow them to develop the skills needed to cope with education, training or employment in future years. The students identified would be vulnerable students who have gaps in their development and require a higher level of support and guidance to allow them to succeed. They would also benefit from attending provision on a smaller scale in a friendly environment until they have developed the skills needed to cope with college or employment. These students are identified as potential NEET due to their lack of skills and ability to cope in a new setting. Evidence of this in the past has prompted The Heights Free School to include post 16 provision to support the transition to college, training or employment for students who would benefit from a more appropriate alternative provision.

Due to the success of the Fernhurst School KS4 programme, there has been a considerable demand for The Heights Free School to consider options for post 16 provision. The table below highlights interest from a number of parties.

Who	Evidence of interest
Pupils	Pupil Survey Pupil Voice Word of mouth Diary room video
Parents	Parents Evenings Visits to school Parent comments on termly reports.
Research	Young People's Learning Agency (YPLA) data – Blackburn with Darwen Borough Council
Special Schools – Newfield & Crosshill	Headteachers' meetings, visits to school, response to success at KS 4.

Two local special schools who currently accommodate learners up to the age of 25 have expressed a need to include post 16 provision at The Heights Free School to provide them with alternative opportunities for their students. Their capacity and specific expertise does not allow them to offer such a wide range of alternative programmes from which they have benefited at Fernhurst School and are committed to supporting the development of new opportunities for their post 16 learners at The Heights Free School. See E.2

Blackburn College and Training 2000 (local post-16 providers) pride themselves on the levels of support offered to students and are confident that all needs will be met. Whilst most students adapt to the change in environment, there is clear evidence that our most vulnerable learners at KS4 do not cope with the changes. The Heights Free School will be able to continue to support pupils and their families by providing them with the necessary information, advice and guidance to succeed.

We believe that having 16-19 provision at The Heights Free School is justified, as according to Young People’s Learning Agency (2011):

- 44% of 16-19 learners in Blackburn with Darwen access Level 1 and Level 2 courses. This is a higher percentage compared with other areas highlighting a greater demand for L1 and L2 in the area. The Heights Free School staff are experts in delivering vocational courses at this level
- Blackburn with Darwen have a higher proportion of learners with a learning difficulty and/or disability (LLDD) than the regional average in Further Education (FE)
- Existing provision at Level 3 may not provide the level of support needed for The Heights Free School’s vulnerable learners, so may prevent progression to FE.

KEY STAGE	LENGTH OF PROGRAMME		No. OF LEARNERS
KS5	3 Days Mon – Thurs	1 or 2 Years	34 Full Time

**Table to show a KS5 Exemplar Timetable**

TIME	Period	POST 16 FOUNDATION GROUP	Post 16 Group	Day 1 & Day 2		
08:45-09:15	Breakfast Club		Personalised Vocational Programme on Post 16 Provision			
09:15-09:30	Period 1	Tutorial 1				
09:30-10:20	Period 2	KS4 Personalised Programme		Learning Support		
10:20-11:10	Period 3			Learning Support		
11:10-11:30	Break					
11:30-12:20	Period 4	Personalised Programme		Learning Support		
12:20-13:05	Lunch & Activities					
13:05-13:55	Period 5	KS4 Personalised Programme		Learning Support		
13:55-14:45	Period 6			Learning Support		
14:45-15:45	Period 7	Extended School		Study Support		Adult Study Courses Literacy Numeracy ICT
15:45-16:45	Period 8	Extended School		Study Support		
16:45-17:45						

At post-16, our learners will have more specific opportunities for learning through vocationally relevant qualifications enabling them to develop more skills and the confidence to become the employees and employers of the future. The curriculum will seek to help pupils to:

- acquire knowledge, skills and understanding of the workplace
- understand what employers may expect of them and what they should expect from employment.

They will study in an enterprising culture, experiencing enterprising activities and be given the support, guidance and the necessary preparation for working life.

Our planned curriculum has been developed through discussion and consultation with teachers, staff and existing pupils and will build upon and further develop the existing successful practices at Fernhurst School. It will enable all our pupils to:

- progress in learning through challenging activities
- build upon their prior learning
- learn in an imaginative, creative, enjoyable way
- benefit from the experiences they will have through personalized study programmes
- achieve positive accredited outcomes.

The strength and unique selling point of The Heights Free School is that it will be flexible and responsive to students' needs. Along with regular IAG (information, advice and guidance) and working in partnership with impartial external advice agency Connexions, KS4 students' future plans will be assessed, so that The Heights Free School can fulfill demand for those who wish to stay at KS5. Once this demand is made known, and parents and carers are also in agreement, we will then respond by putting appropriate progression routes in place – anticipated in the main to be at Level 1 and Level 2, as historical Fernhurst School data shows this is the destination of the majority of Year 11s (see chart later in this section).

KS5 provision will be reactive to fit demand and as we will have ample planning time for 1-2 years (from starting and being closely monitored in Year 10). It is envisaged that vocational learning will be available at Level 1 and 2, and to a lesser extent at Entry level, and will include qualifications in:

- Hair and Beauty
- Childcare
- Construction trades
- Hospitality and catering
- Music production
- Dance and drama



- Sport
- Animal Care
- Art and media
- Motor vehicle.

In context of the recently released Wolf Report, we expect the current list of approved vocational qualifications and their progression routes from Entry to Level 1, 2 and 3 (over 3,000) to be vastly reduced by the time The Heights Free School opens in September 2013 (to around 125). We already know from our close communication with examination boards, that many BTEC and Edexcel qualifications that have historically been successfully delivered at Fernhurst School, are on the approved short list and will be part of our KS4 and KS5 offer.

We are confident that our demand-led and IAG-guided approach to post-16 provision reflects this fluidity, and demonstrates one of our strengths as an alternative provider, in that we have the staff, a positive attitude and student-centered approach which will enable us to deliver a truly personalised curriculum. Progression routes are vital here to the qualifications we will offer, as we will aspire to offer post-16 provision which:

- has clearly defined progression routes from KS4 (*ie* – not only do the partner schools value the quality of vocational learning at KS4 with points attributable to their school league tables, but also has a valid progression route that can be offered at The Heights Free School at KS5)
- will keep young people engaged until 19, therefore having 0% Neet
- our partner or referring schools will value greatly, especially if the destination and progression figures do become a measure for a school's success criteria as we anticipate they will (i.e. – schools will continue to have a responsibility for NEET after a young person has left at 16 as progression routes will be published and factored into school league tables)
- is on the approved list of qualifications as per The Wolf Report in January 2012 (full list yet to be published)
- is engaging to disaffected and disengaged young people
- is valued by employers.

## **The Heights Free School's Community Programme and Potential for Work-Related Learning**

The Heights Free School will be promoting a range of community ventures which would create work-related learning and work experience bringing together young people and members of the community:

- **Hospitality and catering:** the café and/or restaurant
- **ICT:** cybercafé and ICT community class
- **Hair and Beauty:** in the salon working with customers and also supporting KS3 and KS4 students
- **Business, marketing, communication, entrepreneurship and employability skills:** first hand experience working alongside the School Business Manager, Admin team or Marketing and Partnership Development Co-ordinator to support the Community projects and enterprises and promotion
- **Music:** help to run a community music programme, support young bands to produce demos and tracks
- **Sport and Leisure and Dance:** deliver fitness classes to the community and supporting youth projects in the school holidays (e.g. using the climbing wall, trampoline)
- **Horticulture:** hands-on gardening, cultivating of fruit and vegetables and landscaping on site at The Heights Free School or assisting a Community Garden or allotments.

## D1.5 - The Heights Free School Qualification Framework

These courses will also offer pupils the opportunity to gain appropriate qualifications to support their transition to further education, employment or training. These are shown below.

THE HEIGHTS FREE SCHOOL QUALIFICATIONS FRAMEWORK

	PERSONAL & SOCIAL DEVELOPMENT	ACADEMIC	VOCATIONAL
LEVEL 3 ↑	Employability Skills Health & Safety ASDAN C.O.P.E	A & AS Levels	BTEC Diplomas & Certificates Vocational A Levels
LEVEL 2 ↑	PSHE Award PSD Award First Aid Certificate Food Hygiene Certificate	Functional Skills in English & Maths GCSE English & Maths GCSE Business & ICT	BTEC Diplomas & Certificates City & Guilds Awards, Certificates & Diplomas
LEVEL 1 ↑	Project Arts Award	GCSE P.E	Other Level 1 & 2 Vocational Qualifications
ENTRY LEVEL	Entry Level Certificates	Entry Level Certificates	Entry Level Certificates

Underpinning the academic curriculum will be the strength of the PSHCE curriculum enabling a complete holistic support programme for our learners.

At The Heights Free School we will ensure that all staff will be committed to meeting our learners' needs and helping them succeed using effective monitoring systems to identify students at risk. We will have regular and effective communication and a sound working relationship with parents, carers and outside agencies involving them closely in determining the strategies to be used to support their children. We will continue to modify and adapt the curriculum so it continues to meet their needs.

## D1.6 Careers' Education, Information, Advice and Guidance

Another vital element to our education plan relates to Careers' Education, Information, Advice and Guidance. Good quality and impartial CEIAG (or IAG) will underpin the ethos of The Heights Free School as the ultimate aim for each student is to continue in education, employment or training (EET). This is also a key outcome of our Education Plan. To achieve this we will put in place accurate, supportive and consistent IAG.

Impartial IAG is crucial if The Heights Free School is to have a Post 16 provision. This is a way in which we can show that we will not limit young people's progression routes and we will encourage the best possible progression pathways for each individual.

With the participation age increasing to 18 in 2015, it is more important than ever that all young people know about different progression pathways, qualifications and careers in these challenging times of high youth unemployment and an ever changing workplace.

To ensure that – as in all other areas of school life – we go 'the extra mile', vehicles to deliver IAG will include:

### **Information**

- Delivered by trained specialist staff to every KS4 student in their Employability Skills course.
- Brochures and prospectuses of all colleges, training providers, apprenticeships and sixth forms are available on display.
- Every student will produce a Career Action Plan showing a clear progression route to their chosen career broken down into small achievable steps with clear timings and named staff support.
- Employer engagement. The school will develop positive relationships with at least two local employers for each vocational area. They will be invited in for question and answer sessions, mock interviews and will host students for on-site visits.
- A dedicated IAG notice board will have dates of college application deadlines, local Apprenticeship vacancies and exemplar application forms, useful websites and case studies of successful past students.
- Similar information will also be updated electronically on the school website and signposted to students, parents and carers.
- IAG will be a key factor throughout the school year. IAG will be a PLTS (personal, learning and thinking skills) theme for Year 9 pupils and modules will also be included in the nurture unit with trips to local colleges to encourage aspirations from a young age.
- The Heights Free School will also continue to support the borough-wide options event for every Year 9 from all high schools as Fernhurst has done in the spirit of partnership since the first annual event in 2011.

## **Advice and Guidance**

- The Heights will have a trained and dedicated member of staff to oversee IAG to implement the CEIAG strategy across the school and keep information up to date.
- The school will also work in partnership with and commission specialist agencies including Connexions and the Via Partnership. Their trained and qualified Careers Advice staff and Personal Advisors will give a minimum of one face-to-face meeting with students in Year 11.
- Students will get help and assistance in completing their application forms.
- A member of staff will take the student to interviews. A practice interview beforehand will ensure that the student has experience to call upon and will boost confidence and self-esteem prior to the interview.

## **Whole-School IAG**

Where a whole-school approach has been taken to IAG, the pupils meet with the most success. To this end

- There will be school Insets featuring IAG to ensure that all staff are aware of up to date IAG and progression routes locally
- Student voice agendas and minutes will show evidence of CEIAG as discussed and embraced by students. These minutes in turn will be discussed and minuted in School Leadership Team (SLT) meetings and School Governor meetings
- There will be a named member of the SLT responsible for IAG
- Staff will be encouraged to accompany students to look around local post-16 providers and develop relationships with tutors
- There will be an annual CEIAG and Enterprise Day for all KS4 students to include mock interviews, Dragons Den and interactive activities with employers. School will invite all post-16 providers, the National Apprenticeship Service, Careers Advisers and employers to have a 'Marketplace' area for stands, information giving and advice
- The Heights Free School will aim to achieve the national best practice CEIAG Bronze award, followed by Silver and Gold level by 2016.

## Transition

- Good transition between The Heights Free School and post-16 or training organisations is key to a young person being less likely to disengage and become NEET.
- The Heights Free School will work very closely with the organisation's transition teams to ensure that extra support is put in place before the young person starts their placement. This could be additional Functional Skills courses where needed, help with note taking or reading for dyslexic students.
- Exit strategies will also be put in place to ease transition and reduce the risk of disengagement, for example, a student could study Hair and Beauty at Level 2 at Accrington College for 3 days a week, and continue attending The Heights Free School for Functional Skills or to volunteer in our community salon experience for the other two days a week. Once a student is confident in their routine, the days at The Heights Free School could be reduced.
- On GCSE results day and KS5 results day, The Heights Free School will be open for students and parents to come in, or phone to get IAG on places and course vacancies. We will work in partnership with post-16 providers and Connexions to ensure all students are not NEET.
- Transition and exit strategies will build upon the already excellent relationships and partnerships between school and Training 2000, Blackburn College, Accrington College and Preston College. We also have an excellent relationship with the Via Partnership and Connexions who provide IAG across Lancashire.
- The detailed knowledge our staff has of students and their families and social and emotional challenges are invaluable and we will follow a code of confidentiality to hand over key information to post-16 providers.

To summarise, we believe that disaffected and disengaged young people are the most in need of supportive, encouraging and impartial IAG to encourage their achieving of qualifications and to have high aspirations in life valuing learning and success.

## **D2: Provide a coherent and feasible school timetable and calendar.**

The school will be open for 190 days for pupils and 195 days for staff and will follow the term dates for Blackburn with Darwen schools. We have given consideration to other models, for example having 5 equal terms but have made the decision to follow LA holiday patterns to minimize disruption to pupil learning and to assist in the smooth running of our partner schools.

### ***Table to Show 2013-2014 Blackburn with Darwen Term Dates<sup>5</sup>***

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<sup>5</sup> Under consultation (February 2012)

<b>Term</b>	<b>Autumn Term 2013</b>	<b>Spring Term 2014</b>	<b>Summer Term 2014</b>
<b>1<sup>st</sup> Half Term</b>	Thurs 5 Sept-Fri 25 Oct	Thurs 2 Jan-Fri 14 Feb	Tues 22 April-Fri 23 May
<b>Half Term</b>	Mon 28 Oct-Fri 1 Nov	Mon 17 Feb-Fri 21 Feb	Mon 26 May-Fri 30 May
<b>2<sup>nd</sup> Half Term</b>	Mon 4 Nov-Fri 20 Dec	Mon 24 Feb-Fri 4 Apr	Mon 2 June-Weds 23 Jul
<b>Openings</b>	No. openings: 72	No. openings: 62	No. openings: 61
<b>Total Openings</b>			<b>195</b>

## **D2.1 - Timetable**

The normal school day will start at 8.45am and end at 2.45pm. Optional extended activities will start at 2.45pm and end at 5.45pm. The school will remain open during weekdays for the use of local community groups as required and be available for weekend use on request. Staff contracts of employment will be drawn up to allow for flexibility in terms and conditions of employment and to best meet the needs of learners.

While some pupils will attend full time during normal school hours, others will have a flexible timetable of sessions in which they are in attendance while continuing to be educated at their mainstream school or college.

For all full time pupils the taught time will be 24 hours 35 minutes per week. Part time pupils will have a personalised timetable with shared attendance between their mainstream school and The Heights Free School. Their time on site will vary according to their own programme of study. See *appendix D2.1* for Full Curricular Provision Timetable

The school will operate a seven period day which will include a structured 'Breakfast Club' of 30 minutes, a tutorial session of 15 minutes and five 50 minute taught sessions.

The school day will follow a clear timetable. Students and staff will be expected to be in the appropriate areas at specific times. An emphasis will be placed on a relaxed and settled atmosphere allowing for an efficient transition between sessions. SLT and staff will ensure that all students are aware of their expectations and that they have sufficient supervised opportunities to enjoy social times.

<b>Time</b>	<b>Description/options</b>	<b>Staff</b>
08.40 - 09.15	<p><u>Welcome &amp; breakfast</u> Free breakfast for all students. Activities available (table tennis, table football and badminton)</p> <p>The fitness suite is made available to staff and students wishing to work out before school</p>	All staff on duty. 2 members of SLT meet and greet students at the front entrance to pick up on possible pastoral issues at the earliest opportunity. All staff supervise breakfast and assist with any requests or issues. SLT welcome students, pass on messages and dismiss from breakfast
09.15 - 09.30	<p><u>Check-in</u> Meet with vocational tutors including registration, messages, after school activities selection and lunch choice</p>	All staff support a vocational tutor group for check-in. After-school data and lunch choices are collected from students and passed to the admin team.
11.10-11.30	<p><u>Breaktime</u> Fruit and drinks available in dining hall, activities are available to support social skills (ICT, sports, board games, newspapers/books) Students may choose to stay in their vocational area to continue with their work.</p>	All staff on duty to supervise movement around school and breaktime activities. Staff allocated by duty SLT to activities and areas that are busy.
12.20 - 12.50	<p><u>Lunchtime</u></p>	Contracted staff on duty supported by SLT.
12.50 - 13.05	<p><u>Lunch Break</u> (ICT, sports, board games, newspapers/books) Students may choose to return to their vocational area to continue with their work.</p>	All staff on duty to supervise movement around school and breaktime activities. Staff allocated by duty SLT to activities and areas that are busy.
2.45 - onwards	<p><u>After school activities</u> Including work completion, revision classes, community ICT support, outdoor activities, sports, fitness suite, cookery, joinery, music, hair &amp; beauty, drama rehearsals (see extended schools information)</p>	SLT oversee activities. Support staff work at least 3 evenings per week on a rota basis. Teaching staff volunteer to offer an appropriate activity on a rota basis. Transport provided by staff on a rota basis Staff organise own cover to ensure that at least 5 activities are available daily.



**Table to show Pupil Organisation and meeting their needs**

<b>KEY STAGE</b>	<b>YEAR</b>	<b>AGE</b>	<b>MAX SIZE OF CLASS</b>
<b>Nurture Unit</b>	<b>5-8</b>	<b>8-12</b>	<b>8</b>
<b>3</b>	<b>9</b>	<b>13-14</b>	<b>10</b>
<b>4</b>	<b>10 &amp; 11</b>	<b>14-16</b>	<b>8</b>
<b>5</b>	<b>12 &amp; 13</b>	<b>16-19</b>	<b>10</b>

### **How pupils will be allocated to classes**

The ability to respond to individual needs is key to providing a personalized timetable for pupils. Ever changing behaviours, attitudes, home situation, responses and motivation requires staff to constantly reflect upon provision in order to maintain standards and to adjust their practice regularly to meet demand. The Heights Free School will focus on the creation of a school community in which all pupils can enjoy, engage and succeed. Therefore it is essential to have the skills needed to identify issues and the flexibility to adjust groups to accommodate the wide range of needs presented on a daily basis.

	<b>REASONING</b>
<b>GENDER</b>	Generally, pupils will not be allocated to classes based on their gender. However, we are aware that for some elements of the curriculum for example Sex and Relationships education, pupils learn better in single sex groups.
<b>ACADEMIC ABILITY- stage of learning.</b>	Teaching in groups that maximize outcomes at the appropriate academic level. This can include different age groups with similar academic ability. Much of this will be based on prior knowledge and in-school testing.
<b>SOCIAL NEED</b>	We understand that a pupil's needs will change in accordance to experiences in their lives. For this reason we will keep assessing best fit for pupils in line with social need
<b>INTEREST</b>	Vocational areas will offer choices according to individual interest and aim to motivate and inspire using experiences and challenges that are of interest to each pupil.
<b>MATURITY</b>	Some pupils require older and/or more mature role models and benefit from being placed in this environment. Other pupils benefit from a nurturing environment with similar pupils with intense support to meet gaps in development.
<b>BEHAVIOURAL</b>	Pupils that display extreme behaviour may benefit from an intensive support package with similar students or may even modify their own behaviour in a more settled environment. Each case will be assessed on an individual basis to find the correct solution that allows the group dynamic to be productive. Team Teach trained staff will focus on de-escalation techniques and expertise to manage situations.

<b>EMOTIONAL</b>	Emotional issues can be short term and long term. Creating groups that understand and support each other's needs reduces the impact on learning and develops a school community that is welcoming and conducive to learning. Pupils will be supported by staff trained in SEAL and Emotional Literacy.
<b>AGE</b>	It is not always productive to group pupils according to age. As commissioning high schools have different timetable models, it is often necessary to allow mixed age groups (within a key stage) to maximise the opportunities available on a certain day and to ensure that all students are learning at an appropriate level in a vocational area

<b>Pupil X</b>	<b>DOB:</b>	<b>Year Group: 11</b>
<b>A High School</b>		<b>Hair and Beauty</b>
<b>Attendance: 89.6 (31.4 on referral)</b>	<b>Authorised Absence: 3.6</b>	<b>Unauthorised Absence: 6.8%</b>
<b>Exclusions</b>	None known	
<b>Family History</b>	Pupil X lives with her mum, 2 younger sisters (one at primary and one at secondary school) She also has an older brother who has previously been released from prison. Pupil X does have contact with her dad. Mum has previously abused drugs and alcohol and the children spent periods of time in care as a result. Mum now is generally sober although she does have occasional relapses during times of stress (relationship breakdowns for example) and on these occasions Pupil X's attendance and behaviour dips as she takes on responsibility for youngest sibling and is under a lot of stress.	
<b>Agencies Involved</b>	Social Care closed in December 2011, AA worker for mum.	
<b>Curriculum levels</b>	None available from High School but studying Functional Skills and Hair and Beauty at Fernhurst.	
<b>Interests</b>	Dance, beauty, television	
<b>Other Information</b>	GCSE Maths and English (potential for 5 A-C'S)	

### **Case Study to support how provision is provided to accommodate needs**

#### ***Pupil X personalised learning plan***

##### **ACADEMIC ABILITY:**

Extra lessons to complete GCSE coursework in collaboration with mainstream school.  
Learning support allocated during functional skills lessons to allow for work to be completed without disruption.  
Access to resources, learning material and ICT equipment after school.

**BEHAVIOURAL:**

Responsibility during lessons (hair and beauty salon junior)  
Peer mentoring.

Use as a positive role model during Maths and English.

Allocate to groups that encourage positive behaviour – support disability groups

Trust given in Hair salon – meeting the public and taking money. Budgeting.

**EMOTIONAL:**

Access to lifeline counselling regarding familial drug abuse.

Allow to access support and guidance during registration when needed.

**INTEREST:** Hair & Beauty vocational area. Opportunity to develop life skills during afternoon sessions – catering. Interested in dance and music – after school activities and 2 periods a week (pm)

**SOCIAL NEED:** Structured activities at social times to encourage age appropriate friendships

**MATURITY:** Allow to attend and support lessons that enable Pupil X to act as a positive role model for less mature pupils and in turn boost own self esteem.

The chart above is an example of how timetabling at The Heights Free School will be used holistically to accommodate pupils with diverse educational, social and emotional needs.

The Heights School Free School will not require a bell system. Staff on duty will respond to the session times and bring activities to a close in time for a formal gathering and dismissal by SLT.

The efficient organisation of students will provide a positive and effective start to each session. The sessions above will start with dismissal by a member of SLT of all students from a central location. This will allow messages to be relayed by staff and for all students to be accompanied to lessons by their teachers and support. This will also ensure that students move around school as a group and minimise disruption. Each session will thus start with students settled and prepared for their lesson or activity. As all staff will be available, there will be a wide variety of activities on offer which will reduce incidences of inappropriate behaviour. Choice of activities will be influenced by feedback from pupil voice to ensure ownership. The SLT will provide support for staff and students and delegate responsibility for areas that are busy.

Students will be given after school options during registration. A definitive list of choices will then be distributed (by break time) to key staff to ensure that all students are given the opportunity to attend activities and to be provided with transport home. It also allows staff to prepare for the session in advance. Due to the high staff to student ratios, activities and sessions will be flexible to meet demand.

The nature of the young people we will be working with at The Heights Free School respond best to a structured yet relaxed approach to organisation, minimizing conflict and unnecessary stress. A flexible approach to managing social times keeps the focus on engagement and enjoyment whilst creating a positive community atmosphere. The formal gathering at the start of each session enhances communication and a sense of belonging to the whole school community.

### **Chart Showing Number of Full Time Learners at the Heights Free School**

Programme		Key Stage	No. of learners	Full Time Equivalent
Nurture Unit	Full Time	KS2	8	8
	Full Time	KS3	8	8
Year 9 Transition	1 Day	KS3	70	14
KS4 Project	2 Day	KS4	90	36
KS4 Project	5 days (inc Work Experience)	KS4	20	20
Post 16	Full Time Foundation	KS5	10	10
Post 16	Full Time	KS5	24	24
				<b>120</b>

Totals by Key Stage	
KS2	8
KS3	22
KS4	56
Post 16	34
	<b>120</b>

The majority of pupils who will attend The Heights Free School will be enrolled from September to July. However, the nature of the needs of our client base means that referrals will continue throughout the academic year and some pupils may join or leave at any time. Some pupils, for example those in KS2, will, in the majority of cases, only attend for a six week programme. All KS4 pupils will be dual registered between The Heights Free School and their own mainstream school. In addition, as some will be full time and others part time, we aim to pay particular attention to maintaining close links and being in regular communication with each referring school. To this end staff will be required to have a flexible approach to their planning and delivery. Class size is currently very small, maximum of 8 students, dictated by the space available. With development, we hope to have more flexible teaching and learning environments.

### **D2.2 - Key Stage 2 & 3 Nurture Unit**

At Years 5 to 8 pupils will, in the main, be taught in a group by the same teacher and support worker. On entering the nurture unit, pupils are taken off the National Curriculum and follow the 'nurture' curriculum. Literacy and numeracy underpin a curriculum with emphasis on social skills, relationships, team building and anger management.

#### **Year 9 Transition**

Up to 70 places will be made available for Year 9 pupils to access a programme each Friday. The timetable below shows how pupils will have access to different Learning Zones (Vocational Areas) in the morning, followed by enrichment activities in the afternoon. Period 2 gives pupils a chance of reflection with their tutor and as with students on the Key stage 4 programme, learning support and after school activities will be readily available.

## **A Typical Year**

September - December

- A series of 5 week taster sessions to allow all students the opportunity to sample the varied vocational areas on offer.

January - April

- An opportunity to choose a preferred vocational area and to engage in a more in depth programme of study.

April - June

- Referral, induction and testing period for all students wishing to attend in Year 10.

June - July

- Year 9 students attend for 2 days per week as a pre-summer induction for the new year 10 intake.

## **D2.3 - Key Stage 4 Programme**

The majority of pupils on the Key stage 4 programme will attend for two full days. Year 10 pupils will attend on Mondays and Tuesdays and Year 11 pupils on Wednesdays and Thursdays.

In addition, 20 places will be available for Key stage 4 pupils to attend for 4 days who will select an extra vocational area of study. This will be supplemented with a personalised learning programme which will include individual support, extra curricular activities and access to the extended schools programme providing comprehensive after school activities for students and the wider community. This will involve PE staff, community sports coaches, volunteers and students undertaking leadership courses.

All Key stage 4 pupils will be assigned to a tutorial group specific to their vocational areas. These tutor groups will be made up of a maximum of 8 students as dictated by current building size. As we expect to receive referrals throughout the academic year, we are aware that these tutorial groups will be fluid. We will prepare for these alterations within groups by sharing pupil pen portraits with tutors prior to admission and will develop a peer mentoring or 'buddy' system where new starters are paired with an existing, well-established pupil. This will be mutually beneficial as it will develop confidence and self-esteem in the pupil chosen as 'buddy' and offer welcoming support to the new member of the group. This should mean that disruptive impact on vocational groups will be minimized. This process will be overseen and co-ordinated by the Director of Learning for PSD.

If a pupil is re-integrated fully back to their mainstream provision this will be through a planned phased return, supported initially by TLAs from The Heights Free School. Strategies that we have found successful in working with that young person will be shared with key personnel from the high school at a reintegration meeting involving the pupil, parents and carers, high school staff and a member of our SLT.

## **D2.4 - POST 16 Provision**

The Post 16 provision will be divided into two groups. The first will consist of a Foundation group with up to 10 pupils. These pupils will follow a personalised learning plan based on the Key stage 4 programme project. Up to a further 24 post 16 pupils will begin courses of study building on the knowledge, skills and understanding they have acquired at Key stage 4. These will then be further developed by steering them more directly into the world of work.

All post 16 pupils will attend for three full days including access to all the pastoral and learning support programmes as part of the alternative provision.

Learning support will include such programmes as the Hickey Multisensory Language Course, Alpha and Omega, GCSE intervention programmes, WordShark, and the Accelerated Programme for Conquering Literacy. All programmes will be targeted, structured and sequential.

Due to the often complex needs of our young people, we need to maintain a degree of flexibility in terms of timings of the school day. This will enable us to better accommodate Young Carers (as per our policy), adult learners and to deal sensitively with young people with chaotic home lives.

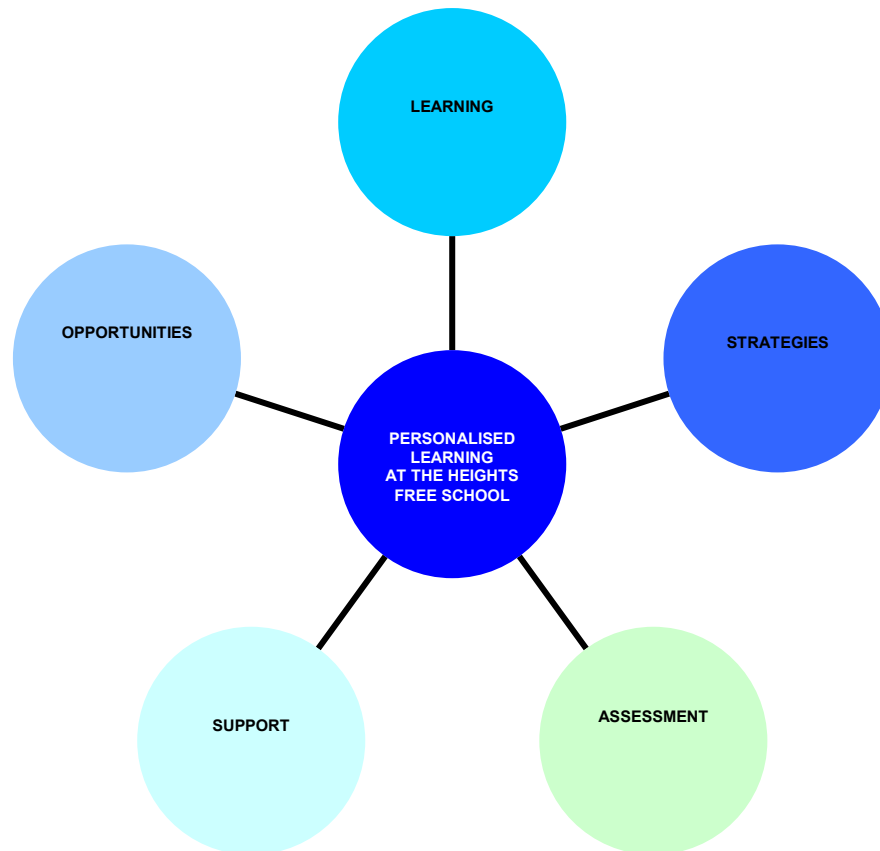
Furthermore, we need to maintain flexibility in terms of groupings to accommodate vulnerable learners and to alter groups with regard to classroom dynamics and abilities. This allows for true personalised learning.

It may also be appropriate in certain cases for us to transport some learners to and from the provision, for example, Children in our Care, vulnerable learners and those with school anxiety.

### **Personalised Learning at The Heights Free School**

At The Heights Free School, personalised learning will be at the forefront of our learning strategy. It will create an ethos in which all our pupils are able to progress, enjoy and succeed. Individualised programmes will support pupils to fulfill their expectations, develop their potential and engage those who may not be progressing as much as was expected.

The diagram below shows the key elements of The Heights Free School personalised learning programme to help pupils engage positively in their learning.



Pupils will be helped to develop a range of learning skills to support themselves as self-learners. Staff will use the principles of Assessment for Learning and a range of assessment methods in order to engage our pupils. Staff will also use different teaching strategies in order to meet the differing needs of each pupil. Pupils will be given real opportunities to choose programmes of study based on their own interests in order to develop their skills and knowledge further. We will also ensure that they have the vital 1:1 support necessary to achieve in classrooms and also in the Learning Support Centre in order to address the learning issues of each individual.

### **Pastoral Support Team**

At the heart of our organisation will be pastoral care and support as this is a vital part of supporting the school ethos. We pride ourselves on our reputation of 'going the extra mile' as evidenced by the comments in E4 and we are keen to build on this at The Heights Free School.

Every pupil will be well known to all staff, in particular the Director of Learning for PSD and the Family Support Co-ordinator who will offer support and guidance to pupils and their families. They will also be responsible for liaising with external agencies such as Social Care, ELCAS, YOT, the completion of CAF referrals and attending relevant multi-agency meetings for all our students. We will also work closely with the school counsellor. In this way, pupils will feel supported by people who know them and their situation well and will feel confident to seek help and

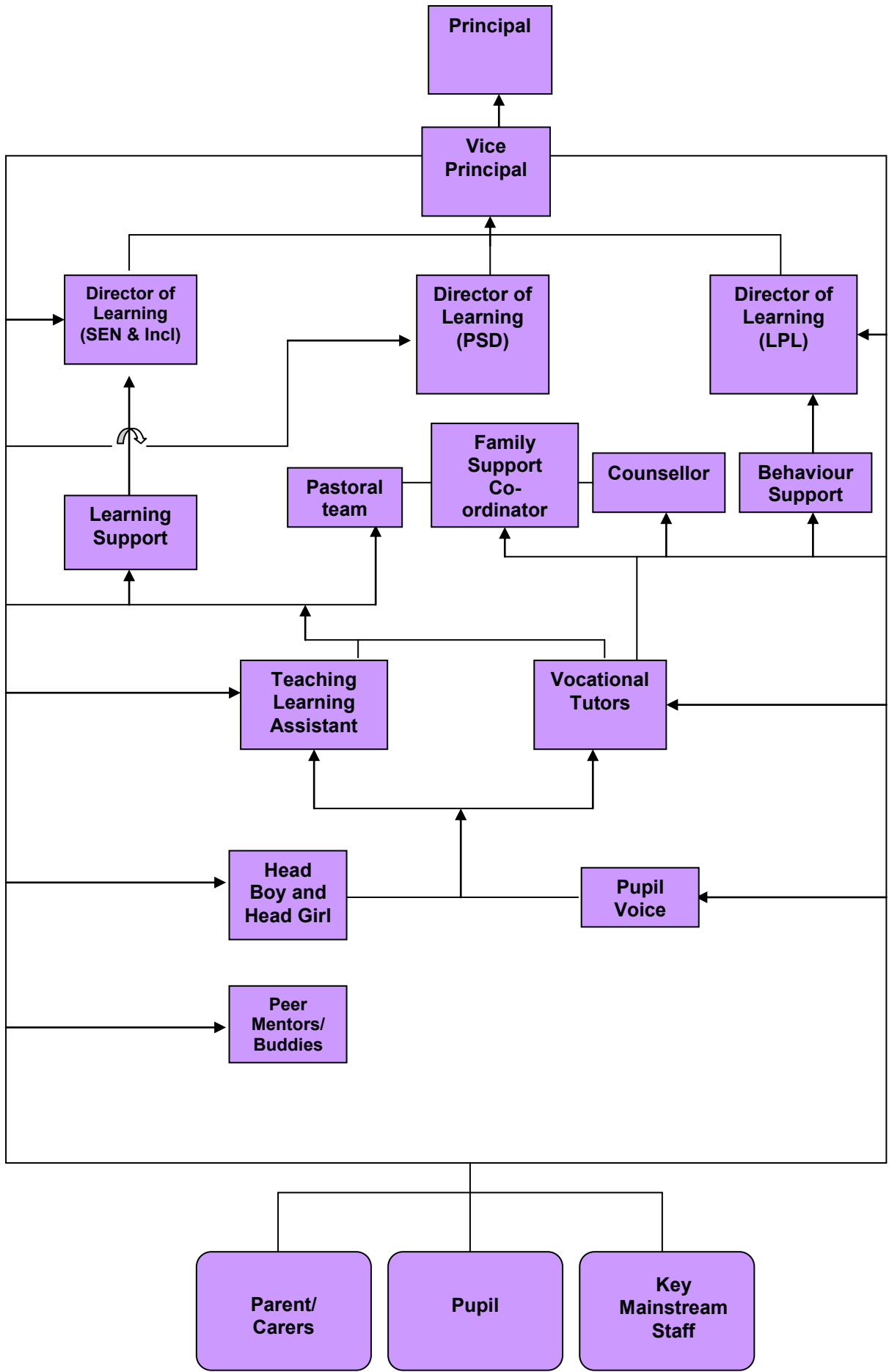
advice. All pupils will have a personalised learning plan (*See example in D2.1*) which provides a timetable tailored to each individual pupil's needs. Pastoral issues will provide the basis on which to develop each pupil's personalised timetable. This process will be carried out by the SENCO, Director of Learning for PSD and input from high schools at the referral stage.

Vocational tutors and TLAs will also have an important role in the school's pastoral organisation as they may be the first port of call to signpost students to the Family Support Co-ordinator or the Director of Learning for PSD for advice. They will share information using cause for concern slips and all staff will have the appropriate level of training in Child Protection in order to follow correct procedures if a disclosure is made.

We will appoint a Head Girl and Head Boy and a team of peer mentors or buddies who will support new pupils and liaise with staff. These students will be able to support younger pupils and signpost to the appropriate pastoral staff. Alongside this we will develop a strong Student Council where each vocational area will be represented. They will meet half-termly to discuss ways of improving their school experience and to share their ideas with staff.

As the chart on the next page illustrates, we aim to have a transparent supportive structure where pupils, parents/carers and mainstream staff are welcome to approach any member of staff with their concerns. We will also develop clear job roles within the staffing structure in order for effective signposting to the most appropriate person. Our Pastoral Systems are revisited in more detail in section D5. Please see section F4 for job titles in full.





### **D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.**

At The Heights Free School all referred pupils will be expected to achieve their maximum potential regardless of their starting point. We will have regard to the Special Educational Needs Code of Practice identifying a member of the trust with specific oversight of the provision for Special Educational Needs. The trust will report to parents annually on the school policy with regard to SEN. It will be within the Principal's role to keep the trust fully informed and work closely with the Senco. The Senco will be responsible for advising school leadership on SEN strategy, managing school-based provision and providing professional guidance to school staff on matters relating to SEN.

#### **D3.1 - The Senco**

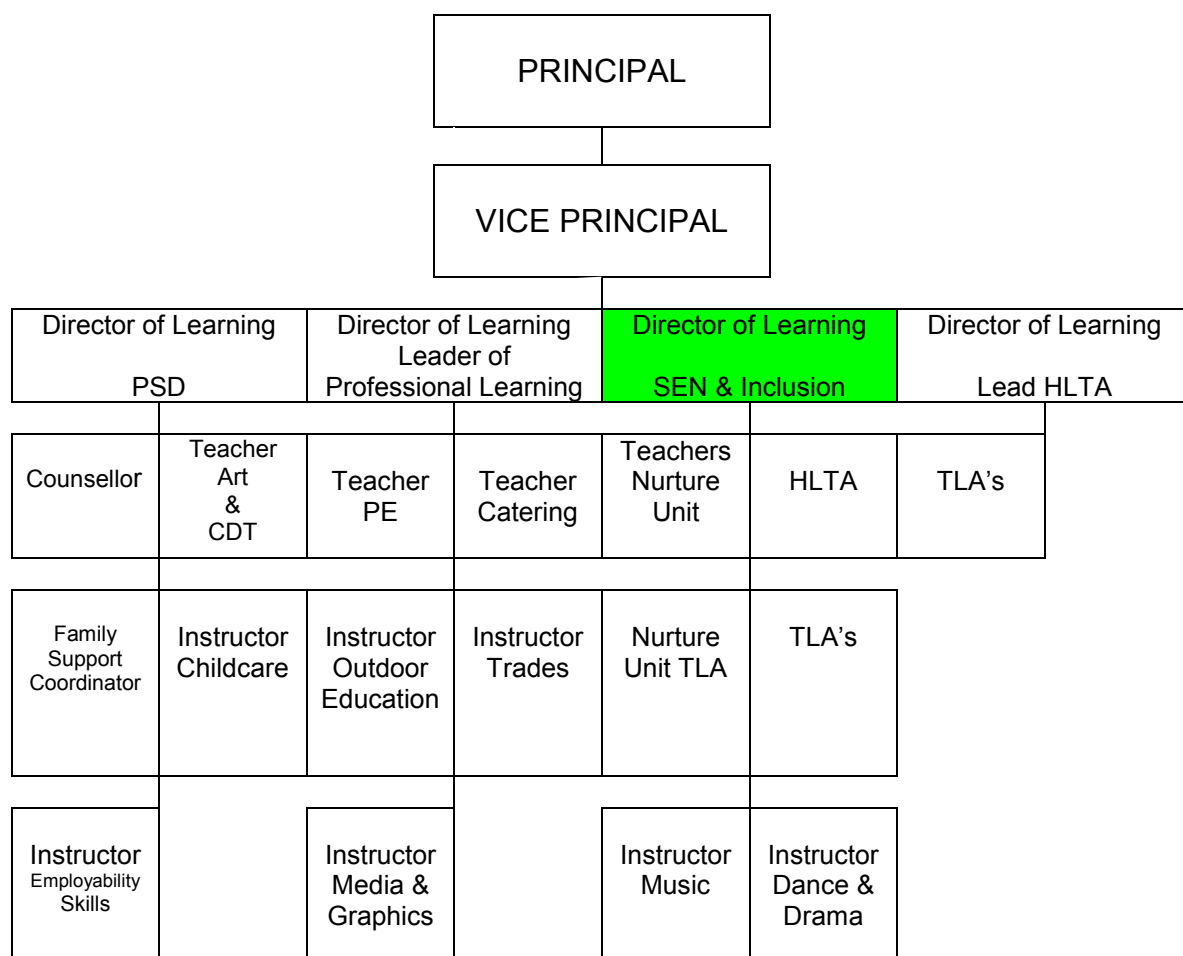
The Senco's role in the alternative provision of The Heights Free School will be core to the successful outcomes of all children, regardless of Key stage, to address issues concerning their complex and individual needs and will be fundamental to working with leaders.

The Senco will:

- be directly responsible to the Principal of the school
- be NASC qualified in accordance with Government guidelines
- review , develop and implement SEN policy
- understand particular barriers to learning and underachieving as separate entities
- review, develop and implement procedures on referrals and placements
- assess pupils throughout the school on induction as young people referred to us have often missed early checks and assessment processes
- psychometrically assess students using a range of diagnostic tests to identify issues involving cognition and phonological processing
- identify gaps in prior learning
- use this information to draw up a personalised learning plan and IEP
- draw upon skills as an Associate Member of the British Dyslexia Association to plan, prepare and deliver a structured, multisensory language course if appropriate

- ensure that appropriate assessment and support packages are in place for all students requiring additional help in order for them to access the whole curriculum
- ensure progress is made and challenging targets set with reference to progress dataset (National Strategies)
- harness the involvement of parents and carers to encourage and support the student
- share information with the pupil's mainstream school with regard to test results
- provide information for reintegration to mainstream where appropriate in terms of strategies developed to maximize success
- utilize the power of partnership between school and local services to improve consistency and flexibility
- support all pupils where necessary including outreach situations such as college interviews or mainstream support
- attend and contribute to annual review meetings at mainstream schools
- lead and motivate a team of staff ensuring a focus on literacy across the provision
- oversee TLAs to ensure that all strategies discussed with parents and pupils are implemented in the classroom
- contribute to mentoring and sharing good practice within the provision and with partners
- keep abreast of all changes in Governmental policy with regard to SEN.

**Diagram to show Senco's position in staffing structure**



It will be imperative that parents are informed formally and informally, by letter, meetings and telephone and understand the purpose of any intervention or programme of action put into place for their child and to enable them to make their views known about how their child is educated. Effective communication will acknowledge and draw on parental knowledge and expertise and recognise the emotional investment of parents by being aware of their feelings.

This process will begin with the home visit following the initial referral allowing the parent a voice to raise any concerns and add any other details omitted by the mainstream school referral. This will enable us to see a much fuller picture of the pupil contributing to a pen portrait of the young person and the production of an Individual Pastoral Plan, (IPP). See section D5.1 for this in detail.

## **D3.2 - The Learning Support Unit (LSU)**

The Heights Free School will have a dedicated area to enable pupils towards independent learning. All our young people will have been identified as being in need of individual support and guidance to enable them to gain as much as possible from the opportunities which The Heights Free School and its feeder schools provide. A crucial role of the Senco will be to ensure that all pupils at The Heights Free School will receive their full educational entitlement and have access to the whole curriculum. There is no set formula for this and while one intervention strategy may suit more than one child, it will often need to be delivered in an individual way.

The Senco will be responsible for record keeping. The referring school will be asked for the latest assessment data and any strategies or interventions that they may have used to date in order to ensure the best intervention for the individual's circumstance. Information should include the pupil's progress, behaviour and any health or social issues so that an overall picture may develop of any immediate concerns.

The LSU will have several staff connected to it and regular meetings and monitoring will take place to discuss pupils, timetables and delegation of tasks. Staff will be encouraged to undertake in-house SEN training provided by the Senco and also to pursue any individual or pertinent interests in SEN such as delivering multisensory language programmes.

The budget for SEN and the Learning Support Unit will be a fluid one as provision is always going to change but will be met according to need, for example if a specific keyboard is needed for a visually impaired student, or other specific equipment. The budget as it stands will primarily be an SEN budget and will be allocated as appropriate.

The Learning Support Unit will provide:

- in-class support for pupils if necessary where an HLTA will work alongside identified pupils to support class activities and learning.
- 1:1 intervention as appropriate if weak literacy and numeracy skills have been identified or, if appropriate, paired work or small-group learning activities with work to target areas of weakness
- strategies for pupils who do not respond to interventions already in place.
- differentiated learning materials where experienced staff will differentiate all work and plan lessons to incorporate much shorter, achievable tasks.
- a 'Dyslexia-friendly' environment to enable all pupils to maximize learning. This will be led by a fully – trained teacher and Associate Member of the British Dyslexia Association who will identify those with dyslexia and diagnose their specific needs using a range of psychometric tests for pupils from the age of 7 who have struggled with literacy and numeracy in their mainstream environments. This could be on a very small group basis (2-3 pupils) but will

ideally be provided one to one to build trust and self-esteem along with new skills. The school will also offer this service to other schools in the community.

- recognised programmes such as Hickey Multisensory Language Course, Alpha to Omega, Launch the Lifeboat, Wordshark, Brinsford Reading Scheme, Dyscalculia Support and ICT support.
- specialist keyboards will be provided as necessary (visually impaired, visual stress, etc).
- Text to Speech programmes as necessary for some dyslexic learners
- study support for gifted students from mainstream where they will be able to tap into expert core subject support.

## **ICT**

ICT resources will be available to enhance teaching and learning, aid communication, increase productivity and support the learning of pupils with different abilities and needs including gifted and talented. This will be achieved by using a wide range of resources so that subject areas can access ICT when needed with subject-specific resources in all departments, including interactive whiteboards in all classes, access to iPads and laptops enabling achievement of subject learning objectives.

ICT will be used as a tool to inspire, motivate and raise standards across all areas of school. It will enhance teaching and learning, aid communication, increase productivity and support the learning of pupils with different abilities and needs including gifted and talented. This will be achieved by:

- having appropriate opportunities for pupils to apply and develop ICT capability in a range of subjects and contexts
- using a wide range of resources so that subject areas can access ICT when it is needed, including provision of ICT within all subject classrooms or areas
- using appropriate subject-specific resources in all departments that are selected on the basis of fulfilling subject learning objectives
- ensuring the planned use of ICT in schemes of work for ALL subjects, so that resources can be appropriately deployed and organized to ensure maximum impact
- having whole-school policies which provide opportunities for application and development of ICT, so that pupils can apply the appropriate ICT capability during subject lessons

- ensuring whole-staff awareness of ICT capability and continued CPD and support in developing new ideas, strategies and resources that challenge and inspire
- investing in technology that exceeds the needs of its users and supports any new developments.

### **D3.3 - School Action, School Action Plus and Statutory Assessment**

For pupils who do not respond to structured support, the Senco will intervene with School Action or School Action Plus. Recording and enabling progress at School Action will be through an Individual Education Plan (IEP) setting short term targets with the pupil outlining strategies to be used, additional provision, date of review of IEP – preferably half-termly, and the outcomes and success criteria. The IEP should have a maximum of 3 targets from the areas of literacy, numeracy, behavioural/social and communication. The pupil will be involved with the target-setting and parents will be involved in the review of the IEP (*See Appendix D3.3*).

School Action Plus will be undertaken if help from external services is required and if no progress has been made over a period of time or there is a continued difficulty in developing literacy or numeracy skills. External services may include working with an on-site counsellor, the Connexions service, advisory teachers, mental health services, social services, etc.

Statutory Assessment will be considered if the pupil fails to make progress. Consultation between parents, The Heights Free School, the referring school and any specialist services providing treatment for the pupil will be essential to ensure that the pupil makes maximum progress.

The Senco will be responsible for managing this process; though we are aware that this procedure is currently under review with the proposal of a new, single assessment process and Education, Health and Care plan by 2014. As always with SEN, flexibility and current, legal knowledge will always be a priority. The Individual Plan (IP) together with Individual Education Plan (IEP) will be heading towards the single assessment plan outlined for the future whereby all the needs for each child will be in one place. (*See D5*)

#### **Barriers to Learning**

Pupils referred to The Heights Free School will have a wide range of abilities and levels of attainment. Their individual life history and experiences are likely to have impacted negatively upon them resulting in disaffection with and disengagement from school and learning. This may be associated with a number of high incidence barriers to learning including:

- ADHD which can affect the pupil's own learning and that of others
- low self-confidence and self-esteem

- poor literacy skills
- speech and language difficulties
- dyslexia
- dyscalculia
- chaotic home life
- lack of sleep
- be a child in our care or a young carer themselves.

### **Communication and Interaction**

Most students with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. It is vital that linguistic competence is developed in order to support their thinking as well as their communication. Strategies could include:

- flexibility in teaching methods
- help in acquiring, comprehending and using language
- help with articulation
- help with organising and coordinating oral and written language
- support to compensate for communication difficulties related to EAL (English as an Additional Language) issues. This would demand much support in class and on a 1:1 basis.

### **Cognition and Learning**

Young people who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia or dyspraxia require specific programmes to aid progress in cognition and learning. They may require:

- flexibility in teaching methods
- exposure to a multisensory language system and the expertise of an Associate Member of The British Dyslexic Association
- support in organization, sequencing and problem-solving
- help with processing language, memory and reasoning skills



- programmes to aid competency with fine and motor skills
- help and support in acquiring literacy skills.

All need to be considered on an individual basis.

### **D3.4 - Behaviour, Emotional and Social Development**

Young people demonstrating features of emotional and behavioural difficulties, who are withdrawn, disruptive, hyperactive, lacking concentration, presenting challenging behaviours, may require counselling and some or all of the following:

- flexibility in teaching methods
- anger management
- help with developing social skills and emotional maturity
- support to interact positively with peers
- specialised behavioural and cognitive approaches
- support and encouragement of positive behaviour
- providing a positive and safe environment
- provision of appropriate class and school systems.

Interventions have to be considered on an individual basis.

### **Sensory and/or Physical Needs**

The sensory range extends from profound and permanent deafness or visual impairment to temporary loss. Physical impairments may arise from neurological or metabolic causes that only require appropriate facilities or equipment; others may have more complex needs, some will be unable to take part fully in school life because of significant emotional stress or physical fatigue. Many of these young people will require some of the following:

- flexibility in teaching methods
- appropriate facilities and equipment; this will need attention as and when it arises
- adapting school procedures if appropriate
- vision aids if appropriate
- appropriate environment; seating, lighting, *etc.*

- provision of different materials if appropriate
- regular contact with, or access to, specialist support.

For children with the most complex physical needs and most severe sensory losses it is likely that statutory assessment will be necessary. The effects of a medical condition may be intermittent and can affect a young person in different ways at different times in their school career and it is essential for the Senco to be aware of this and take action. Otherwise, action will be taken in accordance with need.

The Heights Free School will continually review practice and take on board any 're-categorisation' should the replacement of SA and SA+ with a single SEN category come to pass.

### **D3.5 - Transition**

The Heights Free School will be aware of the need for additional support for our learners. Working in partnership will help spread knowledge, improve expertise, build capacity and share delivery so that the school can respond effectively to the needs of our young people, employers and the community to whom they are increasingly accountable.

We will follow the guidelines as set out by the Wolf Review of 2011 introducing principles to guide study programmes as appropriate to young people on vocational routes post 16.

We are aware that for disabled young people and people with SEN, partaking in high quality tailored work experience opportunities can be crucial to their successful transition. For some, vocational learning and 'on-the-job' training will be more likely to enable their success.

At The Heights Free School, we envisage the best of both worlds having academic, SEN and vocational expertise. Our support staff will focus on ensuring that parents, carers, our partners and other associated organisations work together to help meet the individual needs of our pupils. In school, we will ensure that appropriate support programmes are provided for each individual pupil. The following are two examples of our approach to ensure a smooth and positive transition at two key stages.

### **D3.5.1 - Reintegration into Mainstream School at KS3**

#### **The Process**

Phased return back into school:

- Discussions will take place with students about their phased integration back into their mainstream school. Students will reflect on their time within the unit and discuss different strategies students can draw upon and take ownership of.
- If the student has a support worker assigned to them at their mainstream school, arrangements will be made for the support worker to visit the student within the nurture unit to maintain the relationship and share strategies regarding progress.
- A meeting will be organised with the student, parents and mainstream staff to discuss reintegration, any concerns etc.
- A meeting will be arranged with mainstream staff to share different strategies to enable a smooth transition.
- A support worker will support students within their mainstream school two mornings before their full-time integration commences.
- Support will be offered to the student's mainstream school on a part-time basis for up to 4 weeks once the student returns full-time.
- The unit will complete a student report outlining the sessions the student has accessed, targets the student has been working towards and the progress which has been achieved.
- Six weeks after the student returns to mainstream school another Boxall assessment will be completed
- The mainstream school and the nurture unit will keep open communication about the student.

Students will be assessed on entry using the Marjorie Boxall Profile. The Boxall Profile is unique in the way it helps to understand the emotional problems behind difficult behaviour. It helps staff make clear and consistent observations and deepens their understanding of the student's difficulties.

We understand that students who have been away from their mainstream school for six weeks may be apprehensive about the thought of returning. The nurture unit will have a Teaching and Learning Assistant (TLA) attached to the unit to support the students on their return to mainstream school. This will be done through a phased integration, where the student will go back to their school for a couple of morning sessions before the end of their six weeks placement. The TLA will transport the student to their school, stay and support them in their lessons, and help the student

to implement the strategies which the students will have developed whilst in the unit. The TLA will return the student to the nurture unit to finish the rest of the day.

When the student returns full-time to their school, we will offer phased support from our TLA for three mornings of the first week, reducing it to two and then to one. With the support of the TLA, the students will achieve a positive return to their mainstream school.

### **D3.5.2 - Transition to Post-16**

As the same highly trained and specialist staff will be delivering at Key stage 4 and Key stage 5, transition will be minimal if staying on at The Heights Free School. However, The Heights Free School is committed to impartial IAG, so if the young person would be better suited attending a different Post-16 organization or The Heights Free School does not offer their course, then we will have rigorous information and communication protocols in place – managed by the Family Support Co-ordinator - to handover key information about a young person's learning style, strengths, weaknesses, triggers of poor behaviour and any relevant family history which may impact on their learning or attendance.

For example, a Level 1 Key stage 4 Hair and Beauty student wishes to go to Blackburn College to do Level 2 Hair and Beauty at Key stage 5:

- Connexions will have a face-to-face interview with the young person to give guidance on local options to study Hair and Beauty at Level 2.
- To help guide this key decision, our Family Support Co-ordinator (FSC) will work in partnership with all Post-16 providers to take young people round on a guided tour and meet tutors – an exercise in orientation and familiarization.
- Once their decision is made, our Family Support Co-ordinator will ensure the parents or carers are in agreement and offer their support for the application and interview process.
- Our FSC will work with the young person and subject leader to gather sample project work, customer testimonials or other evidence (eg, photographs).
- Referring to the Career Action Plan drawn up in the Employability skills course, the FSC will work with Connexions and the young person to fill in College, Apprenticeship or Sixth Form application forms.
- The employability team will do interview preparation and practice.
- If the parent or carer is unable to take their child to an interview, the FSC will transport the student there and back, to evening appointments as necessary, or offer assistance or support to accompany the parents or carers.

- During the interview, special educational needs will be discussed and learning support implemented as necessary. If confidential, the FSC will liaise at a later time.
- If an unconditional offer is made, or when a conditional offer is met, the FSC will send through confidential pen portraits of students with a summary of SEN, interests, family circumstances and education history.
- It may be the case that some of the post-16 courses are best delivered at The Heights Free School and we will continue to work in partnership to give a personalised learning programme at Key stage 5. *E.g.*, the student does 3 days a week Hair and Beauty Level 2 at Blackburn College, one day a week work placement, and one day at The Heights Free School to achieve Level 2 Functional Skills in ICT and English.
- Connexions will then monitor the young person, and if at risk of NEET an intervention can be planned between The Heights Free School and Post-16 provider which would benefit the student by boosting their Functional Skills/English GCSE by still attending The Heights Free School one day a week.

### **Partnership working**

At The Heights Free School, we will be committed to providing the best possible outcomes for all our students. To this end we will continue to develop links with external agencies best placed to meet the needs of our students. These will include but not be limited to:

- Social Care
- LA Advisory staff
- Educational Psychology team
- Complex Needs team
- ELCAS (East Lancashire Child and Adolescent Services - previously CAMHS)
- Lifeline (Substance misuse counselling)
- Young Carers Network
- Youth Offending Team
- Engage Team (Child sexual exploitation)
- Brook Advisory
- School Nurse.

As some of our young people will be amongst the most vulnerable in the borough, we will work with these agencies in both traditional and non-traditional ways to best suit pupil need. For example, we will facilitate young people accessing their ELCAS and Lifeline appointments in school time as school will be a place where they will feel safe and supported to engage. We will also transport young people to external agencies such as Brook as we have found that our young people need a great deal of support when accessing services. In terms of agencies such as Engage, we will use a two tiered approach to raise awareness of exploitation and referrals for 1:1 targeted support for those at most risk. Should School Action Plus fail, additional support will be sought at LA level with parental involvement.

#### **D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.**

At The Heights Free School we will maximize pupil progress through the effective use of detailed assessment data. Systems will be used to track progress and inform planning and intervention strategies accordingly in order to ensure that every child makes good progress.

The Senior Leadership Team (SLT) and Vocational Leaders will use data to:

- inform pupil tracking and target setting
- ensure that pupils receive additional support where necessary
- support the transition of pupils from one Key stage to another
- inform the curriculum map, long and medium term planning
- involve the pupil with learning targets to maximize success.

Our Senco, Learning Support Team and teaching staff will use the data to:

- differentiate teaching and personalise the learning experience of our pupils
- inform interventions, including small group and 1-1 support
- set curricular targets with pupils and share them with parents and carers and mainstream schools
- provide feedback to pupils to help them to understand their next steps in learning.

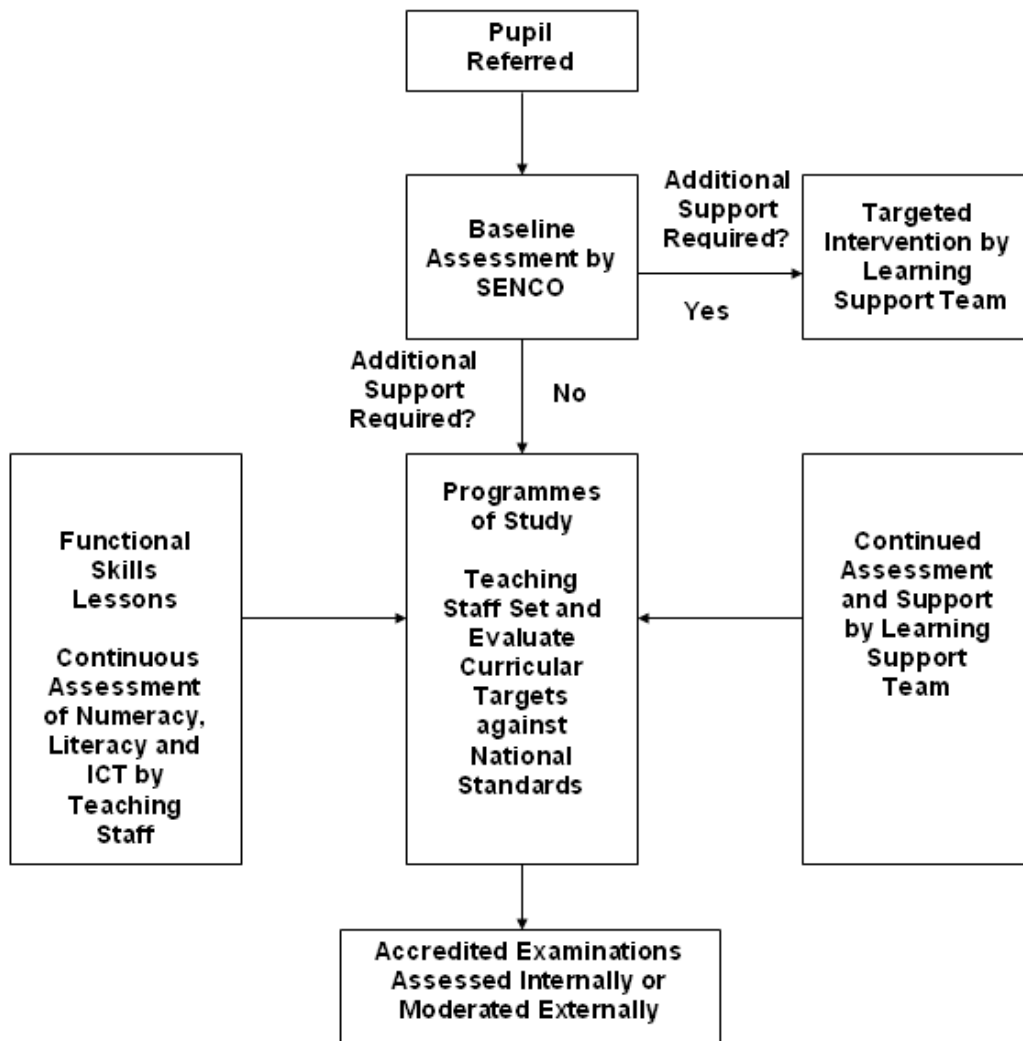
## **D4.1 - Assessment**

Assessment will be a vital part of learning and teaching at The Heights Free School. It will help to provide a clear picture of a pupil's progress and achievements and identify the next steps in their learning process. As our pupils progress through the curriculum, they will experience a range of approaches to assessment. The nurture unit will focus on personal development with a keen regard to literacy and numeracy. This will be achieved by close contact with the feeder school to ensure the pupil is following the same topics; although delivery of the topic may be differentiated to suit the learner's needs.

For pupils with an Individual Education Plan (IEP), small achievable targets will be set, monitored and reviewed at regular intervals to ensure that progress is being made and the pupil is on target for the next sub-level of the curriculum with regard to literacy and numeracy. For pupils on the Key stage 4 programme and at post-16, intervention will continue, though assessment will focus on those factors and exam criteria which lead to the achievement of qualifications. Pupils will be involved with these processes to encourage their aspirations. Targets have to be set for progress, but outstanding progress for one pupil may be poor progress for another and each will be assessed accordingly.

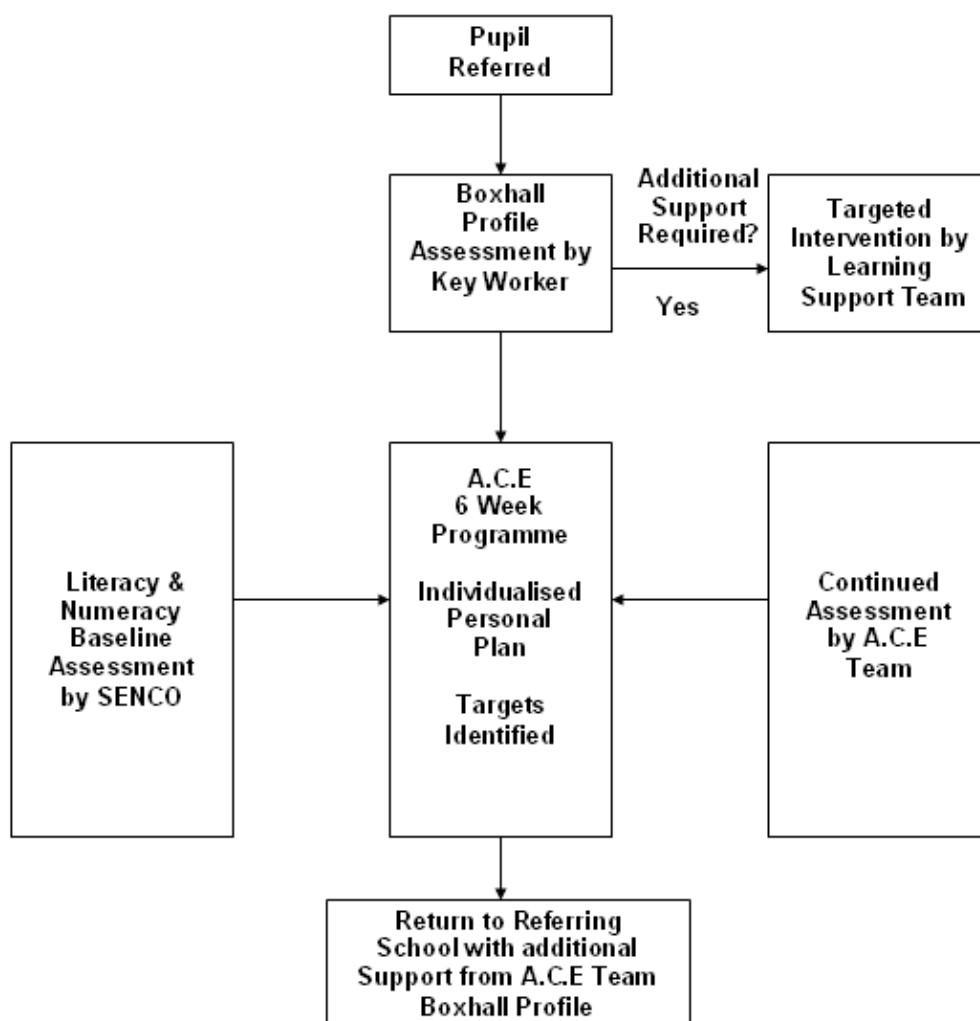
The aim of The Heights Free School is to enable students to achieve the very highest level of attainment of which they are capable. Assessment will be the tool by which the school can judge the attainment of individuals and groups of students. Assessment will be used to calculate the school's performance and hence judge the overall effectiveness of the new provision. Efficient, up-to-date and accessible recording systems will allow all staff in the school to work with accurate information about individual students to help them achieve the best of their capability. Accurate recording systems will allow for analysis to be performed regularly providing information for target setting and predictions of school performance.

### D4.1 - Key Stage 4 Assessment Process





## D4.1 - Key Stage 2 & 3 Nurture Unit Assessment Process



## D4.2 - Reporting

An appropriate reporting system allows the school to have a meaningful partnership with parents and carers which clearly defines the level of attainment an individual student has made. It also identifies the progress that a student is making towards expected levels and provides advice and targets for improvement for the student.

To this end The Heights Free School will use the Student Information Management System (SIMS) Assessment Module to provide us with means of recording and viewing the full range of our pupils' assessment data. It will allow us to meet the school's day-to-day assessment, recording, reporting and target setting requirements including the statutory requirements of the National Curriculum. Our pupils' progress will be easily tracked and monitored, enabling our school to become not just data rich but more importantly, information rich. As the module is integrated within the SIMS software it has the ability to use additional SIMS data fields to provide The

Heights Free School with further analysis such as breakdown of information for Special Educational Needs (SEN), free school meals, children in our care etc. By having an effective system of assessment, recording and reporting to staff within the school, we will be able to:

- adopt a consistent approach to the assessment, recording and reporting of students
- understand roles and responsibilities in student assessment, recording and reporting within the curriculum
- work with each student to help them achieve their potential
- identify rates of progress and therefore the expected level of attainment for each student
- set targets using these as a base line.

By regular discussions with students, assessing individual needs and comparing their progress against their targets, the school will encourage students to have ownership of their progress.

On referral to The Heights Free School, the Senco will gather all data provided by the referring school, together with information gathered from the home visit. The pupils will be baseline assessed using an online functional skills assessment covering reading and numeracy skills. Results are on a scale of Entry Level 1 through to Level 2. If this process highlights any difficulties, further assessments will take place and could include LASS (Lucid Assessment System for Schools) 11-15 as an initial dyslexia screening tool, LUCID VISS to check for any visual stress and a range of other tests including WRIT (Wide Ranging Intelligence Test), WRAT (Wide Ranging Achievement Test) 4, CTOPP (Comprehensive Test of Phonological Processing) and TOWRE (Test of Word Reading Efficiency) for an in-depth profile of phonological processing difficulties, numeracy, spelling, comprehension and cognition difficulties.

If appropriate, a personalised programme of support will be developed; by the delivery of a structured, sequential and comprehensive multisensory language course, for example, if the student is dyslexic. All interventions will be delivered on a 1:1 basis or in a very small group according to need and will be incorporated into the days that the student is at The Heights Free School.

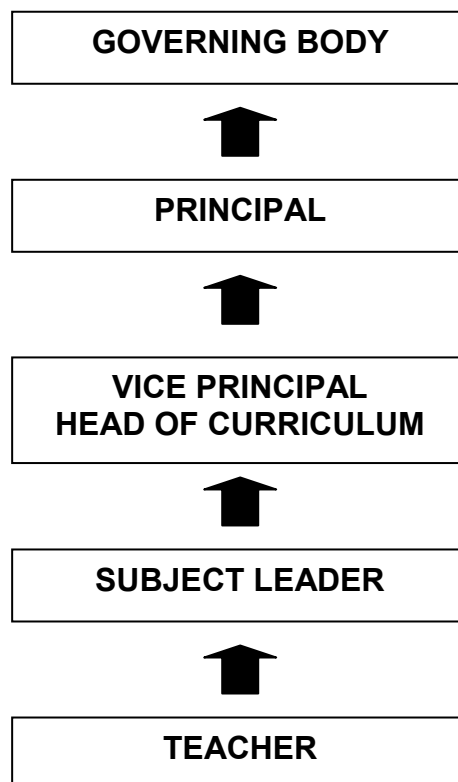
An IEP will be produced with the input of the learner, highlighting short-term, achievable targets which will be reviewed regularly.

At Key Stage 4 pupils will be assessed against the accreditation levels of the awarding body. *(see section d1.3 framework)*

Reports on progress will be provided three times a year for every subject. Every term a Progress Report will be sent to parents and carers and referring schools. During the Spring Term, this will take the form of a full written report. The reports will include curricular target grades for every subject and an indication of how a pupil is progressing to that target. The report will also include assessment of a pupil's behaviour, motivation and progress. The reports will:

- enable parents and carers to support and encourage their children by discussing their targets with them
- strengthen the liaison between The Heights Free School and referring schools
- allow key staff at The Heights Free School to use the information to review and plan next steps for each pupil.

### **D4.3 - Responsibility**



### **Assessment for Learning**

At The Heights Free School we will ensure that all our pupils benefit from the assessment systems we put in place and ensure that it is not just an exercise to produce data. We will ensure that our pupils take part in the activities that are valuable long term, help them to develop, provide them with guidance and feedback and ensure that students learn how to assess themselves in the future. We will ensure that Assessment for Learning is at the centre of our ethos. By adopting this approach it will enable us to:

- have accurate assessment
- balance formative and summative assessment
- ensure that there is active and participatory learning
- give feedback through dialogue and participation
- develop student autonomy.

### **Roles and Responsibilities of Teachers and Tutors**

Teachers and Vocational Tutors will be expected to:

- assess, record and report on all students in their classes
- provide appropriate methods for assessing students at an appropriate interval
- mark and record the results of these assessments
- report the results of assessments as required through SIMS Assessment Manager
- record curricular targets as required
- share the results of assessment and progress grades with students.

### **The Role of Vice Principal Responsible for the Curriculum**

The Vice Principal Responsible for the Curriculum will monitor the performance of all students in their subject areas by:

- working with the SLT team to develop the systems for recording, analysing and reporting student assessment data
- monitoring the work of teachers and vocational tutors in each area to ensure compliance with the subject area's assessment, recording and reporting systems
- monitoring the work of teachers and vocational tutors in each area to ensure they are familiar with, and contribute to, whole school assessment, recording and reporting systems
- monitoring the setting of curricular targets
- reporting on progress and attainment to SLT as required.

## **The Role of Senco**

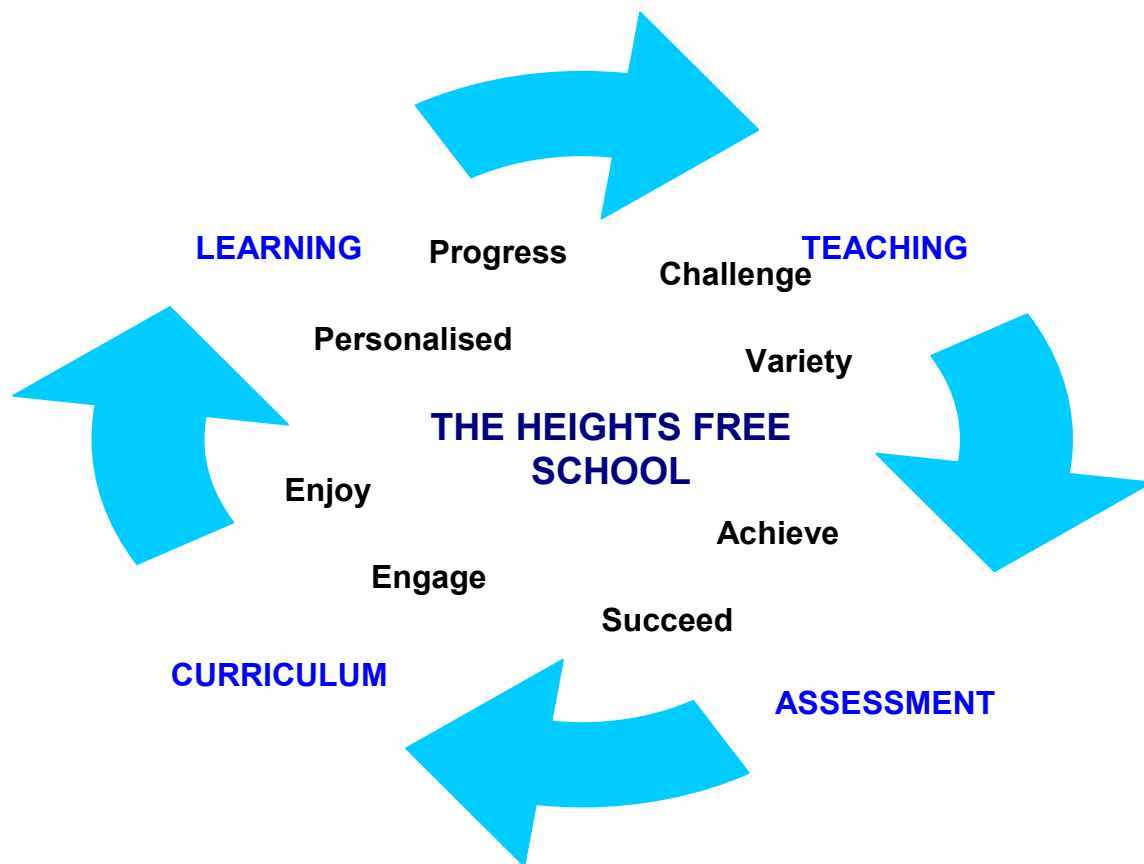
The Senco will:

- work closely with the Principal and Governing body with regard to matters relating to SEN
- advise school leadership on SEN strategy
- manage school-based provision including the management of the Learning Support Centre
- provide professional guidance to school staff on matters relating to SEN, providing in-house training when appropriate
- ensure that pupils will receive their full educational entitlement
- be responsible for record keeping in terms of behaviour, progress, health and social issues
- manage and support other staff in the learning support team
- keep parents informed of students' progress and any issues of concern.

Assessments will be based on examination board criteria at Key stage 4 and by recognized psychometric testing such as WRAT 4, (Wide Range Achievement Test) WRIT (Wide Range Intelligence Test) and phonological processing assessments such as CTOPP and TOWRE to assess progress in reading and comprehension skills and numeracy skills and to inform future planning for success of the individual.

The Staff at The Heights Free School will discuss with our pupils what they are expected to learn and foster a sense of ownership and achievement by sharing targets and success criteria. Through our assessment systems we will be able to support learning, give valuable feedback to parents and carers, mainstream schools and outside agencies to show that our young people are making good progress and reaching their targets.

We will be able to provide the evidence of pupils' achievements and plan the next steps in their learning, whether to another Key Stage or employment.



#### D4.4 - Measures of Success

Our overall aim will be to set high targets for pupils in all areas of our curriculum. As we seek to provide personalised learning programmes, specific targets will be individually set. These will relate to basic skills acquisition, academic achievement and improvements in attendance and social, emotional and behavioural difficulties and will form part of an IEP.

We will measure our success by being able to show:

- pupils achieving, gaining accreditation and making good progress in their vocational areas and against literacy and numeracy targets
- pupils having good attendance and increasing their attendance rates after attending The Heights Free School
- pupils exhibiting good behaviour and demonstrating improvement in their behaviour levels after attending The Heights Free School
- pupils becoming more motivated in their work

- teachers delivering a quality learning experience which will inspire pupils to engage, enjoy and succeed at The Heights Free School
- pupils improving their self esteem and social and emotional development.

All these factors are critical in measuring whether The Heights Free School will achieve its vision of reaching out to those disadvantaged and disaffected pupils in order to make a sustained and positive impact on their lives, education and futures. In so doing, The Heights Free School will inspire young people to raise and achieve their aspirations within a culture of encouragement and support for pupil participation.

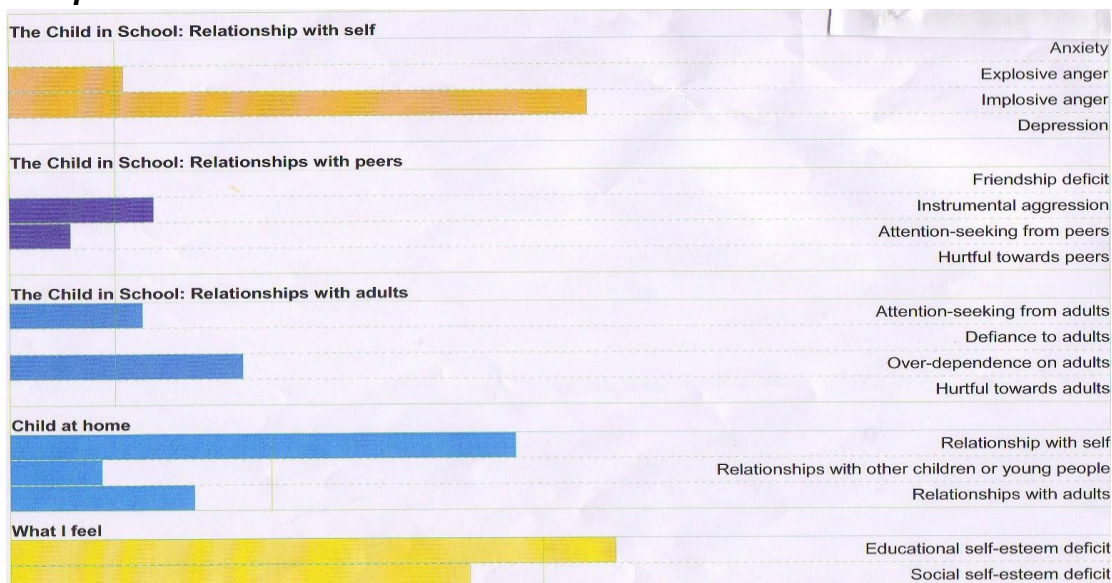
Please refer to the table in section C1.6 “Tools for Measuring Success at The Heights Free School” for an overview of the 18 measures we will have in place to monitor students’ progress and achievement.

#### D4.4.1 - Measures of Success: Pupil Wellbeing

We want to reduce the social and educational self-esteem deficit of our pupils. We will achieve this by assisting young people to write realistic targets and through use of praise and intrinsic rewards to motivate learning. As part of classroom differentiation, 'comfort zone' activities will be built in to ensure that pupils experience success in a safe learning environment. Pupils will be encouraged to be positive about themselves and their achievements, raising self - esteem and building strategies to cope if setbacks are met.

Social and Emotional Development will be assessed using Snap B (Special Needs Assessment Profile for Behaviour), a triangulated assessment tool that gives a clearer picture of the young person in three key areas; relationship with self, relationship with peers and relationship with adults. This will enable us to provide focus specific support and intervention for young people such as anger management and counselling. The assessment is reviewed after a set period to evidence the outcomes and the effectiveness of the intervention.

#### Sample SNAP B Profile



The Heights Free School will develop further the reporting, monitoring and tracking systems that have been used so successfully at Fernhurst School. We will use both qualitative and quantitative data to track the effectiveness of the provision at The Heights Free School. These detailed recording systems will be used to show improvements in students' attendance, progress and behaviour and to identify pupils who need extra support. Half termly reporting systems will track a students' academic progress and show progress towards curricular targets. Rigorous recording will identify reductions in detentions, incident slips and causes for concern and the intervention that will be necessary to meet students' additional needs.

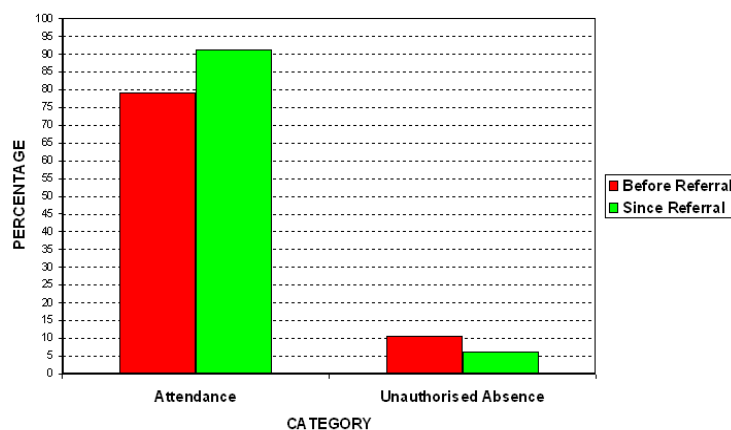
Data and reports will also be able to show improved motivation of students, increased attendance and an increase in pupils engaged on curricular courses, accessing after school activities and contributing positively within the school. We will also gather data through the views of pupils, parents and carers to identify what they did and did not value about The Heights Free School and use these to improve further our courses and support.

Recent positive feedback to the existing Fernhurst Provision from mainstream schools , professionals, parents and carers alike, evidences all the excellent work that has been produced and this further supports the predicted improvements in literacy and numeracy outcomes and increased achievements in Level 1 and 2 vocational qualifications in the future.

#### **D4.4.2 - Measures of Success: Attendance**

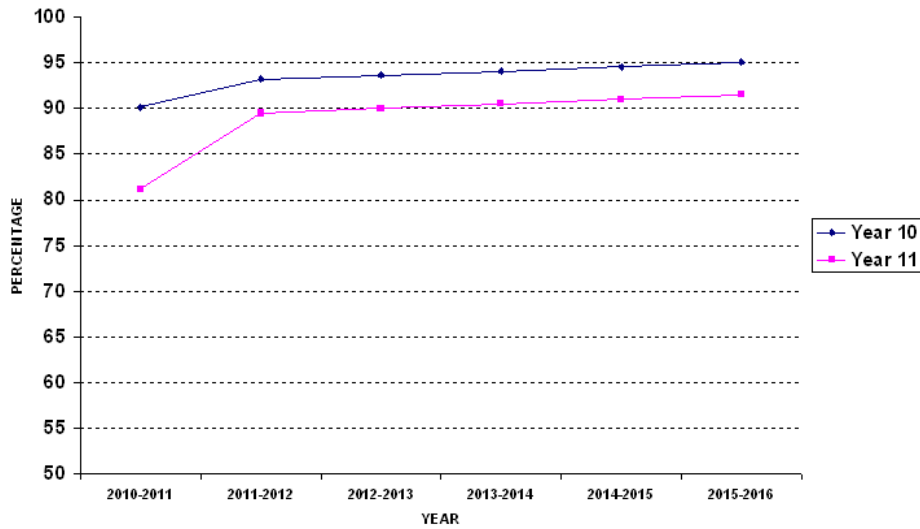
At The Heights Free School, we will aim for whole school attendance of 100% with no unauthorised absence. With all the necessary support programmes put in place, we have no reason to doubt that the positive trend shown in the charts below will continue at The Heights Free School. The regular Attendance of pupils plays a vital role in how they reach their potential (*See Section D5*) and if The Heights is to realise its vision of helping pupils “acquire knowledge, skills and understanding that they have previously failed to”, then the increased attendance rates of pupils will be an important measure of success.

**Chart Showing Attendance Data of Current Cohort of Year 11 Pupils at Fernhurst School**





**Chart Showing Attendance of Pupils at the Current Provision and Predicted Outcomes at the Heights Free School**

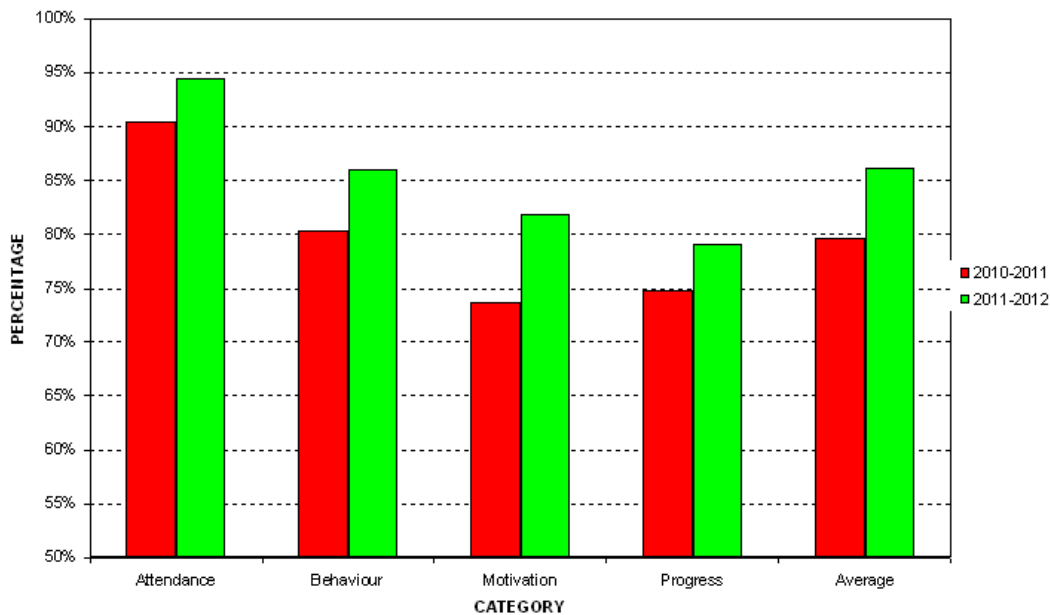


**D4.4.3 - Measures of Success: Behaviour**

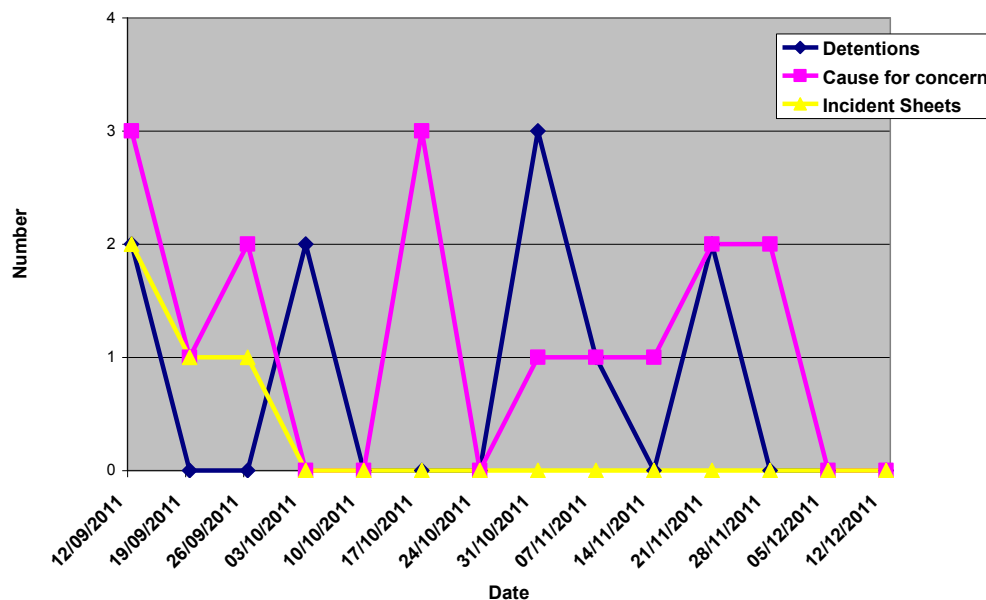
We also plan to have no permanent exclusions and minimize the number of incidents and causes for concern whilst increasing motivation and progress levels. Section D5 details the management systems and processes which will be put in place in order to deliver these successful outcomes.

The charts below show the great strides that have been made towards these targets at the current provision. By continuing to review existing systems, The Heights Free School will be able to make the necessary improvements to secure further success for our pupils.

**Chart Showing Attendance, Behaviour, Motivation and Progress Averages for Pupils at The Current Provision**



**Chart Showing Detentions, Causes of Concern, Incident Sheets at the Current Provision Autumn Term 2011**

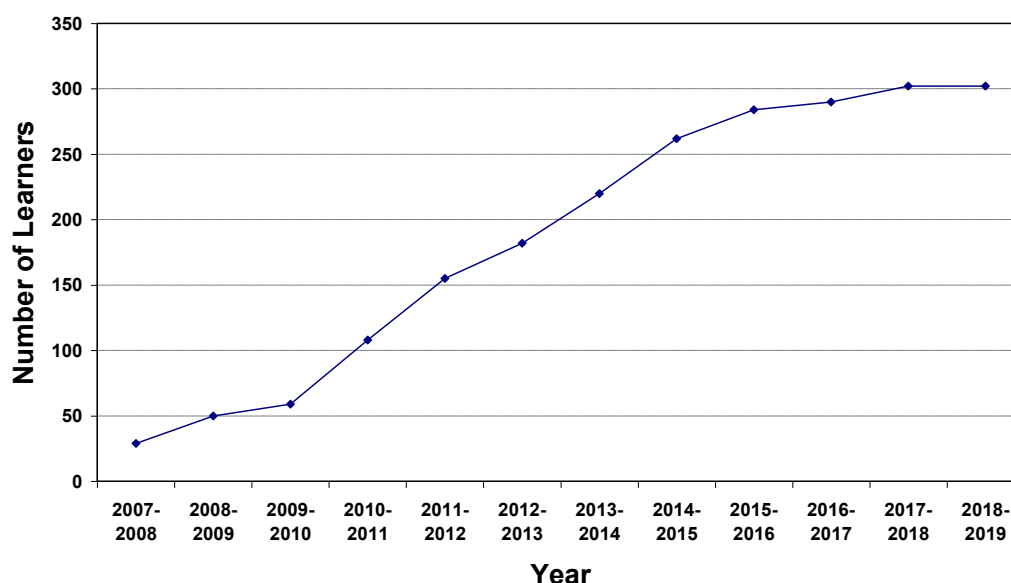


#### **D4.4.4 - Measures of Success: Quality Learning Experience**

We want to increase the opportunities for more pupils to access vocational courses on an alternative provision programme in the Blackburn and Darwen area. This will only be achieved by ensuring that teachers and staff are delivering a quality learning experience to our pupils which will inspire them to engage, enjoy and succeed at The Heights Free School.

The charts below show the predicted number of pupils that will access an alternative provision at The Heights Free School. Not only will there be a threefold increase in the number of full time equivalent learners at the new provision but 300 learners will have the opportunity to access the facilities, resources, and courses at a brand new and exciting school. By showing an ever increasing demand for places at The Heights Free School, it will be clear that we are providing a curriculum that is relevant to pupils, taught in a fun and stimulating manner by high quality teaching professionals.

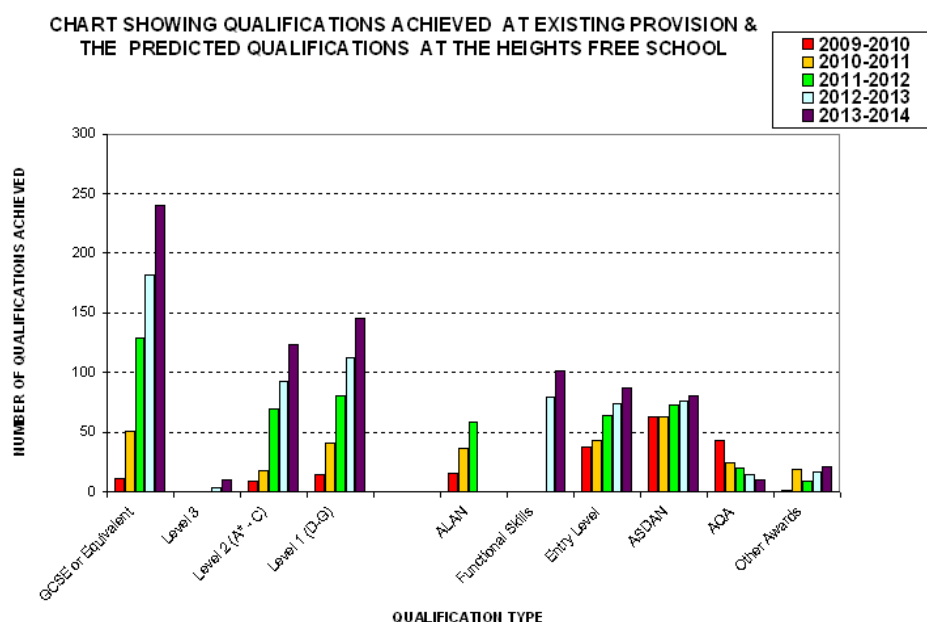
**Chart Showing the Total Number of Learners at the Existing Provision and the Predicted Numbers for The Heights**



#### **D4.4.5 - Measures of Success: Attainment**

We want every pupil to make 2 levels of improvement in Literacy & Numeracy over Key Stage 4 in conjunction with their mainstream school. We also want every young person to leave The Heights Free School with at least one Level 1 vocational qualification to enable them to access employment or further education post 16. Furthermore, we will put the necessary intervention programmes in place to support the lowest-attaining pupils at Key Stage 4. The target will be to increase the proportion of pupils who are able to attain Level 2 in Maths, English and ICT and progress onto Level 2 courses at Post 16. Consideration must be made to the fact that while pupils with us are making at least one level of progress, they are making similar progress at their mainstream school on the days when they attend due to the reengagement with their learning that The Heights Free School will attain. Some pupils will be expected to achieve more than this, but for some of our pupils, making one level of progress will be an outstanding success. Data from the current provision at Fernhurst School shows the major progress that has been made to reach these goals. The chart below shows predicted outcomes for pupils studying at The Heights Free School based on previous success and the developments that will be initiated.

## Chart Showing Qualifications Achieved at the Existing Provision and the Predicted outcomes at The Heights Free School



Our trajectory indicates the significant rise in Literacy and Numeracy levels that will be attained at The Heights Free School. (See appendix D4.4.5). By having targeted support programmes in both English and Maths we aim to have 100% of our cohort achieving Level 2 English and Maths by the end of their programme of study. Pupil progress and achievement, whilst not exclusive, is a vital element in measuring the successful outcomes for our students.

### D4.5 - Blackburn with Darwen Children, Young People and Families Plan

Also noted in section E4 (in terms of understanding our demographic), this plan<sup>6</sup> (2011-2013) has been reviewed and developed by the local authority to tackle the area's well known gaps in education attainment, child poverty, unemployment, health inequalities and high levels of deprivation. The Heights Free School believes that our engaging curriculum and education and fitness offer (after school clubs, school holiday activities) fits well with key priorities and objectives in this plan. Although not an exhaustive list, we believe The Heights Free School will contribute to improving the following objectives to raise life chances for young people in the borough:

- Priority: keeping children and young people safe
  - A reduction in risk taking behaviour
  - Ensuring children and young people who are known to social services – but not in care – are safe

<sup>6</sup> [REDACTED]

- Reducing the number of children and young people missing from home or care
- Narrowing the gap in educational attainment
- Reducing the number of children and young people admitted to hospital for substance misuse or alcohol related problems
- Reducing under 18 conceptions
- Reducing the number of contacts to Social Care where domestic violence is a factor
- Reducing the number of first time entrants to the Youth Justice System
- Reducing re-offending rates.
- Priority: reducing health inequalities
  - Improving emotional wellbeing and mental health
  - Improving general health, specifically addressing dental health and healthy weight
  - Reducing obesity among primary school age children
  - Increasing effectiveness of ELCAS (East Lancashire Child and Adolescent Services).
- Priority: helping children and young people to maximize their educational attainment and potential
  - Raising attainment at all ages
  - Ensuring good outcomes for vulnerable and low attaining groups
  - Narrowing of the gap between median and bottom 20%
  - Increasing the percentage of children and young people making 2 levels progress in English and Maths
  - Increasing the percentage of children and young people achieving 5 A\*-C GCSE grades including English and Maths; additional analysis of Pakistani boys and girls; White/UK learners eligible for free school meals; White/UK learners living in most deprived 10% of areas by Index of Multiple Deprivation (IMD) classification
  - Increasing the percentage of children and young people making expected progress in English and Maths
  - Increasing the percentage of young people in higher education

- Increasing the percentage of young people achieving level 3 at 19 years
- Increasing the percentage of students progressing to higher education
- Increasing the number of 16 - 18 year olds participating in learning
- Increasing the number of young people taking up apprenticeships
- Increasing the number of children with identified additional needs meeting or exceeding nationally.
- Priority: mitigating the effects of poverty and improve family wellbeing
  - Reducing the number of children, young people and families living in poverty
  - Increasing the numbers of adults achieving economic wellbeing
  - Increasing the numbers of young people entering education, employment or training.

## D5: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

At The Heights Free School, our goal is to provide exciting opportunities for pupils to engage and succeed in their learning. The good behaviour and attendance of pupils is a vital element in this process. We aim to provide a safe, inclusive learning environment that helps students overcome barriers, negative influences, frustrations and difficulties and promote positive attitudes, relationships and behaviour that is conducive to learning. This will be achieved by promoting an ethos of respect combined with excellent teaching and learning opportunities.

### D5.1 - Pastoral Systems

One way in which we aim to improve pupil outcomes is through a rigorous referral and interview process in which as much data as possible is collected about the pupil. This will include strengths, weaknesses and any known barriers to learning. For example, specific learning difficulties, attendance issues, chaotic family lives. This, along with baseline assessments in Literacy, Numeracy and the Snap B profiling tool will give us a clear picture of the young person so that prior to their start date, a support package can be put in place.

**Table to show example Pen Portrait and subsequent Individual Pastoral Plan**

<b>Pupil A</b>	<b>DOB:</b>	<b>Year Group: 10</b>
<b>A High School</b>		<b>Childcare</b>
<b>Attendance: 64%</b>	<b>Authorised Absence: 9%</b>	<b>Unauthorised Absence: 27%</b>
<b>Exclusions</b>		
<b>Family History</b>	<p>Pupil A lives with mother.</p> <p>Pupil A was sexually abused by mum's partner, age 8 but did not tell anyone until she was older – man charged and imprisoned but now is out.</p> <p>Pupil A has been found visiting adult chat rooms and self-harming on one occasion. She is vulnerable and her attendance needs monitoring as it is low.</p> <p>Pupil A and mum have close bond having been through a lot together.</p> <p>Mum previously had problem with cannabis but she has given up (apart from odd weekends)</p>	
<b>Agencies Involved</b>	None	
<b>Curriculum levels</b>	<p>English, National Curriculum Level 3.</p> <p>Maths, National Curriculum Level 4.</p>	

<b>Interests</b>	Socialising
<b>Other Information</b>	Pupil A has alopecia which is stress-related – she is very self-conscious about this. House in poor state of repair (no carpets downstairs)
<b>Choices</b>	Childcare
<b>Date</b>	06.07.11

<b><u>Pupil A Individual Pastoral Plan</u></b>	
<b><u>Attendance:</u></b>	Pupil A to be transported into school initially by Family Support Co-ordinator until attendance is established. (To be reviewed after 6 week period)
<b><u>Intervention:</u></b>	Pupil A to access 1:1 Literacy support and to be screened by SENCO for dyslexia.
<b><u>Referrals to external support:</u></b>	Referral to be made to health re Alopecia, support groups etc. Referral to Engage as Pupil A is vulnerable to exploitation. Possible counseling referral following historical abuse.
<b><u>Other support:</u></b>	Support offered to mum via Family Support Co-ordinator in contacting housing.

We passionately believe that young people cannot learn effectively unless their basic level needs are met (Maslow's Hierarchy of Need, 1954.) These include basic physical needs such as food and water which is why we will aim to incorporate a breakfast club into our school day and to provide a variety of free nutritionally balanced school meals at lunchtime. We will also aim to provide a learning environment in which pupils feel safe to learn and gain in confidence and skills. We will aim to recruit experienced, specialist staff with a variety of skills including, but not limited to, counselling, handling behaviour of young offenders, behaviour management and pastoral issues such as pregnancy, forced marriage, self-harm and domestic violence. Through intensive pastoral support including family intervention and close partnership working with agencies such as Social Care, YOT, Young Carers Network and mainstream school staff, we will offer a multifaceted support service for our young people and their families. We feel that this will give our young people the best possible chance to achieve their full potential.



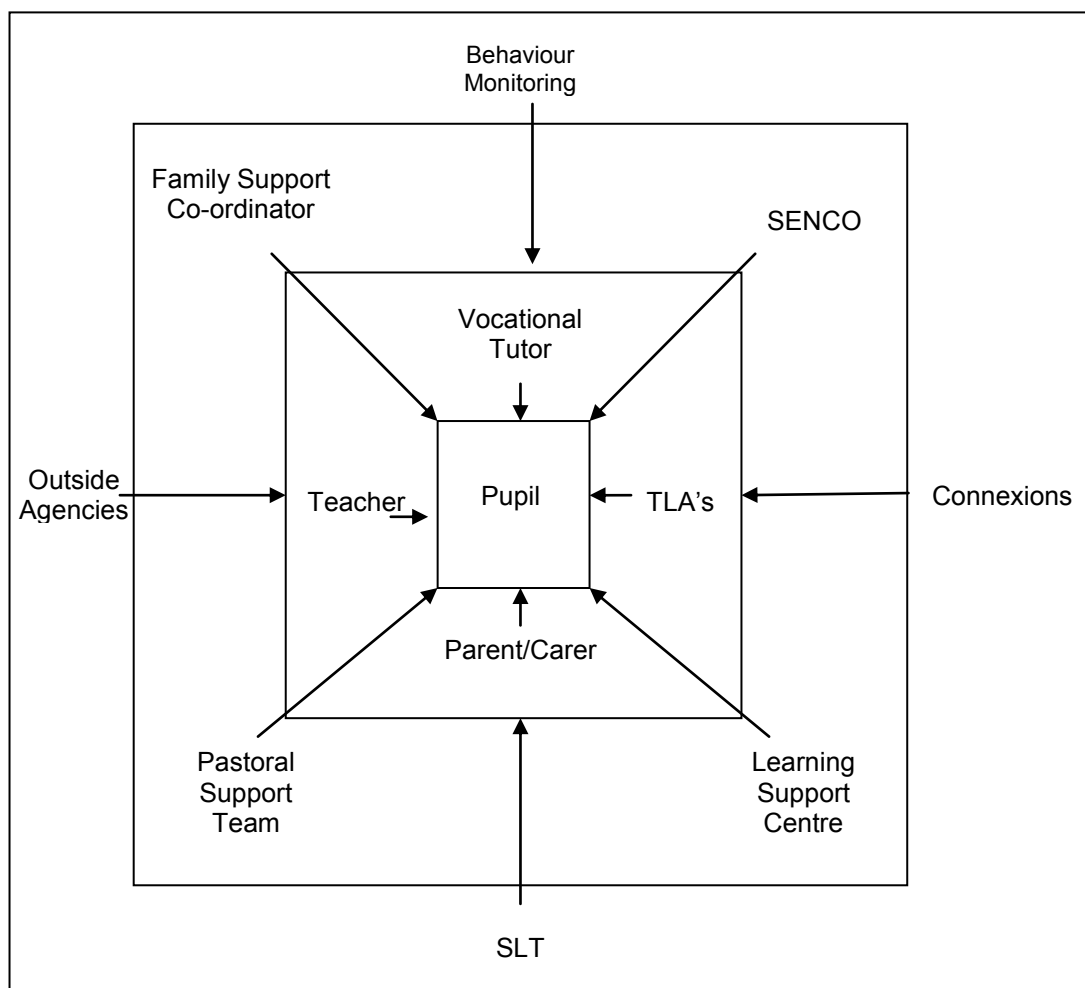
## D5.2 – Counselling

The Heights Free School will offer a counselling service not only for students that are currently in attendance with us, but for other mainstream schools across the borough. School-based counselling will complement the range of approaches that help to support the health, emotional and social needs of pupils and lead to a healthy school culture.

Our young people face many challenges and may find at times that they need someone to talk to external to either home or school. The counsellor will provide a safe and confidential place for young people to explore thoughts and feelings which can be overwhelming and upsetting, in a drive to enable change if desired.

Such issues may include drugs and alcohol, self-harm, bereavement, stress and anxiety. The aim of the service is to treat the cause and not just the symptom, working towards a holistic wellbeing package for young people in need. In addition, we will ensure that all staff will be committed to meeting learners' needs and helping them to succeed by implementing effective monitoring systems to identify students at risk. We will have regular and effective communication forming positive relationships with parents or carers and outside agencies and involve them closely in determining the strategies to be used to support their children. We will continue to review and adapt the curriculum so it continues to be relevant, flexible and inspirational.

## D5.3 – Attendance



As the diagram shows above, we believe that every member of The Heights Free School will have a role in securing full attendance for all our pupils thus enabling them to achieve the maximum they are capable of.

Research shows the strong correlation between good attendance and improved outcomes, for example just 17 days school absence can mean a drop of 1 full GCSE grade whereas a 1% improvement in attendance improves attainment by as much as 5-6%. This powerful data is particularly relevant to pupils with issues around SEBD as a disproportionate number of them are persistently absent from school. It is with this firmly in mind that we at The Heights Free School will place huge emphasis on the links between attendance and attainment.

We will ensure that all our pupils value their school and feel safe and are supported when they attend. Some pupils will require more support from different members of staff at The Heights Free School or through outside agencies and our partners. The wide range of support programmes we put in place will help them deal with the issues that affect their attendance.

Pupils who are disaffected and disengaged from mainstream education are more likely to have developed attendance issues either by truanting or internal truancy. Some pupils may consider alternative provision as more appealing and relevant than a traditional school setting. Alternatively they may have a poor relationship with a particular teacher or find lessons dull and not stimulating. Some pupils have generally poor health records or may have to care for a younger brother or sister or even a parent. At The Heights Free School, we feel that our personalised curriculum and focus on practical skills will go a long way to improving attendance as pupils will have more choice in the subjects they study. We aim to establish a strong ethos of attendance and are aware of our legal obligation to keep a register of attendance and this will be closely monitored by the Director of Learning for PSD in liaison with the Family Support Co-ordinator. Where attendance remains a problem we will use proactive strategies to address the issues, such as:

- developing a high profile whole school approach to attendance
- regularly updating our attendance policy in consultation with all stakeholders
- appropriate shared targets for school attendance (shared with pupils, parents/carers and mainstream school staff)
- a nominated member of SLT with responsibility for attendance who will feed back regularly to SLT and the Board of Trustees
- regularly analysing attendance data to identify possible patterns as this can highlight issues such as students being young carers or binge drinking at weekends
- making arrangements for key staff to transport pupils to and from school if they are struggling to find alternative arrangements thus re-establishing positive attendance patterns

- maintaining close communication with parents and carers via the Family Support Co-ordinator and reporting daily to mainstream schools in order to intervene swiftly where attendance is an issue. This is vital as our pupils will be dual rolled and will need to attend both their provisions in order to achieve their full potential. We will also develop an SLA with the Education Welfare team to ensure effective multi agency support
- ensuring good attendance will be rewarded as part of our whole school reward policy and celebrating improved attendance with parents and high school staff
- having a strong Pastoral Team to support the needs of all our young people and so boost their self esteem
- having sympathetic staff who understand the causes of pupil absence and encourage their attendance. We will also ensure staff will be appropriately trained on pastoral issues which will impact on attendance such as Young Carer awareness raising training
- having personalised and flexible timetables
- ensuring when pupils return to school after a short- or long-term absence, we put the support in place to maintain their commitment to attend. This will form a part of the Individual Pastoral Plan
- making full use of the Learning Support Centre to re-integrate pupils and enable them to catch up on their work in a different environment
- having an attendance monitoring system
- having 1-1 sessions for anger management and bereavement counselling
- encouraging and motivating pupils through the extended schools programme.

## **D5.4 – Behaviour**

We will provide a comprehensive support package using staff that are experienced behaviour practitioners, positive role models and who have a clear understanding of the pastoral, educational and behavioural needs of each young person. We will develop a referral system that identifies difficulties and needs before admission and pastoral staff will produce a pen portrait of each pupil on entry so that all staff are aware of developmental issues and situational issues in order to deal sensitively with young people. Staff will adopt a proactive approach to behaviour using strategies such as learning support, 1:1 intervention, small group work, IEP's, buddy and mentor systems and anger management sessions. These strategies will be supported by a consistent behaviour management approach that focuses on clear expectations, target setting and rewards. A behaviour monitoring group will assess each young person on a half termly basis and implement strategies as needed using

data gathered throughout the term. In addition, self awareness will be delivered through a high quality, pupil led PSHCE provision.

At The Heights Free School we will aim to:

- create an environment which encourages and reinforces good behaviour
- encourage consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure that the school's expectations and strategies are known and understood as widely as possible
- encourage the involvement from both parents and representatives from mainstream schools in the implementation of this policy.

The pupils who will attend The Heights Free School will bring a wide range of behaviour patterns based on differences in values at their homes and mainstream schools. Pupils may be disaffected, disengaged or from a vulnerable background. Every pupil will work towards our standards of behaviour which are based upon our code of conduct and mutual respect. However, we accept that these standards are goals to be worked towards rather than expectations which are either fulfilled or not.

The Heights Free School will play a major role in a pupil's social and moral development, just as it will in their academic development. We will measure academic success in terms of progress and achievement towards curricular targets. We will measure standards of behaviour in terms of a pupil's ability to develop and conform to our behavioural goals over a set timescale. Teachers and support staff at The Heights Free School will have an important responsibility to model high standards of behaviour, both in dealings with pupils and with each other. This will ultimately influence the pupils within our care. Staff at The Heights Free School will aim to:

- provide a caring, effective and positive learning environment
- encourage relationships based on respect and understanding the needs of others;
- ensure fair treatment for all.

We believe that an appropriately structured, personalised learning curriculum contributes to good behaviour. Thorough planning and active involvement of pupils in their own learning helps to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons at The Heights Free School will have clear objectives, understood by the pupils and differentiated to meet the needs of students of all abilities.

Classroom management and teaching methods have an important influence on student behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Classrooms at The Heights Free School will be organized to develop independence and personal initiative. Furniture will be arranged to provide an environment conducive to on-task

behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays will help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom will provide a welcoming environment. Teaching methods will encourage enthusiasm and active participation. Lessons will aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others. Praise will encourage good behaviour as well as good work. Issues will be a private matter between teacher and student.

At The Heights Free School we will be acutely aware of the importance of praise and reward for our pupils who may be disaffected from mainstream school life. We will also promote positive behaviour and reinforce our expectations of pupils at any relevant opportunity.

#### **D5.4.1 - Rewards**

Praise rewards the deserving and will inspire those vulnerable or de-motivated pupils who may be struggling at their parent school.

We will reward whenever possible:

- formally or informally
- publicly or discretely
- regularly, consistently and sincerely.

Rewards will be given as a means of acknowledging an effort, achievement or action that is above and beyond the norm and will be based on accurate data.

We will actively seek ways to find students succeeding and praise their efforts.

Rewards systems in our school will link into

- attendance
- improved behaviour
- effort
- attainment
- attitude
- progress
- motivation.

A variety of methods of rewards will be used at The Heights Free School. These will include:

- verbal praise
- postcards home
- positive phone call home
- public display of high quality work
- acknowledgement through assembly
- certificate or awards at assemblies.

Our rewards system will be have 3 main stages:

### **Stage 1 Mid Term Awards**

Every mid term an assembly will be held celebrating success in school. The awards will be based on the number of merits that have been awarded by staff. A Certificate of Merit will be awarded to pupils who have:

1. completed "Excellent work"
2. shown an "Excellent Attitude"
3. made "Excellent progress"

Each pupil who has been awarded a certificate will also receive a prize.

### **Stage 2 Half Termly Award**

Every **FIRST** half term, a special awards assembly will be held to reward those pupils who are performing at a high level in school. The awards will be based on termly data which monitors a pupil's attendance, behaviour, motivation and progress in school. Certificates of Merit will be awarded to pupils who have:

1. 100% attendance record
2. shown improved behaviour over the course of the half term
3. shown excellent behaviour, motivation and progress. (**Star Pupil awards**)

Each pupil who has been awarded a certificate will also receive a reward.

### **Stage 3 Termly Awards**

Every term, a rewards trip will be held to reward those pupils who are the highest performers in school. The awards will also be based on the merits awarded to pupils.

**Rules** and procedures will be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures will:

- be kept to a necessary minimum
- be positively stated, telling the pupils what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole.

## **D5.4.2 - The Heights Free School Code of Conduct**

### **Respect**

1. Everyone has the right to be treated fairly.
2. Everyone has the right to be listened to.
3. Everyone has the right to learn.

Whilst rewards are central to the promotion of good behaviour there will still be a need for sanctions to

- register the disapproval of unacceptable behaviour
- be a consequence of pupils not following The Heights Free School rules
- be the end result for pupils who do not adhere to the code of conduct
- protect the integrity of the school community.

When sanctions need to be applied

- it will be clear why the sanction is being applied.
- it will be made clear what changes in behaviour are required to avoid future punishment.
- group punishment will be avoided
- there will be a clear distinction between minor and major offences
- it will be made clear that it is the behaviour rather than the person that is punished.
- the sanction should not be out of proportion to the offence.

Sanctions will be preceded through clear warning system given by teachers:

- expressions of disapproval
- reminder
- verbal warning
- final verbal warning.

Sanctions will range from withdrawal of privileges, detentions, referral to SLT, phone calls to parents/carers, behaviour leads and, ultimately and in the last resort, exclusion from the school. Most instances of poor behaviour will be relatively minor and will be adequately dealt with through minor sanctions.

Where disruptive behaviour is frequent, sanctions alone will be ineffective. In such cases we will carefully evaluate the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as contributory factors.

A pupil's behaviour will be monitored thoroughly through school data analysis management systems. These will include in the short term:

- pupil report cards
- cause for concern slip
- detention slips
- incident slips
- phone call home
- pupil review and interview.

These will include in the long term:

- half termly data reports
- termly progress reports.

A Pupil Focus Group will meet on a regular basis with the following terms of reference to:

- discuss pupils who display causes of concern
- produce strategies for those pupils identified
- review progress of pupils on report cards
- review progress of pupils who have recently joined the programme
- assign pupils to appropriate monitoring level on behaviour management system
- carry out pupil reviews
- disseminate information as a result of discussions to all staff
- review behaviour management in school
- make recommendations to SLT.



### D5.4.3 - The Heights Free School Behaviour Management System

INTERVENTION & SUPPORT	STAGES
No additional support necessary	<b>LEVEL 5</b> Pupil has no causes for concern. Pupil is monitored & assessed through termly Progress Reports
Tutor Pupil Focus Team Pastoral Team	<b>LEVEL 4</b> Pupil has had instances of detentions or causes for concern. Half Termly data and reports highlight concerns.
SLT Parents / Carers Mainstream School	<b>LEVEL 3</b> Series of detentions causes for concern and incident sheets. Monitored on weekly Report Card.
Vice Principal Outside Agencies	<b>LEVEL 2</b> Serious concerns regarding behaviour, effort & attitude of pupil. Targets set and monitored daily on Report Card.
Principal	<b>LEVEL 1</b> Pupil has made no positive response to support and there are very serious concerns regarding behaviour, effort & attitude of pupil. Targets set and monitored on daily Red Report Card
	<b>Place withdrawn from The Heights Free School</b>

### Home / School Partnership

We will give high priority to clear communication within the school and to a positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it will be important that all those working with the pupil at The Heights Free School are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication will be the class teacher who will have the initial responsibility for a pupil's welfare.

Early warning of concerns will be communicated via a “Cause for Concern Slip” or alerted at staff briefings so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents will be crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of life at The Heights Free School will be encouraged. This participation will assist the development of positive relationships in which parents are more likely to be responsive if we require their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

For more information on communication by The Heights Free School, please refer to the Table in section *D1.3.1*, which gives a comprehensive overview of communications between parents/carers and referring high schools/Academies.

## **Pupil Wellbeing**

Pupil wellbeing is a high priority area for The Heights Free School as ‘improving the physical and emotional health of young people’ is a headline priority identified in the Blackburn with Darwen Young People’s Plan. We intend to address this both through the curriculum and also through the quality wraparound pastoral services we will provide for young people.

## **D5.5 – Pastoral Curriculum**

The aim of the pastoral curriculum will be to support pupils, help them develop emotional resilience and prepare them for all aspects of life. To this end, all pupils at The Heights Free School will access a comprehensive PSD package delivered by specialist staff. This will be made up of PSHCE, Employability Skills and Life Skills.

In PSHCE, pupils will learn about a wide range of subjects including:

- sex and relationships education
- drug and alcohol education
- parenting
- exploitation and internet safety
- mental health
- difference and diversity including preventing extremism
- self awareness
- stress and relaxation
- anger management.

These lessons will be delivered by an accredited teacher of PSHCE with additional qualifications in sex and relationships and drug education. The programme will also be supported where appropriate by delivery from other agencies.

In Employability Skills, pupils will learn practical skills such as:

- CV writing
- interview techniques including mock interviews with visiting employers
- learning about pay, banking, saving etc
- budgeting skills.

In Life Skills, pupils will learn practical skills to prepare them for independent living including

- how to cook simple nutritious meals on a budget
- availability of accommodation
- form-filling
- basic cleaning and washing skills
- community facilities.

Alongside this, we aim to provide high quality wraparound services such as counselling and anger management where a need is highlighted by testing such as Snap B. We will also offer in-house Sexual Health Services such as condom distribution, Chlamydia screening and pregnancy testing in partnership with agencies such as Brook Advisory. We feel this is important as within Blackburn with Darwen, approximately 1400 young people are believed to be affected by Chlamydia and are unaware.

### **D5.5.1 - Promoting Safeguarding**

Student safety will, of course, be paramount and at The Heights Free School we aim to use a variety of strategies to achieve this.

#### **Child Protection**

The Heights Free School will have an agreed Child Protection policy, the aim of which will be to safeguard and promote our pupils' welfare and safety by fostering an honest, caring and supportive environment.

There will be three main elements to our policy; prevention, protection and support.

#### **Prevention**

Positive staff/pupil relationships and a culture of mutual respect will allow pupils to ask for help and support without fear of judgement. Our robust pastoral support systems will support this. We will also ensure that we include within the PSHCE curriculum activities to equip pupils with the skills they need to stay safe including discrete lessons focusing on internet safety and exploitation.

## **Protection**

Pupils will be protected:

by following agreed procedures including safe recruitment policy

as all staff will have undertaken 'Introduction to Safeguarding ' provided by the LSCB

as all staff will be Team Teach trained. Team Teach is BILD accredited training in positive handling techniques actively committed to reducing restraint and risk. The main emphases of Team Teach are de-escalation and the empowerment of staff to enable them to feel more confident in their management of disruptive and challenging behaviour which should in turn improve learning outcomes. The Heights Free School will apply for the Team Teach license in order to provide Team Teach training for schools across the borough.

The Family Support Co-ordinator will be trained as a child protection officer and the Director of Learning for PSD will be trained to Senior Designated Person level.

We will also ensure that a member of the Trust is identified as having responsibility for Child Protection.

All Child Protection records will be kept in a locked cupboard within a locked room in accordance with our policy.

## **Support**

We will offer support to pupils who may have been abused via referrals to our in-house counsellor and ELCAS (formerly CAMHS)

### **Safety outside the classroom**

At The Heights Free School there is a strong emphasis on learning outside the classroom and therefore safety on excursions is of paramount importance. The EVC Co-ordinator will have responsibility for identifying danger, risk, control measures and supervision needs to ensure that all students remain safe during offsite visits. We will use the EVOLVE system provided by Edufocus to provide a thorough approach to educational visit, planning, notification, monitoring and reporting as we believe this supports best practice.

"Evolve" is an online educational visits notification, approval and database system that has completed rigorous trials in the London Borough of Redbridge, London Borough of Waltham Forest, Metropolitan Borough of Rochdale and Rotherham Metropolitan Borough. It has been successfully used by Fernhurst School in Partnership with BwD Borough Council for the past five years.

### **D5.5.2 – Bullying**

The Heights Free School will believe that everyone has the right to feel welcome, secure and happy. It is only when these conditions exist that all members of the school community will be able to achieve their maximum potential. Bullying of any sort prevents this from happening and prevents equality of opportunity. It will be the responsibility of **all** at The Heights Free School to prevent bullying. To this end, pupils, staff and parents will be actively involved in writing and reviewing our Anti-bullying Policy.

Where bullying exists the victims must feel confidence in the systems in place and we want to create a school in which all accept that bullying in all forms is unacceptable and any instances will be dealt with swiftly and sensitively in accordance with our Anti-bullying Policy. This policy will aim to:

- raise awareness of bullying and create a culture of positive behaviour which encourages students to disclose and discuss instances of bullying behaviour. Staff will provide close supervision of students in order to minimise opportunities for bullying, particularly of vulnerable learners and in order to model positive behaviour.

- bring about conditions in which bullying is less likely to occur in the future by promoting equality and celebrating diversity

  - reduce and, if possible eradicate all incidents of bullying

  - react to bullying incidents in a reasonable, proportionate way

- provide support for the victim whilst also developing strategies to enable perpetrators to be accountable using Restorative Justice practices.

The Heights Free School will talk openly about bullying and will raise awareness through assertiveness and self-esteem work in PSHCE and by cross curricular work around diversity, for example studying different festivals in Childcare, looking at other countries in relation to sports events in Sport and Leisure. We will also use a programme of positive touch based on the Massage in Schools Programme as the importance of education around positive, negotiated touch cannot be ignored and also adds to a calm atmosphere around school. We will take part in anti-bullying week activities and offer training to parents/carers about aspects of bullying such as cyber-bullying provided by staff trained as CEOP (child exploitation and online protection) ambassadors. We will also distribute parent-friendly leaflets about bullying that clearly lay out our procedures for dealing with bullying at The Heights Free School.

If a bullying incident does occur it will be dealt with immediately by a member of SLT discussing the incident confidentially with the student concerned, discussion with parents, deciding on a course of action and filling in the appropriate record keeping which will be sent to the Governors to ensure transparency.

**D6 - Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.**

There will be a comprehensive after school activities programme for students and the wider community. The after school activities programme will be one hour per day for students, with transport home removing a traditional barrier that prevents low income families from accessing extra curricular activities. The community will have a similar programme, based on mapped demand, from 4pm onwards. Both would benefit from the expertise of the staff together with the skills and enthusiasm for their subject and the added advantage of generating work related learning, enterprise and volunteering opportunities for our students.

## **D6.1 - The local community and socio-demographic**

The Blackburn with Darwen area is the 17th most deprived out of the 354 local authorities in England, with eight small areas classified as being in the most 1% of deprived areas in England. These areas are where a significant number of our current students live, and moreover make up the local community that will benefit from our Alternative Provision Free School.

The education plan reflects the needs of the community, while retaining high expectations for pupil achievement by providing opportunities for personalised learning and vocational subjects. These practical hands-on subjects will be delivered by dynamic, specialist staff in order to inspire and re-engage young people with learning.

Our Community Action Engagement Plan (CAEP) will mirror the education plan, showing 'joined-up thinking' in order to maximize the potential community benefits from the expertise of staff and high quality facilities. Also it will aim to counteract the traditionally negative or poor relationships that our cohorts' families have with education or teachers, as poor educational attainment and low level of qualifications and lack of progression is something passed on from generation to generation. Our CAEP aims to break down these barriers and re-educate parents, grandparents, neighbours and friends of Free School students, by establishing ourselves as different from other schools. We aim to create an open, welcoming, down to earth and friendly<sup>7</sup> atmosphere. For example, staff will be known by their first names.

## **D6.2 - How engagement with the local community has shaped our plans**

We will look at two case studies of how staff at Fernhurst School have engaged with the community, listened to them and adapted plans to meet demand to fill a gap in provision of IT training, affordable hair and beauty treatments (*Case Study A*) and sport/leisure for local people at The Heights Free School (*Case Study B*).

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<sup>7</sup> Evidenced in questionnaires and discussions from students and parents, about why Fernhurst School was 'different' and worked well, compared to experience in traditional schools

### D6.2.1 - Case Study A: Development of ICT and Hair and Beauty salon offer for the community

<b>Engage</b>	<b>Listen</b>	<b>Adapt</b>	<b>Outcome for The Heights</b>
<p>Launched free computer class for the community in Nov 2010; around 12 regular weekly attendees.</p> <p>Developed great relationships, raised awareness of Fernhurst School's special facilities, engaging curriculum and alternative provision.</p> <p>Started attending Hair and Beauty salon on two mornings a week – saved money and enriched students' experience.</p> <p>Invited to celebration events, encourage young people. promote school events/offer by word-of-mouth to reach more people in the community.</p>	<p>Wanted more online courses; started to save money (fixed income – pension) by shopping online, very passionate about wanting more people in the community to benefit from local school as they did.</p> <p>Also wanted to save money by coming in for regular hair cuts and treatments at cost-price (crucial for those on fixed incomes/older people on pension).</p>	<p><b>Computers:</b> Became the first high school in Blackburn with Darwen to be an accredited UK Online Centre – people can find our courses online. Free (unlike local Mill Hill library). Also opened up potential funding stream from UK Online. Local business people seeking to improve IT skills joined class.</p> <p><b>Hair and Beauty:</b> students and staff developed flyers for '£5 Pampering offer'; increased visitors to salon from 1-3 to 8-9 a week including adults with learning disabilities and links with local charity.</p>	<p>Based on consultation with the community, The Heights Free School will:</p> <ul style="list-style-type: none"> <li>• Be an accredited UK Online Centre; attract new visitors/enquiries into school via their website</li> <li>• Deliver free online courses and IT support</li> <li>• Support IT skills of local small businesses</li> <li>• Have a cybercafe and restaurant open to the general public</li> <li>• Encourage students to volunteer to help get local people develop skills in IT and get online</li> <li>• Hair and beauty salon generates income and customer base</li> <li>• Reduce social isolation for older people.</li> </ul>

### D6.2.2 - Case Study B: Development of Sport and Leisure offer for the community

<b>Engage</b>	<b>Listen</b>	<b>Adapt</b>	<b>Outcome for The Heights</b>
<p>Develop links with Livesey All Age Centre (local community centre less than 1 mile away); mutual promotion of events and facilities.</p> <p>Host Football Coaching every Wednesday evening and in school holidays for 6-12 year olds (delivered by trained FA coach), organised by Livesey Community Association.</p> <p>YOT (Youth Offending Team), Young People's Service (YPS) and Youth Inclusion Projects (YIP) suffer budget cuts and can no longer pay to use JJB stadium and commercial sports facilities; already work with staff so approach us to use facilities.</p>	<p>Livesey Community Association want more sport and leisure options for the community to have access to – nothing else in the area (nearest around 3 miles away and many families don't have access to a car).</p> <p>'Street Pastors' expressed an interest in using the Basketball Court on Friday nights in Spring/Summer.</p> <p>YOT, YIP and YPS need suitable space and equipment to engage young people in school holidays to prevent potential offending behaviour.</p>	<p>Trialled use of the gym for the community and basketball court.</p> <p>Supported Livesey Community Association's Sport for England bid stating that The Heights Free School is their first choice of venue to deliver classes and opportunities to get active and keep fit at low cost (£10,000 bid).</p> <p>Keep school open in school holidays.</p> <p>Organise 2-3 'Zumbathon' events a year; local Zumba instructors do 20 minutes each in a 3 hour event.</p>	<p>Based on consultation with the community, The Heights Free School will:</p> <ul style="list-style-type: none"> <li>• have an excellent relationship with Livesey All Age Community Centre</li> <li>• Childcare students will have an hour a week hands-on experience in a commercial nursery</li> <li>• If Sport for England bid is successful, be the venue to deliver a £10,000 community project to make sport, fitness and leisure affordable low-cost choices for local families, young people and adults</li> <li>• Host out of term-time courses/events for YOT, YIP and YPS</li> <li>• Continue to respond to need as and when (eg, seasonal) Street Pastors).</li> </ul>



## **D6.3 - Plans for working with other schools, organisations and the community**

The Heights Free School aims to build on the legacy of success as evidenced by Fernhurst School as well as implementing new ways of working and engaging the local community. This can be broken down into three areas of schools, organisations and the community and will include:

### **D6.3.1 - Schools**

- **Students in the borough with Moderate Learning Difficulties (MLD)** will be able to access a wide range of sports facilities for Physical Education lessons and attend regular coaching sessions offered by our own PE staff. They will also be offered weekly sessions in the Food Technology and Art and Media departments. MLD learners are currently at Crosshill School, soon to be amalgamated with Blakewater College and Beardwood School (under BSF) to be at Blackburn Central. Staff and students at Crosshill are keen to continue this link in 2013.
- **Hameldon High School** in Burnley are keen to continue accessing weekly sessions of Hair & Beauty. They want to maintain and develop the initial success of a dozen learners accessing Fernhurst School in 2011, as there is nothing else like it that is closer to them than this site.
- **St Thomas's Centre (PRU)** have made it clear that they wish to continue to use the sports barn, fitness suite and trampolines on a daily basis, as they have no access to sports facilities and under BSF plans are not anticipating any change in their facilities by the opening of The Heights Free School in 2013.
- **Newfield Special School** used Fernhurst School's sports barn for PE lessons and wish to continue the arrangement for 10 of their students to take part in a trampoline session that offers respite to parents in an evening at The Heights Free School. This is in conjunction with SportingNRG, a community disability group and is a link we would like to develop in order to promote inclusion to our students.
- **Waterloo Lodge (Independent SEBD)** wish to attend weekly sessions of Hair & Beauty.
- **The Sunnyhurst Centre (Primary PRU)** would like to offer weekly sessions of music at The Heights Free School as part of their rewards system.
- **St Bede's RC High School** has expressed demand for a carousel programme of Catering, Expressive Arts and Hair and Beauty.

### D6.3.2 - Organisations

- **Youth Offending Team:** the most vulnerable young people in the borough will use our facilities in 11 of the 13 weeks of school holidays – traditionally a time when young people are most likely to commit low-level crime because they are not in school and have no responsible adult present. They will make use of our sports facilities, classrooms and climbing wall. Up to 72 young people a week will be able to access this programme.
- **Youth Inclusion Programme:** also during the school holidays we hope that up to 8 young people a day will use our facilities for four weeks in the holidays.
- **Young People's Learning Service** will send young people with their qualified youth workers to use the climbing wall during the school holidays targeting vulnerable young people.
- **Brothers of Charity** work with adults with learning disabilities to enable them to live independent and fulfilling lives. They will use the salon and share their commercial expertise, as they run eight social enterprises in Chorley and South Ribble, giving meaningful work to adults with learning disabilities and also serving the community. This is a really positive cross-cultural example of two often marginalised groups benefiting by working together in partnership.
- **Livesey All Age Centre and Nursery:** we will continue to work in partnership with the community centre. Childcare students and staff will continue to benefit from working together in the nursery, to provide hands-on experience. The staff at the nursery give regular positive feedback and value the enthusiasm, hard work and maturity demonstrated by Fernhurst pupils, who themselves show increased self-esteem and real pride in their work at the nursery.
- **Livesey Community Association:** up to 30 children (aged 6-12) can come to a football coaching session every Wednesday evening, and during the school holidays have a weekly all-day session. In Winter 2011 they applied for £10,000 from Sport for England and cited Fernhurst School as the venue for a number of sporting activities aimed at local families and their children at low cost.
- Work in partnership with **Local Authority health and wellbeing** teams to identify priorities to be delivered at The Heights Free School to address priority health issues in the borough.
- **[REDACTED]:** The **[REDACTED]** is a supporter of alternative provision and raising the aspirations of young people who live in the borough, and we will maintain the excellent relationship and rapport we have with the **[REDACTED]** and **[REDACTED]**. For young people and the community to have the opportunity to meet the **[REDACTED]** in assemblies, award ceremonies and lunches raises self-esteem and local pride for all concerned.

- *“I visited Fernhurst School and its wonderful facilities in January 2011 for ‘Zumbafest’, and have met staff and students and can say it’s a lovely, bright clean place with a fantastic atmosphere. Its calm and welcoming environment makes you want to learn and be creative. Fernhurst School is a tribute to its community.”* (██████████, ██████████).
- **Charities:** we are keen to continue to work in partnership to benefit local charities – whether raising money through sponsorship or events, or inviting their clients in to use facilities and develop positive, life-affirming relationships with our students and staff. Current relationships include Derian House Children’s Hospice, the ██████████’s charity and ‘Kids’ – who give short breaks and respite care for families with children with disabilities. This is an example of students’ personal and social development that bridges our Community and Education plan.
- **Blackburn and Darwen Music services:** the music department will continue to work very closely with this service, as well as the international record label ‘All Around the World Records / Columbia’ situated in Blackburn, in order to provide a quality recording service for all the schools in the borough.
- **UK Online Centres:** Fernhurst School was the first and only school to be an accredited UK Online Centre. Local residents can search a national database of online course providers and find our free computer class. The Free School will continue this accredited partnership and encourage computer beginners to register for their free ‘Go-on’ beginner level online course enabling them to access online services.

### D6.3.3 - Community

- A **Cybercafe:** a relaxed place to go online, meet other people, reduce social isolation, and improve ICT skills for all ages. Catering students could be involved with this as a free school enterprise and work experience.
- Catering facilities and **restaurant:** members of the public will be able to enjoy low cost but high quality nutritional meals. We will work with old people’s homes and local charities to host regular events and can also provide transport if this is a barrier for marginalised or hard-to-reach groups.
- **ICT community class:** Fernhurst School is the only school in Blackburn with Darwen which is an accredited UK Online Centre and we will continue to be a friendly, welcoming place for people to develop their computer skills.
- **Media classes:** local people will be offered classes in our state of the art Apple Mac studio and learn how to make the most of new technology including digital photography, webcams, Skype, making a video and Photoshop.
- **Hair and Beauty:** the general public will be able to take advantage of low cost treatments and hair cuts which will give our students invaluable hands-on

experience and opportunities to build their confidence and communication skills. We will aim to seek more partners, for example forging links with community centres to deliver treatments. This will provide an excellent experience for students who want to become self-employed or mobile hairdressers.

- **Employability skills:** the general public will be able to practise interview preparation with staff and local employers to boost their confidence and access support with updating or writing their CVs. The excellent CEIAG (careers' education, information, advice and guidance) available to students will also be available to their families and the community with an emphasis on lifelong learning opportunities.
- **ICT, English and Maths qualifications:** the general public can access adult qualifications and GCSEs.
- **Music:** the community can come in to learn to play an instrument, sing, record and produce tracks in our industry-standard studio. We will work with Twin Valley Homes (main provider of social housing) who have visited the studio, met staff, and expressed a keen and clear need to use the studio to encourage local bands and foster talent. The music department works in close partnership with the Dance and Drama department for bespoke soundtracks and to provide audio-visual technical support/sound systems for events. With the BBC moving its broadcasting headquarters up to Manchester there is a lot more public interest and job opportunities for the general public in music and technology.
- **Dance and Drama:** the general public will be able to access musicals, plays and shows as well as getting involved themselves behind the scenes, or enjoying a drama class. We will offer our dance studio to local dance teachers and dance schools, as well as offering classes in Zumba. Pupils who progress to further education will be invited to come back to school to share their new skills and develop current students.
- **Zumba:** as well as regular classes run by school staff and local qualified instructors, we will host one-off 'Zumbathons' - big events for the local population and also an opportunity to raise money for charity.
- **Allotments:** we aim to landscape our grounds and lease out affordable growing space to the community, as well as harnessing local expertise in 'grow your own' fruit and vegetables. We will keep part of the space for school use, to supply the kitchen, catering students and restaurant with fresh food.
- **Cookery classes:** the community can learn to cook healthy meals on a budget.
- **Sport and Leisure facilities:** Including qualified supervision of the fitness suite, dance studio with sprung floor, trampolines, table tennis, climbing wall, badminton club, basketball court, five-a-side indoor football and other team

sports. We will also provide a weekly programme of aerobics and circuit training.

- **Outdoor recreation:** we will offer running clubs, orienteering and mountain biking.
- **Life Skills:** The community can also make good use of the fully-equipped, self-contained studio flat. This will serve to target looked after children who may be leaving care at 16 for life-skills courses – healthy eating, cleaning, washing and drying clothes, personal finance/banking and budgeting delivered ‘in situ’. Use of this facility could also be extended to provide parenting skills for young parents and enable delivery of Health and safety in the home and first aid qualifications for parents and Childcare students. Keeping at least two of the walls clear would give us scope to deliver painting and decorating qualifications in conjunction with KS4 Joinery and Construction. We will develop links with local DIY stores.

The Heights Free School will advance existing links and seek to extend good practice in this field.

## **D6.4 - Community Crossover with The Heights’ Curriculum and Holistic Personalised Learning Offer**

We believe that to be a well-rounded, happy and successful human being, young people must also be engaged with, and supportive of their local community to bring numerous benefits:

- Make your neighbourhood a better place to live in with less crime, more responsible adults in work, fewer people claiming unemployment benefit and raising aspirations for the next generation of Blackburn with Darwen children and young people.
- Reduce isolation of older people (cafe, ICT classes and fitness classes).
- Break down boundaries of fear between older people and young people. By encouraging students at The Heights Free School to volunteer in community programmes, this will counteract the negative stereotypes of young people - as fuelled by the press in recent years.
- Break down boundaries between disabled and non-disabled people (Brothers of Charity clients/adults with learning disabilities getting hair cuts and being pampered in our Hair and Beauty salon).
- Improve health outcomes for the community (obesity, diabetes, oral health, fitness – see *Sections D4.5 and E4.3* for more detail on how this interlinks

with the 'Blackburn with Darwen Children, Young People and Families Plan').

- Break the vicious circle of inter-generational unemployment, poor parenting skills, poor health and high unemployment.
- The Community Engagement Programme will create opportunities for young people's personal and social development – eg, by volunteering in the cybercafe or community allotment, a young person's confidence and communication skills will grow.
- Engaging with people of all ages, backgrounds, faiths and social class to make Blackburn and Darwen a more prosperous and healthy place to live, work and play in.

Fernhurst School and its legacy shows that we can break down boundaries between disability, age and race, but we believe that The Heights Free School will go further by creating work-related learning opportunities and Apprenticeship places (*also cited in D1*). Potential 'win-wins' are the various community enterprises creating work-related learning and work experience opportunities for post-16 students. A 'Young Leaders' scheme would be developed, where young people from school or the community co-lead some of the projects below with The Heights Free School staff and community volunteers/ambassadors. A few cross-community and education examples of how The Heights Free School could create a real-life working environment and benefit the community are:

- **Hospitality and catering:** the café and/or restaurant
- **ICT:** cybercafé and ICT community class
- **Hair and Beauty:** in the salon working with customers and also supporting KS3 and KS4 students
- **Business, marketing, communication, entrepreneurship and employability skills:** first hand experience working alongside the School Business Manager, Admin team or Marketing and Partnership Development Co-ordinator to support the Community projects and enterprises and promotion.
- **Music:** help to run a community music programme, support young bands to produce demos and tracks.
- **Sport and Leisure and dance:** deliver fitness classes to the community and supporting youth projects in the school holidays (eg, using the climbing wall, trampoline).
- **Horticulture:** hands-on gardening, cultivating of fruit and vegetables and landscaping on site at The Heights Free School or assisting with a Community Garden or allotments.

## **D6.5 - Employer Engagement**

Fernhurst School has a long history of successfully engaging employers for mock interviews, vocational taster days and work experience, through developing good relationships and working with Lancashire Education Business Partnership.

The Heights Free School will continue to develop these relationships for work experience, work-related learning, mentoring, Apprenticeships, curriculum-specific enrichment opportunities (trips, talks, visits, case studies depending on the business sector) and furthermore will invite local businesses to get involved with the community projects too. This could be:

- a garden centre sponsoring the allotments, donating staff time and plants
- mentoring a group of unemployed adults by giving real working-life examples/case studies to develop their IT, English and Maths skills
- mock interviews and half day work experience for adults and young people low in confidence or who have been out of the work force for a while (mothers seeking work, long term unemployed, people recovering from illness)
- a local restaurant's Head Chef coming in to work with students in the restaurant to produce a community Christmas meal
- Blackburn Rovers Football Club coming in with real case studies of press releases (English functional skills) or new training/fitness/physiotherapy techniques (Sport and Leisure).

We believe that the integration of our School Vision, Curriculum and Community Plans will convert an area of deprivation and low life-aspirations, to a healthier, more prosperous place in which to live, work, play and learn.

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

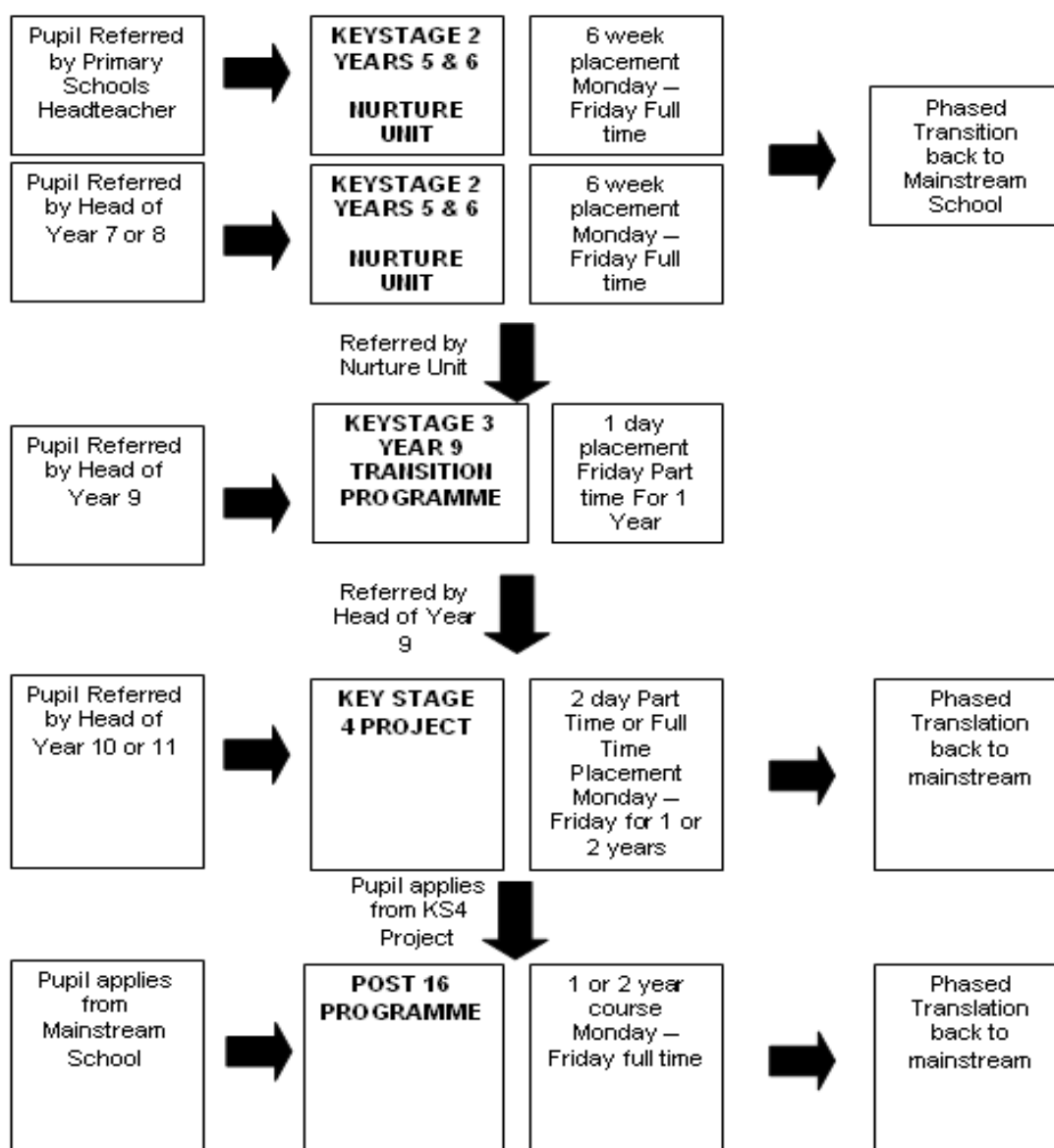
	2013				2014			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	0	0		0	0	0		0
<b>Key Stage 2</b>	0	0		0	4	4		100%
<b>Key Stage 3</b>	12	12		100%	16	16		100%
<b>Key Stage 4</b>	40	40		100%	48	48		100%
<b>16-19: commissioner referred</b>	0	0		0	0	0		0
<b>16-19: pupil application</b>	8	8		100%	16	16		100%
<b>Totals</b>	60	60		100%	84	84		100%



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

**E1: Clearly state your referral process (for children of compulsory school age and, if appropriate, 16-19 year olds), setting out how you will effectively manage referrals and engagement with your commissioners throughout the academic year. Clearly state your other admissions arrangements, if any, for 16-19 year olds. Describe how both processes will ensure that your alternative provision Free School is accessed by your target group of pupils.**

### Overview of The Heights Free School Referral And Admissions Process



Pupils of statutory school age will be referred to The Heights Free School by their current primary or secondary school. The majority of these will be of secondary age and will come from the schools that form the Blackburn with Darwen Education Improvement Partnership (EIP), the principal supporter of the development of the Free School and members of which will be represented on the Governing body of the new school.

As part of its work in the area of anger management the current provision has developed close links with a growing number of referring primary schools within Blackburn and Darwen. This process will be sustained during the period of formation of The Heights Free School and will be part of the role of the Marketing and Partnership Development Coordinator.

Referrals of 16-19 year olds will mainly be self referrals. They will initially come from pupils who have taken part in a course of study at The Heights Free School and who would benefit from additional support in making the transition from school to further education, employment or training

## **E1.2 - Nurture Unit Referral Process**

Referrals are made from mainstream schools for different reasons: pupils may be having difficulty attending lessons and would benefit from accessing the different programmes we offer; they may be withdrawn and unresponsive; they may have difficulty relating to others and would benefit from a nurturing environment. The students attend on a full-time basis for 6 weeks in the first instance and return to their mainstream school on a reintegration programme with the support of a TLA.

Students will be referred to the unit by a senior member of staff from mainstream school who will be invited initially to visit the unit to discuss the nurture curriculum and to familiarise themselves with the layout and structure of the unit. We will also aim to establish positive working relationships between the mainstream school and the nurture unit. A key worker from the mainstream school will be designated as responsible for the communication between the nurture unit and school, as attendance and progress reports will be shared with the mainstream school on a weekly basis through telephone calls, e-mails, weekly reports and visits into the unit to see the young person while they are attending the unit.

When a referral is made, staff from the mainstream school will complete a referral form outlining the reason for the referral and details of the student's academic levels. They will also complete a Boxall Assessment Profile which, once returned, will be used to identify the student's individual needs. The Boxall assessment is a key element of the unit. We will use the assessment to establish the young person's needs, create targets and set the student an Individual Personalised Plan. Staff from the mainstream school will also complete a pen picture enabling staff at the nurture unit to build up a picture of a student's home and personal life.

Once a placement has been confirmed and a start date given, a home visit will be arranged. The home visit is an opportunity for parents or carers and the student to meet the staff from the nurture unit and ask any questions or raise any concerns they may have. Staff will also explain the structure of the unit and discuss the reason for the referral, proposed timetable and uniform. Staff will also explain that during the student's stay regular telephone calls home are made to discuss both positive and negative behaviours and to keep parents and carers up to date with progress. A weekly sheet will also be sent out to parents giving a brief breakdown of the student's progress and what sessions they have accessed during the week. It will also detail the targets the students will work towards and how they are progressing.

While the staff are at the home visits they will ask the parent or carer to complete consent forms allowing their child to access different activities and sessions as well as any medical and dietary details.

Students who will attend the nurture unit when they are in Year 9 will have the opportunity to attend the Year 9 taster programme so they may be assessed for suitability for the Key stage 4 programme for two days a week once they reach Year 10. If their mainstream school, parents or carers and students wish to take a place on the Key stage 4 programme then staff within the nurture unit will arrange for the students to have taster sessions. The transition from the nurture unit to the Year 9 programme and the Key stage 4 programme will be a positive experience as the students will be familiar with the structure of the school, the sessions available and will have already formed relationships with the staff already from accessing the nurture unit.

### **E1.3 - Year 9 Transition**

To ensure that the students who are referred to The Heights Free School are best suited to our provision in Key stage 4, a comprehensive Year 9 transition programme will allow students to attend for a full day per week and try different vocational areas. Year 9s are referred from mainstream schools because of risk of disaffection and disengagement in their current environments. This process will enable staff to assess needs and develop a positive understanding and relationship with each student and for commissioning high schools to measure the impact on each individual before referral onto our Key stage 4 programme. This will give us an insight into the students who are likely to be referred and the areas in which they are interested in. It will also allow us to tailor provision specifically to an individual's needs.

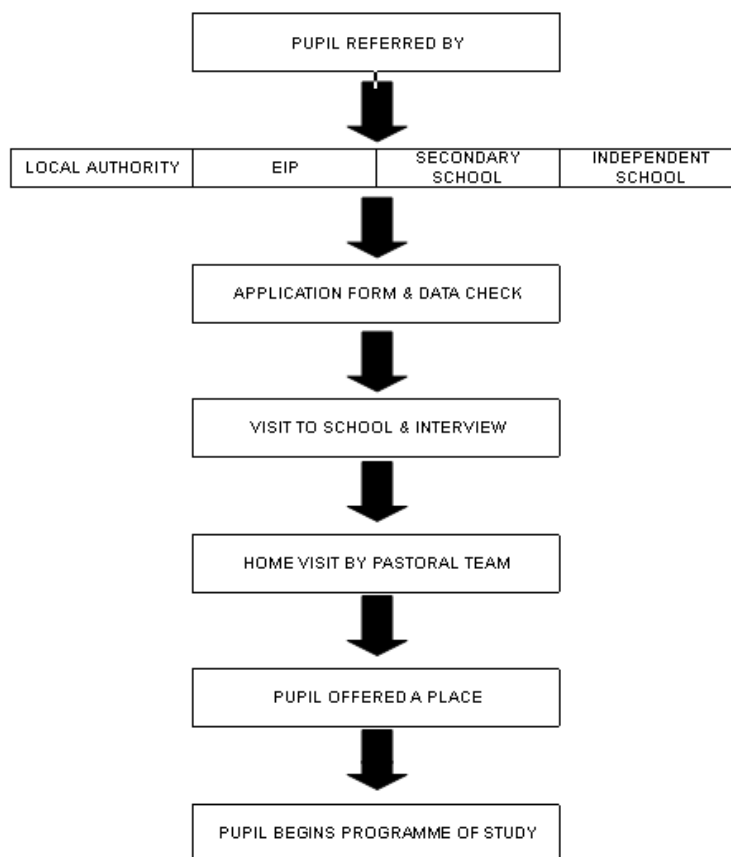
### **E1.4 - The KS4 Referral Process**

Referrals will be managed throughout the year by maintaining a close working relationship already established with local secondary and primary schools. Following receipt of an electronic school referral form, including information regarding the pupil in terms of difficulties, subjects studied, attendance and NC levels, pupils will be invited for interview with their parents and school representative; mentor, head of year etc.

The interview will be facilitated by a member of SLT and will include a tour of the provision and a full interview. Discussions will include:

- subject choices for the programme
- student's views of their difficulties
- parents' views
- student's career aspirations, interests and hobbies.

**Diagram to show the Key Stage 4 Referral Process**



A decision will then be made as to suitability of candidate based upon many factors including mainstream referral, young person's personal presentation, communication, enthusiasm for the subject, current group size for preferred vocational area, etc (See Appendix E1.4).

A key indicator for success is the student's predisposition to embrace change and reengage with learning.

Following a successful interview, a home visit will take place by a member of the pastoral team to gather information about family history and consent forms for various activities. Upon receipt of this information, a place will be offered on a six-week trial basis.

Following admission, assessments will take place in order to:

- identify gaps in prior learning and enable support programmes to be developed and targets to be set
- identify barriers to learning
- ensure that pupils achieve the highest possible level of academic and vocational qualifications in their chosen areas of study.

On the basis of all information from mainstream, the pupil's comments, the parent's or carer's concerns and assessment data from The Heights Free School, a personalised timetable will be formed to include the young person's chosen vocational area, functional skills, personal and social development and learning support if appropriate - all tailored to their own needs to maximize their success.

Further, the pupils will be dual registered so that their place at their current school is maintained. Thus, when and where appropriate, it will ensure that the transition back to full time mainstream education can be effected smoothly. This may include continued support provided by The Heights Free School.

On-going referrals will be ensured by:

- sound and appropriate marketing strategies
- quality assurance
- hitting targets
- regular liaison with referring schools to ensure we match their needs
- providing a quality service which is value for money
- regular evaluation of programmes on offer to provide a relevant curriculum
- positive progression measures
- being judged as good or outstanding on Ofsted framework
- tracking successful destinations for Post -16 pupils.

The delivery of our programmes will be supported by excellent teaching, resources and be enhanced by staff skilled in the re-engagement of young people. To this end, the school will take a holistic approach and ensure that each programme balances the need for academic and vocational achievement alongside appropriate care and guidance systems. Any SEN issues will be addressed as need arises, IEP targets set and continuously reviewed alongside parent or carer input and the voice and opinions of the young person. Each pupil will be part of a small tutor group and will have the support of assigned and consistent members of staff who will be responsible for mentoring, guiding and generally supporting each pupil. We are aware that the nature of our provision is such that The Heights Free School is likely to have a high-turnover of pupils demanding that tutor groups will need to adapt to a regularly changing group dynamic. We will support this change by consistency in staff assigned to tutor groups and also by use of a 'buddy' system. As we will have

robust structures and clearly defined staff roles, we anticipate that groups will be settled enough to adjust positively to any changes. Where this is not the case, we will retain the flexibility to alter groups to best meet pupil need.

Most of the pupils will be admitted on a part time basis or, where they are admitted full time, this will be for a specified period. For example, Key stage 2 pupils will attend for a six week block of support in the nurture provision.

Strong lines of communication will be vital to ensure maximum progress for each pupil. The Heights Free School will have named contacts in the mainstream schools for attendance, behaviour and academic subjects in order to monitor the pupil's progress and maximize their potential. Regular reports on all pupils will be sent to their respective feeder schools and parents. The Heights Free School will use e-technology to support this process. In addition, school liaison staff will make personal contact with feeder schools and parents especially during provision transition periods.

### **E1.5 – 16-19 Referrals**

Places will be on a phased intake – starting with 8 places for Year 12 in Year 1 (2013-14); additional 8 places in Year 2, etc. We expect to fill places from Key stage 4 students on dual roll at The Heights Free School and their mainstream school; however, as our research asking current and recent students has indicated, 67% of the cohort would like to continue their studies at The Heights Free School at Year 12, we need to have a clear, fair and transparent oversubscription policy.

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Post 16 Provision</b>	<b>8</b>	<b>16</b>	<b>26</b>	<b>34</b>	<b>34</b>	<b>34</b>

At the end of the phased intake, the 16-19 provision will consist of a foundation group of 10 students and vocational groups consisting of 24 students. The Key stage 4 programme will provide enough evidence as to which group a student should be placed in and how we will best meet their needs. Planning can take place prior to Yr 12. It is understood that our students will have the option to attend a local FE college but in consultation with students, it is clear that demand will outweigh places at The Heights Free School.

#### **Transition**

Transition from Key stage 4 to Key stage 5 should be seamless, as according to Fernhurst School students' surveyed in 2011 and 2012, between 65-75% of Year 11s would choose to stay at the same place of learning if a Year 12 option was to be made available. We are well aware that from September 2012, students will be expected to remain in full time education and/or training until their seventeenth birthday. The Heights Free School will enable a natural progression for students who have attended at Key stage 4. Detailed information concerning students, their progress and attainment will already be well known to staff.

When Year 11s were asked ‘Would you stay if there was a Sixth Form?’ in May 2011, 75% of Year 11 leavers said yes:

- “Yes I’d prefer to stay here, I already know the teachers”
- “Yes - I'd choose this over college in a heartbeat”
- “If there was post 16 education at Fernhurst, I would be able to continue to receive the extra support I get now so that I feel more comfortable when studying. I know the teachers here and they know me and how I learn”.

Based on evidence gathered from 2011-2012, we anticipate a high level of demand from our Key stage 4 cohort (See *Evidence in E3*). This is why The Heights Free School will have a clear and transparent 16-19 admissions policy.

The screenshot shows the Department for Education Performance Tables 2010 website. The page is titled 'Performance tables 2010' and is filtered for 'Secondary School (GCSE and equivalent)'. The table displays data for 1-50 of 298 schools, sorted by the percentage of pupils achieving the expected level of progress in English. The table has columns for Institution Name, English progress, and Maths progress. The data is as follows:

Institution Name	English		Maths	
	% of pupils making expected progress	% of pupils at the end of KS4 included in the expected progress calculation	% of pupils making expected progress	% of pupils at the end of KS4 included in the expected progress calculation
George Tomlinson School - Bolton (closed)	42%	90%	41%	95%
Westleigh High School - A College of Technology - Leigh	42%	88%	47%	88%
The Albion High School - Salford	44%	86%	56%	83%
Colne Priet High School - Colne	46%	92%	44%	93%
Manchester Creative and Media Academy for Boys - Manchester	46%	88%	30%	90%
Smithills School - Bolton	46%	95%	43%	95%

## 16-19 Admissions Criteria

- From 2013, a young person must be on roll at a commissioning high school or academy in Blackburn with Darwen, who are members of the Education Improvement Partnership, (EIP), or have a place commissioned by a neighbouring authority. See map of local commissioning schools and academies (*E2.3 Map A*).

- From 2015 onwards, we will seek to increase Key stage 4 places by 20 (from 100 to 120) within a 10-20 mile radius; using DfE data 'Progress Made from KS2-KS4' to target schools with suitable intake. Likely to be from Chorley, Leyland, Preston, Bolton, Wigan and Burnley areas<sup>8</sup>.
- To have demonstrated positive outcomes from commitment and attendance whilst in Key stage 4 at The Heights Free School.
- To have 100% attendance at Key stage 4.

In the event of over subscription, a range of other criteria will be considered including attendance factors, priority to Children in our Care, progress in vocational areas, SEN, etc.

Part of our vision is to offer a number of places to out-of-borough schools.

## **E1.6 - Targeting Out-Of-Borough Referrals/Commissioners**

This research and data analysis will not only inform us of students who are not progressing as expected from Key stage 2, but also where the gap in their abilities lies – in Maths, English or both. This information will then be incorporated into the Education Plan and will inform and impact on the development and review of our curriculum.

As can be seen in the table above, there are 298 schools within a 20 miles radius of The Heights Free School (BB2 4NW). Assuming the average for '% pupils making expected progress with English' is 72% for the Northwest, there are over 80 schools/Academies within a 20 mile radius of The Heights Free School achieving below the average, who would be targeted for the additional 20 FTE. We will develop a database of contact names, addresses and emails for such schools to receive e-newsletters, invitations to IAG or open day events and copies of The Heights Free School brochure/school prospectus.

### **Key stage 2 and Key stage 3 – SEN learners and those at Level 3 or below leaving Key stage 2**

In *Section E2.3* we cite that there are around 160 learners leaving Key stage 2 in the Blackburn with Darwen local authority who achieved a Level 3 or lower, from a pool of around 60 primary schools.

The diagram below shows that when we widen the search to primary schools within 10 miles of The Heights Free School, there are 284 primary schools – so around 220 outside of Blackburn and Darwen. There are two measures to identify our most appropriate cohort – those with SEN and % leaving KS2 not reaching Level 4 and above with Maths and English.

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<sup>8</sup> See Table of neighbouring boroughs and approximate distance in E2.4



Department for Education Previous years

**Performance tables 2010** Choose a set of tables  
Primary School (Key Stage 2)

[The tables](#) [User guide and resources](#) [Glossary and abbreviations](#)

Primary schools (KS2)

School Type: All  
Advanced Options

This table has been sorted by **Eligible pupils with SEN with a statement or supported at School Action Plus: number** (KS2 Results)

Displaying 1-50 of 284 schools. (Data can be sorted by clicking on a column heading)

Pages: Previous [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) Next

Background Contextual Value Added **KS2 Results** KS2 Teacher Assessment Year on year Comparisons Progress measures Absence

School Name	total	Pupils eligible for Key Stage 2 assessment				both English and Mathematics	English			
		With SEN					L4+	L4+	L5	A/T
		with statements or supported at School Action Plus		supported at School Action						
		Number	%	Number	%					
Shadsworth Junior School - Blackburn	58	17	29.3%	9	15.5%	59%	66%	14%	2%	
Intack Primary School - Blackburn	38	15	39.5%	5	13.2%	53%	53%	18%	0%	
Meadowhead Junior School - Blackburn <b>S</b>	80	15	18.8%	16	20.0%	76%	85%	41%	0%	
Preston St Matthew's Church of England Primary School - Preston	52	13	25.0%	4	7.7%	~	~	~	~	
Ribbleton Avenue Methodist Junior School - Preston	55	13	23.6%	6	10.9%	51%	62%	16%	4%	
Leyland St James Church of England Primary School - Leyland	32	11	34.4%	0	0.0%	~	~	~	~	
Devonshire Road Primary School - Bolton	58	10	17.2%	11	19.0%	48%	59%	31%	3%	
Accrington Hymdburn Park Primary School - Accrington <b>S</b>	59	9	15.3%	14	23.7%	54%	64%	8%	0%	

## Market research and a responsive curriculum offer

This market research will inform the Vice Principal in charge of curriculum developments and the nurture manager, so they can regularly review and update the Key stage 4-Key stage 5 and Key stage 2-Key stage 3 offer respectively.

In addition, market research may also lead to opportunities to develop programmes specifically for emerging learner patterns and spiky profiles identified from research – *ie*, learners who may be stronger at Maths than English and need intervention in literacy in order to be able to access the curriculum and catch up with their mainstream classmates.

The Marketing and Partnership Development Co-ordinator will work closely with the Senior Leadership Team to inform them of local demographics, need and opportunities to develop bespoke or targeted standalone courses and promote to a clearly defined target market. These could either be delivered at The Heights Free School or if a school's cohort is large enough (over six) could be delivered 'in situ' by The Heights Free School staff. The latter model would have the additional advantage of developing and maintaining excellent relationships with commissioners, and sharing our staff's expertise and skills in local schools.

**E2: Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free School for pupils of compulsory school age and, if appropriate, students aged 16-19 and would pay the per pupil rates you intend to charge.**

The aim of The Heights Free School is to provide for up to 120 FTE places. However, given the nature of alternative provision and allowing for in-year fluctuations due to changeover in short term block placements, the steady state for pupil numbers is likely to be 100. The EIP has already agreed to commit funds for pupil places and the local authority has indicated that they will continue to refer pupils to a new alternative provision school.

**E2.1 – Key Stage 2 Nurture Unit**

In early January we approached a quarter of the Primary Schools within the Blackburn with Darwen Borough to assess the viability of setting up a Key stage 2 Nurture provision. 83% of the schools we approached agreed that there is an urgent need for this provision within the authority and would be willing to refer pupils to the Nurture Unit if there was Provision at The Heights Free School.

***Table Showing Primary Schools Who Indicated interest in Referring Pupils to the Nurture Unit at the Heights Free School***

<b>Primary School</b>	<b>Headteacher</b>	<b>Number on Roll</b>
<b>St Aidens</b>		<b>174</b>
<b>St James (Lower Darwen)</b>		<b>185</b>
<b>St Lukes &amp; St Philips</b>		<b>207</b>
<b>St Pauls</b>		<b>201</b>
<b>St Stevens</b>		<b>485</b>
<b>St Matthews</b>		<b>266</b>
<b>St Pauls (Feniscowles)</b>		<b>205</b>
<b>St Edwards</b>		<b>217</b>
<b>St James</b>		<b>398</b>
<b>Longshaw Junior</b>		<b>228</b>

## E2.2 – Key Stage 4 Project and Post- 16

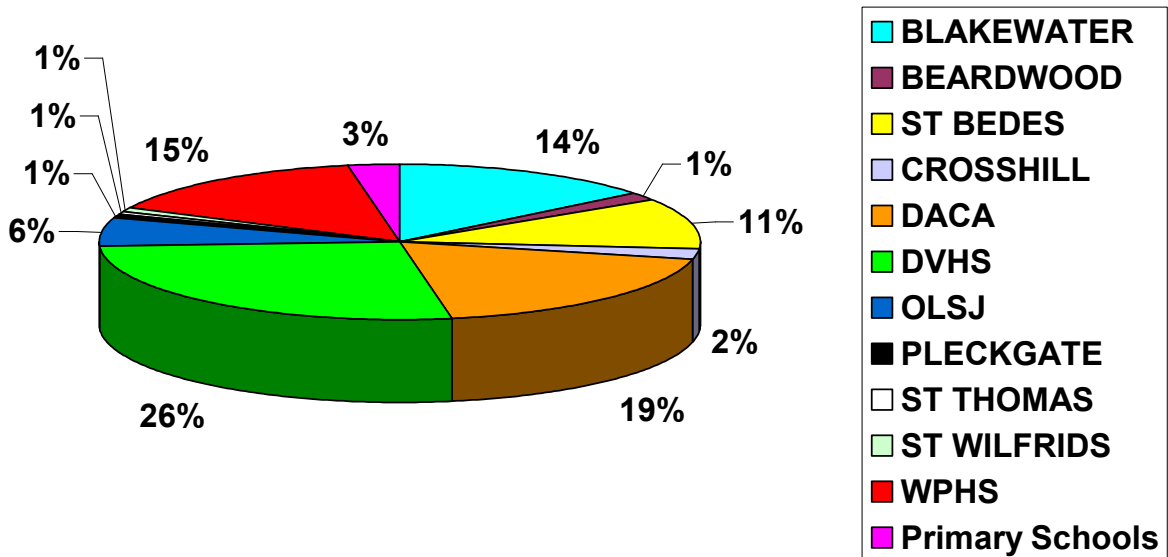
Headteachers from all secondary schools and academies in Blackburn & Darwen have reiterated their commitment to refer pupils to The Heights Free School if it were to open in September 2013. These letters of commitment can be found in (*appendix E2.2*).

**Table Showing Evidence of commitment from Secondary Schools and academies**

<b>Institution</b>	<b>Headteacher/Principal</b>	<b>Number on Roll</b>
Blakewater College	██████████	530
Crosshill Special School	██████████	63
Darwen Aldridge Community Academy	██████████	916
Darwen Vale High School	██████████	1017
Newfield Special School	██████████	149
Our Lady and St John's RC High School	██████████	1000
Pleckgate High School	██████████	1321
PRU	██████████	170
St. Bede's RC High School	██████████	999
St. Wilfrid's C of E Academy	██████████	1563
Tauheedul Islamic Boys School	██████████	150
Tauheedul Islamic Girls School	██████████	313
Witton Park High School	██████████	1055

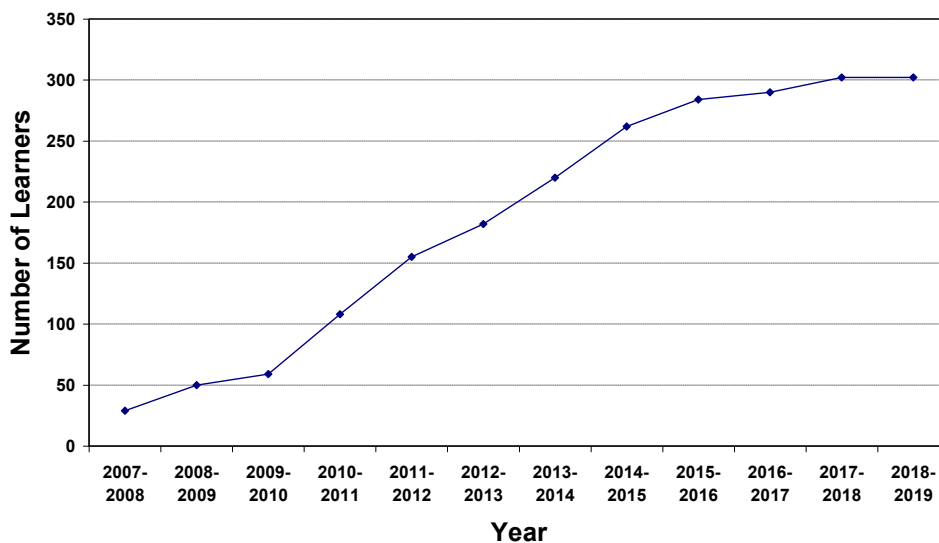
This commitment would allow The Heights Free School to offer an average of 10 places to each school, increasing capacity from current levels.

**Chart Showing Percentage of Pupils Referred to Fernhurst School from Schools 2011**



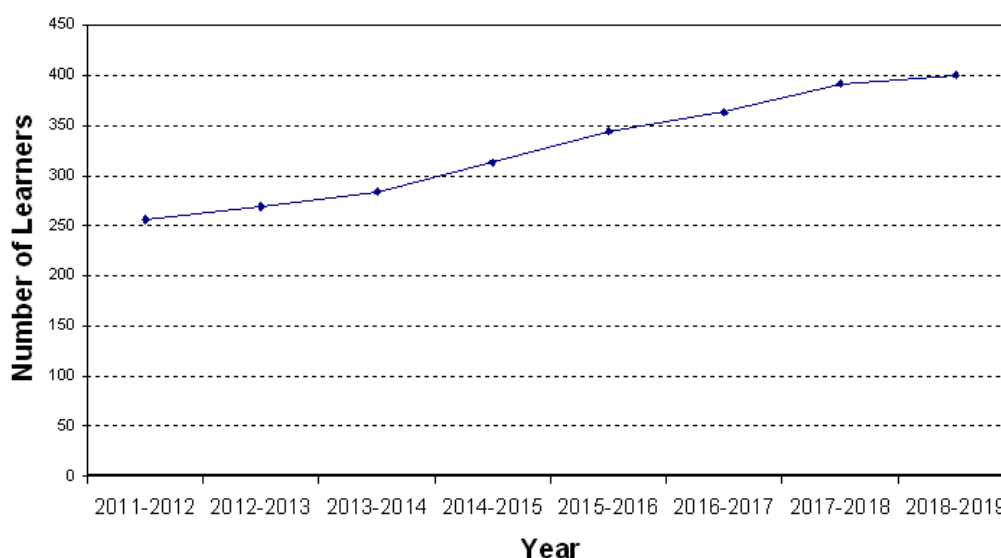
We aim to increase the opportunities for more pupils to access vocational courses on an alternative provision programme in the Blackburn and Darwen area. The charts below show that with the commitment from the EIP, local authority and Heads of primary schools there will be a sharp increase in the number of pupils that will access an alternative provision at The Heights Free School. Not only will there be a threefold increase in the number of full time equivalent learners at the new provision but over 300 learners will have the opportunity to access the facilities, resources and courses at a new and exciting school.

**Chart Showing Total Number of Learners at the Existing Provision and Predicted Numbers for The Heights Free School**



Together with the developments in the community programmes we will be running, the chart below shows that we are predicting that by 2015, nearly 400 learners will be accessing The Heights Free School, its facilities and resources.

**Chart Showing Total Number of Learners at the Existing Provision (2007 -2011) and the Predicted Numbers (including community) for The Heights Free School**



### **E2.3 - Demand from the Local Area (Blackburn with Darwen)**

The Heights Free School site is located [redacted] from Blackburn town centre and [redacted] from the centre of Darwen. As indicated by the map, there are currently 2 special schools, 2 academies, 8 high schools and 1 pupil referral unit (PRU) within the area. All Headteachers, Principals and their Governors are fully committed to referring learners from September 2013 and using our facilities – a total of 13 learning institutions in a small geographical area. Formal letters of intent will be produced by each organisation, dated February 2012.

Being a small geographic area brings additional benefits to learners, as the furthest a student would have to travel would be [redacted] (from Pleckgate High School, North Blackburn). Please refer to the map (*Appendix E2.3*) which illustrates the close-knit geographical area and core market firmly committed to referring students from 2013 and with current and immediate demand.

Moreover, as Fernhurst has been an active member of the local Extended Schools cluster for years, with six local primary schools, we also have excellent links with primary Headteachers. There are approximately 60 primary schools in the Blackburn with Darwen area and a significant number have indicated their readiness to refer Key stage 2 and Key stage 3 students to the nurture unit and increased future provision at The Heights Free School. A larger number of young learners will make use of the Free School’s facilities as an extended school offer.

Historically, from the 2008-2010 Key stage 4 engagement project, we are confident of not only filling the places, but being over-subscribed, requiring an interview process to select the learners who would benefit most from our alternative provision. This is evidenced from waiting lists for over-subscribed Key stage 3 and Key stage 4 courses in 2010-12, when capacity was 70 at Key stage 4 for two days a week part-time provision in partnership with high schools and academies. We responded to this rise in demand, increased the number of courses and expanded to put on provision for Year 9 pupils and, for example, as demand doubled for Sport and Leisure at Key stage 4, we ran two identical classes side by side.

### **Local Need for Entry and Level 1 Provision**

In 2011, the proportion of young people in Blackburn with Darwen achieving five or more GCSEs at A\* to C including Maths and English was 51.9%. This shows that almost half of young people do not leave high school with Level 2 qualifications including Maths and English. In terms of numbers, this means that around 1,000 learners in Year 10 and 1,000 in Year 11 are a potential source of referrals for The Heights Free School. Based on the assumption that there are approximately 2,000 learners in a Key stage to fill the 100 KS4 places at The Heights Free School, we need only target 5% of sub-Level 2 learners a year, or 2.5% of the borough's young people in a demographic where almost 1000 learners could benefit from our alternative hands-on vocational provision. This is why our referral process will clearly target those disengaged and disaffected learners with low Maths, English and ICT projected results and whose behaviour or emotional wellbeing would benefit from our specialist wrap-around offer.

### **Evidence of demand from 2011 Blackburn with Darwen KS2 results<sup>9</sup>**

- 160 children in the 2011 Key Stage 2 cohort have an average point score of beneath level 3 (i.e. 20 or less).
- Of these, 100 either have a statement or are at School Action Plus.
- The remaining 60 divides along the following lines: 48 at School Action and 12 with no identified SEN.
- To put this into perspective, there are roughly 2,000 children in each year group in Blackburn with Darwen primary schools. This is not an unusual year group, but quite typical for the borough.
- Just over half of the children concerned will have made expected (2 levels) progress in Maths; but under half (around 40%) will have made expected progress in English.

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<sup>9</sup> Source: Research and Planning Manager, Blackburn with Darwen Borough Council

## E2.4 - Demand from the Wider Area (Lancashire and the North West)

Situated [REDACTED], The Heights Free School is within easy striking distance of numerous potential referring schools and local authorities. Lancashire County Council's Local Education Authority breaks down the area into seven 'Travel2learn' areas\* and The Heights Free School is within [REDACTED] miles of the majority of them, together with other North West Local Authorities as shown by the table overleaf. This is calculated<sup>10</sup> by distance from The Heights Free School to the centre of area (eg, even though [REDACTED] is only [REDACTED] miles away, the area's administrative centre Bolton is [REDACTED] miles away so appears in column B). Please refer to the map (*Appendix E2.4*) to show proximity to The Heights Free School.

**Table to show geographical areas of potential demand**

Within [REDACTED] miles	Within [REDACTED] miles	Within [REDACTED] miles	Within [REDACTED] miles
Chorley and South Ribble*	Preston*	Rochdale	Lancaster and Morecambe*
Ribble Valley, Hyndburn and Rossendale*	Burnley and Pendle*	Wigan	Calderdale
	Fylde and Wyre (Blackpool)*	West Lancashire*	
	Bolton		
	Bury		

It is known that following on from 14-19 Foundation Learning Pilots, many high schools have developed their in-house vocational and disengaged offer for sub-Level 2 students and deliver locally as part of a Travel2Learn partnership agreement. Therefore, the Foundation Learning Pilots have not only led to increased awareness of this need for alternative provision, but more importantly seen a shift in valuing non-academic progression routes and the need for schools to have this as an offer, especially at Key stage 4.

As part of our Marketing and Communications Plan, we would engage the boroughs and areas listed in the table in an annual open day from January 2014, along with key IAG contacts (Connexions and the Via Partnership) and keep them informed by e-newsletter, copies of the prospectus and website of our alternative provision offer. We plan to have the initial 100 FTE places referred from the local area under the Education Improvement Partnership agreement then during 2013-2015 seek to market and promote an extra 20 FTE places to out-of-borough local authorities and partnerships.

<sup>10</sup> Source: Google maps

## Data-Led Marketing

We will use DfE school league table data to select the schools out of borough. We will look at:

- KS2 cohort results – those achieving a level 3 or under
- secondary school tables – ‘Expected Progress’ data in Pupil Progress tables
- targeting below the average percentage progress made in English (eg, currently 72% based on 107 secondary schools within [REDACTED] miles of [REDACTED]; so at the moment 16 high schools out of borough<sup>11</sup>).

### **E3: For schools providing alternative provision for 16-19 year olds, provide evidence of demand from students of the relevant age that they would apply to your alternative provision Free School in each of your first two years of operation.**

At The Heights Free School we will continue our commitment to developing our pupils’ participation in the decision-making process at the school. We are fully aware of the importance of giving pupils a real voice and purpose as this inevitably leads to better relationships and the best possible learning environment for everyone. In addition, by giving them the opportunity to improve different aspects of school life, they can develop their self-esteem, motivation and gain personal, social and development skills.

It has been vital for us, at every stage, to identify the demand for The Heights Free School. With this in mind we began a process of carrying out surveys and questionnaires with all our pupils.

**Table to show the survey process from May 2011**

	<b>DATE</b>		<b>PUPILS</b>	<b>FOCUS</b>
1	May 2011	1-1 Interviews	Previous Cohort of Year 11	To gain valuable feedback from Year 11 pupils in order to evaluate the current curriculum and to identify the need for a Post -16 provision
2	Dec 2011	Survey	Current Year 9 Pupils on the Transition Programme	To evaluate the success of the Year 9 Transition Programme and to identify the demand for a Key Stage 4 Provision at The Heights Free School.

<sup>11</sup> [www.education.gov.uk](http://www.education.gov.uk)



3	Jan 2012	The Big Brother Diary Room	All pupils and all Key Stages at Fernhurst School	To identify the value pupils placed on the current provision and identify the demand for further provision at The Heights Free School
4	Jan 2012	Questionnaire	Current cohort of Year 10 and 11 pupils at Fernhurst School. (Potential 1st Cohort of Post 16 pupils at The Heights Free School)	To obtain further feedback from pupils in order to evaluate the content of the current curriculum and to identify the current levels of demand for a Post 16 Provision at The Heights Free School.

### **E3.1 – Survey 1, May 2011 (1: 1 interviews with Year 11)**

#### **The Process**

In May 2011, Fernhurst School’s Senior Leadership Team (SLT) tasked the Marketing and Partnership Development Co-ordinator to conduct exit interviews with all Year 11s in their final two weeks of school. Using online survey software, a questionnaire was developed to evaluate the curriculum and to inform future provision at The Heights Free School. (See *Appendix E3.1*) This questionnaire was carried out in one-to-one interviews by the Marketing Co-ordinator with 17 Year 11 pupils. Responses were analysed and shared with staff, school governors and stakeholders and commissioners in Blackburn with Darwen (the latter promoting student success stories via an e-newsletter). As well as obtaining a valuable insight into young people’s views on the curricular provision it highlighted the demand, not only for a Year 9 Transition Programme, but for a Post-16 provision at The Heights Free School. These were the responses to the questions asked:

#### **Q1. What do you like best about Fernhurst School?**

“The teachers are nice, there’s no bullying, students are nice to each other, the food is really nice, I wish I could’ve come sooner”

“I get on with teachers better, they respect you and can have a laugh”

“It’s not as formal, more relaxed, not as many people”

“It’s calmer here, less people, teachers are nice, respect you, have a laugh”

“It’s better than school”

“Everything”

**Q2. What are your greatest achievements or highlights?**

“Red nose day - making the clown cake for the raffle”

“Winning best pupil award 3 times. The new system is good, feels you achieve something, someone notices all your hard work ”

“Alton Towers”

“Celebration of Dance at King George’s Hall – it made me realise I wanted to do performing arts”

“Caving “

“Skiing”

“Ski trip to Italy & catering for ski trip parents’ evening”

“You get lots or work done here - more than at school”

“The teachers. Being here you've got more freedom here to do what you’re interested in, not just what everyone else is doing”

“Hair and beauty - having the public in”

“Learning the drums”

“Meeting people, doing something practical and different”

“My progress here”

“That’s hard to answer coz I've enjoyed everything”

**Q3. Would you have liked to have started in Year 9?**

“Yes it’s better here; teachers are proper sound, got more time for you”

“Yes, it’s top”

“Yes or even earlier”

“Yes get an early grasp of it“

“Yes in year 7 – school’s really helped me while I’ve been here”

“Yes I’d have come in Year 7!”

“Yes, more relaxed here, lessons are more chilled out it’s better here“

“Yes coz school’s rubbish, it’s miles better here, more things to do”

**Q4. If there was the possibility of continuing studying at an Alternative Provision School, on a Post 16 Course would you consider it?**

“Yes prefer to stay here, already know teachers.”

“Yes people can stay on stay in their comfort zone.”

“Yes it's a good idea but I'd still rather go to college for PA.”

“Yes I'd stay here.”

“Yes I'd definitely stay on.”

“Yes I'd come.”

“Yes but I want to go to College.”

“Yes and I'd come.”

“Yes - I'd come if media was on.”

“Yes - I'd come.”

“Yes - I'd choose this over college in a heartbeat.”

“Yes – I'm used to the school.”

“Probably”

“No I want to go to college.”

“No can't do my subject.”

“No.”

**Q5. Would you recommend Fernhurst School to other students?**

“It's good fun”

“Coming here has helped sort my behaviour out”

“It's more relaxed, less students in a classroom, more teachers to help you”

“It's better than school, fewer people and less distractions”

“Teachers talk to you and treat you with respect”

“The day goes really fast here, I like the practical work, time goes faster”

“It's better than school, I wish I could come here every day”

<b>SURVEY 2</b>	<b>Dec 2011</b>	<b>Survey with Year 9 Pupils</b>
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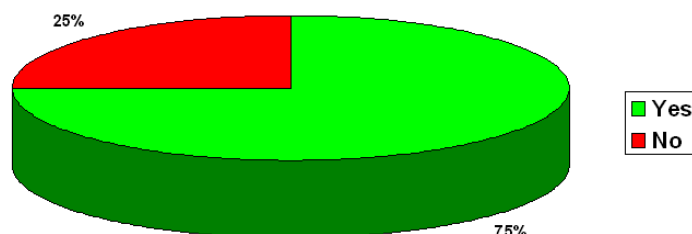
## **E3.2 – Survey 2, December 2011 (Year 9s)**

### **The Process**

The Year 9s had been part of a transition project on Fridays where they have had a unique opportunity to experience vocational educational in an alternative provision setting. After the end of the second phase of the programme it was important to evaluate whether it was a success and if any changes were needed to be made. It also gave the Year 9 pupils the opportunity to declare their interest in attending an alternative provision programme at Key Stage 4 at The Heights Free School. Year 9s completed a survey (*Appendix E3.2*) and they were asked:

**Q1. Do you want to continue to study at Key Stage 4 on an Alternative Provision Programme at The Heights Free School?**

***Chart Showing Number of Year 9 Pupils who indicated whether they wanted to continue their study at Key Stage 4 in and Alternative Provision Setting at The Heights Free School***

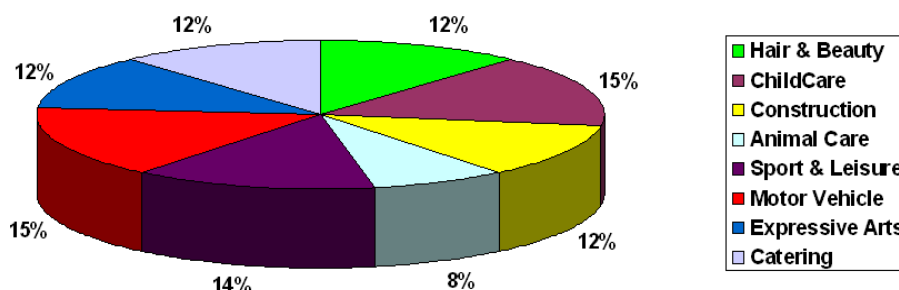


Of the 68 pupils who had been part of the Friday project, 75% responded positively and, because of their experience at Fernhurst School, they would welcome the opportunity to continue to study into Key Stage 4 in an alternative provision setting such as The Heights Free School.

Pupils were also asked about their preferences for studying on Vocational Courses at The Heights Free School.

**Q2. Which Vocational Course would you like to study at Year 10 and 11 at The Heights Free School?**

**Chart Showing Vocational Preferences and Demand for Courses from Current Year 9 Pupils**



The responses show that demand is high and interest expressed over a full range of courses, both for existing vocational programmes and new ones that could be developed. Further feedback from Year 9 Pastoral Coordinators from mainstream schools show the real value of pupils attending the Year 9 Project and the impact it has had on individuals. These comments also reaffirm the fact that there will continue to be a large demand for places at The Heights Free School where we will be able to accommodate more pupils onto the programme with our proposed future developments.

Pupils were given the opportunity to expand further on the reasons that they would want to attend an alternative provision at The Heights Free School. The responses below further indicate that an alternative provision setting is the right setting for some pupils and The Heights Free School will be able to reach their needs.

**Q3. Can you give any specific reasons why you would want to continue to study at The Heights Free School?**

“I’m doing something I enjoy and it’s a new experience.”  
Male Pupil - Darwen Vale High School

“I want to do Outdoor Education because it’s good and I feel I succeed at hard tasks.”  
Male Pupil - Darwen Vale High School

“Because it’s fun and I’m learning all about Hair and Beauty.”  
Female Pupil – Witton Park High School

“I enjoy it here, it’s so much fun.”  
Female Pupil – Witton Park High School

“It’s fun. I get to go Mountain Biking and walking. It’s so good and I enjoy it.”  
Male Pupil - Blakewater

“It’s practical. I like building Things.”  
Male Pupil - Our Lady & St John’s

“I love Mountain Biking and going out.”

Male Pupil - Blakewater

“I think I will do really well doing these subjects”

Female Pupil - St Bede's

“I want to be a joiner and I need to learn.”

Male Pupil - Our Lady & St John's

“Because I like being active.”

Male Pupil - Darwen Vale High School

“Joinery is the best, it's such a fun activity.”

Male Pupil - St Bede's

“Because it's really cool and you meet new friends.”

Female Pupil - Darwen Vale High School

### **E3.3 – Survey 3, January 2012 (Big Brother Diary Room)**

#### **The Process**

In January 2012, all pupils at all Key stages at the current provision were given a unique experience of entering a “Big Brother” style Diary Room. They had a wonderful opportunity to convey their thoughts and feelings, give feedback about the current provision, explain whether it had made a difference to their lives and state what they valued about the school.

The pupils who took part in this process were a credit to themselves and the school and the responses they gave were funny, honest and truthful. The responses also highlighted the successes of the current alternative provision school and the high demand for pupils to continue to study at The Heights Free School.

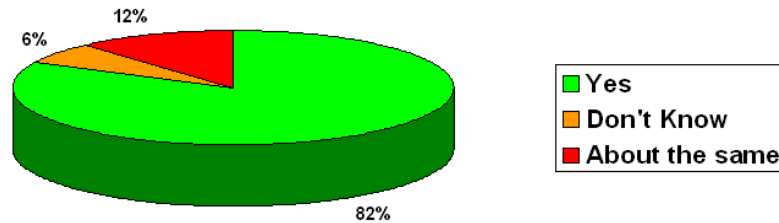
Pupils talked openly about the provision commenting on the reasons they were making good progress in their learning and the benefits of attending an environment such as this. The results can be seen on a DVD (*enclosed in front of bid folder - appendix 3.3*) or by [REDACTED]

### **E3.4 – Survey 4, January 2012 (Year 10 and Year 11)**

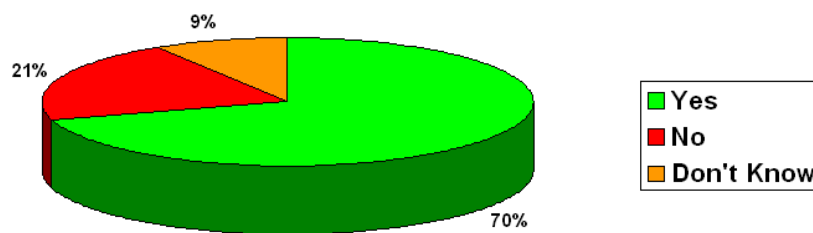
#### **The Process**

The Heights Free School would open in September 2013 and the first cohort of Year 12 learners will be admitted in September 2013. Following on from the original research, Fernhurst School has continued to carry out surveys with current Year 10 pupils and Year 11 leavers in order to evaluate the curriculum and also identify the level of demand for a Key stage 4 alternative provision and a Post -16 provision at The Heights Free School. In January 2012, pupils completed a survey (See *Appendix E3.4a*) and their responses can be seen below:

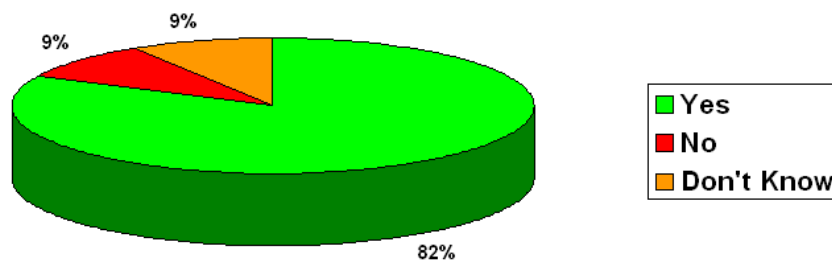
**Q1. Has coming to an Alternative Provision School allowed you to make better progress at your mainstream school?**



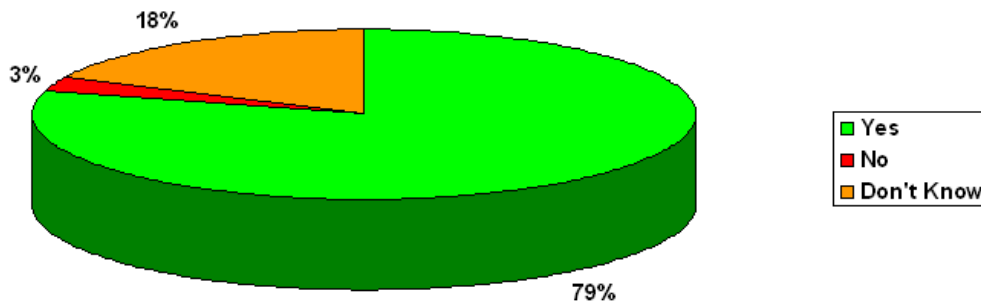
**Q2. Has coming to an Alternative Provision School made a difference to your attendance?**



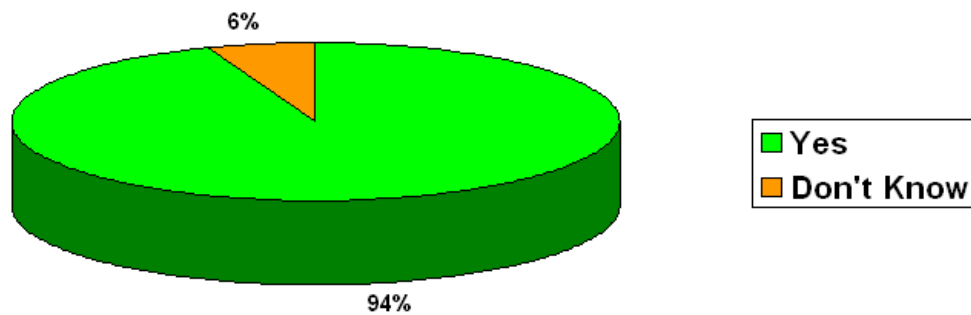
**Q3. Has coming to an Alternative Provision School made a difference to your behaviour?**



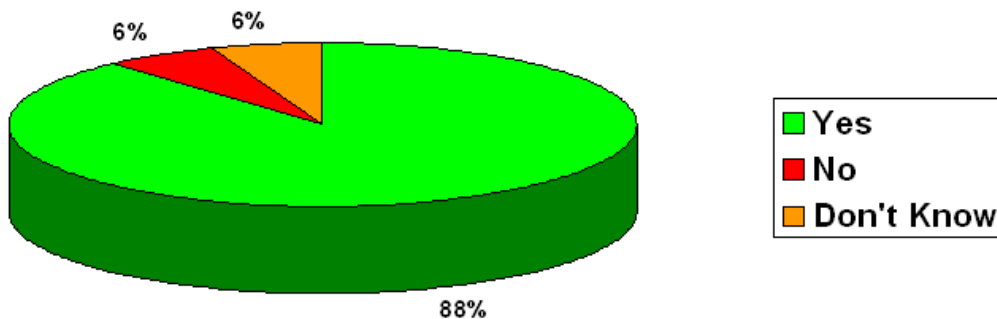
**Q4. Has coming to an Alternative Provision School made a difference in your motivation to succeed?**



**Q5. Do you enjoy attending Fernhurst as an Alternative Provision School?**



**Q6. Would you recommend an Alternative Provision School to any of your friends?**



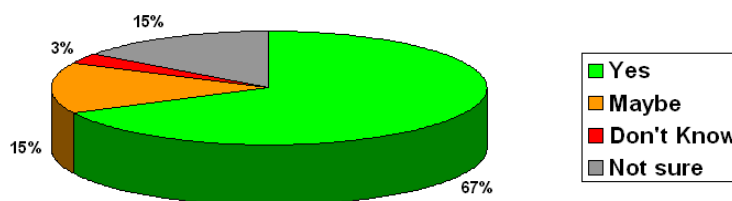
Specifically, pupils were asked if they would be interested in continuing to study at a post -16 provision at The Heights Free School or at a local post -16 provider.



**Table to show Post-16 providers locally**

<b>Blackburn</b>
Blackburn College.
St Mary's College.
Myerscough College @ Witton Park.
<b>Accrington</b>
Accrington and Rossendale College
<b>Preston</b>
Preston College
Cardinal Newman College, Preston
Runshaw College
<b>Bolton</b>
North Bolton Sixth Form College.
South Bolton Sixth Form College.
<b>East Lancashire</b>
Stonyhurst Private College
Nelson and Colne College
Burnley College
University Technical College (Burnley, due to open September 2013)
<b>Greater Manchester</b>
Bury College

**Q7. After Year 11, if there was an opportunity to continue studying at an Alternative Provision School at The Heights Free School, would it be your first choice?**



67% of pupils responded positively and would welcome the opportunity to continue on to Year 12 if the provision was available, indicating The Heights Free School as their first choice. Their responses (*see appendix E3.4b*) show that by accessing alternative provision they feel that they are making more progress at their mainstream schools. Pupils also identified that Fernhurst School is making a real difference to them and that it is a good place to learn. Pupils were also given the opportunity to elaborate and were asked:

**Q11. Why would you want to continue to study, Post -16, at an Alternative Provision Setting at The Heights Free School?**

**Year 10 and 11 Responses**

“We would like to suggest a Fernhurst Sixth Form as we are about to finish our last year at Fernhurst and are worried about mainstream college. We don’t think that it would be fair to shut this school down when a lot of people’s futures could change.”

██████████ (Year 11 Hair & Beauty)

“If there was a sixth form at The Heights Free School, I would be able to continue to receive the extra support I get now so that I feel more comfortable when studying. I know the teachers here and they know me and how I learn.”

██████████ (Year 10 Hair and Beauty)

“At Fernhurst the classes are much smaller and the teachers treat you with respect. Since I started at Fernhurst my behaviour, attendance and attitude towards other people have all improved and I feel that if there was a sixth form at The Heights all this would continue to improve.”

██████████ (Year 11 Hair and Beauty)

“I feel that I would benefit from having a sixth form at The Heights. I would like to carry on studying hairdressing but I don’t feel that I would cope at college. Everything that teachers do at Fernhurst is to help you and they treat you like an actual person, not a sheep.”

██████████ (Year 10 Hair and Beauty)

“It would be good if The Heights had a sixth form, I would like to continue to study childcare and feel comfortable here and more focused in lessons. You also get experience of working with children when we go to nursery.”

██████████ (Year 10 Childcare)

“I would really like to stay at Fernhurst or a new school for sixth form because I could get more qualifications maybe a level 3 childcare qualification. I would like to stay here because I feel welcome and secure and the teachers are really friendly.”

██████████ (Year 10-Childcare)

“I would benefit from a sixth form at The Heights because in college there are a lot of people but at Fernhurst the classes are only small.”

██████████ (Year 10 Sport and Leisure)

“A sixth form at The Heights would be good because I enjoy it here and the teachers treat you like an adult.”

██████████ (Year 10- Sport and Leisure)

“If The Heights had a sixth form I would come back I get on with the teacher and have got better qualifications here.”

██████████ (Year 10 Sport and Leisure)

“I think a sixth form is a good idea because I enjoy the subjects I study here and I get

more support here than I do at my mainstream school.”

██████████ (Year 10 Sport and Leisure)

“I think having a sixth form at The Heights t is a good idea because I like the subjects that are offered here.”

██████████ (Year 10 Sport and Leisure)

“If The Heights had a sixth form I would feel happy being there. There is less people at Fernhurst and I find that I can concentrate better.”

██████████ (Year 10 Childcare)

I would really enjoy staying at Fernhurst for sixth form because I know all of the staff here and could carry on studying childcare. I think a sixth form would be a good idea because I get on with the staff and students here and there are lots of opportunities available.

██████████ (Year 11 student – Childcare)

I would like there to be a sixth form at Fernhurst because since I have been coming here I have made new friends and my English has improved. At Fernhurst the classes are smaller and much more relaxed than at mainstream.

██████████ (Year 11– Childcare)

At Fernhurst the classes are smaller and you get to spend more time with the teacher getting help with your work. Since I have been at Fernhurst my behaviour has improved.

██████████ (Year 11 – Catering)

Fernhurst is a different environment for learning and being here has helped me to stay calm. If there was a sixth form at Fernhurst classes would be smaller than at other sixth forms so I would be more focused in lessons.

██████████ (Year 11 – Catering)

While I have been at Fernhurst my behaviour has improved and so has my attendance. Having a sixth form at Fernhurst would help me to stay focused on my studies because I would be away from people that might distract me.

██████████ (Year 11 – Catering)

I enjoy being at Fernhurst and being here has helped me to progress at school. The teachers are more laidback and the lessons are more practical; I feel this has helped me to be motivated to learn and succeed. I wouldn't change anything about Fernhurst. My behaviour has improved drastically since I started attending.

██████████ (Year 11 – Sport and Leisure)

I like Fernhurst because the lessons are more practical here. Being at Fernhurst has motivated me to do well at my mainstream.

██████████ (Year 11 – Sport and Leisure)

**E4: Demonstrate how you intend to engage with the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Strong applications from existing providers will normally include evidence of demand to support an expansion in pupil numbers.**

#### **E4.1 – A two year iterative process**

For the past 2 years, the EIP and the existing provision have been in dialogue about what form a new Alternative Provision school would take. The diagram below shows the different models that have been proposed and discussed at the early stages of development (*appendix 4.1*).

The current provision has developed with the main commissioners being the EIP and some primary schools in Blackburn and Darwen. A few extra district schools have also made referrals. Referrals in Blackburn have resulted from networking with the EIP, the Secondary Heads Association, the Local Authority and the advertisement of an anger management programme for KS2 pupils in the Local Authority Bulletin to schools.

#### **E4.2 - Marketing, Promotion and Publicity**

The Heights Free School will employ a Marketing and Partnership Development Co-ordinator who will market the school and the provision it offers on a sub-regional basis. This will include the use of e-technology to keep potential customers and stakeholders informed of developments and the referrals process. An attractive and accessible website containing detailed information about the Free School will be developed prior to opening and maintained to demonstrate ongoing developments along with a brochure and open days for prospective out of borough commissioners, schools and Young People's advisors (eg, Connexions). A full Marketing and Communications Plan will be developed and implemented, informed by the overarching school vision and strategy to develop a demand-led curriculum and to benefit the community.

Plans to ensure that The Heights Free School will be known and made attractive to a variety of commissioners include:

- compiling and keeping up to date a contacts **database** containing mailing addresses and email addresses of current and potential future commissioners as well as agencies in charge of Information, Advice and Guidance (IAG)
- a full colour **school prospectus** or brochure (targeted mail shots as required according to changes in curriculum offer, new courses or to fill spare places)
- **E-newsletters** to be targeted by geographical area, borough, stakeholders, future potential commissioners, Connexions, *etc*
- **Open days:** invite commissioners in to see students 'in situ' and raise awareness of success stories in the press and with local Councillors, Connexions, Young People's Services, Personal Advisers, out of borough future commissioners, core stakeholders, *etc*
- **Website:** attractive and regularly updated, SEO (search engine optimisation) to attract new enquiries from people searching for 'alternative provision' in Northwest England. This will also include an online referral form and details of which young people would benefit most from attending The Heights Free School
- Positive local **publicity:** through press releases and e-newsletters in order to raise awareness of success stories and case studies of young people going on to education, employment and training.

The Heights Free School will work closely with both potential and existing commissioners to ensure a bespoke service is offered which meets the requirements and offers the highest possible outcomes for pupils. Ensuring pupil needs are met is paramount in this process.

The Trust members work locally and are therefore very aware of the demographic of Blackburn with Darwen as demonstrated in Section C. The commissioners for places represent the entire educational landscape of Blackburn with Darwen including maintained schools, all the faith schools and the academies. The need to raise aspirations and challenge the cycle of deprivation and improve the life outcomes for some of these most vulnerable learners is at the heart of all schools in the area and will be the main focus of the alternative provision free school.

#### **E4.2.1 - Commissioners and The Heights' understanding of client base/demographics**

Due to the Trust members and commissioners being Headteachers and Principals in their own schools, working across a borough of deprivation, they and the senior leadership team at The Heights Free School have an in-depth understanding of where young people from Key stage 2-Key stage 5 will come from, and the type of curriculum and pastoral support needed to offer personalised learning for such a wide range of learners. We anticipate the type of client group to include:

- students who are underachieving at school and at risk of exclusion

- students who are disaffected and/or disengaged
- students who will benefit from a vocational curriculum
- students on the child protection register/known to social services
- students under the supervision of the youth justice system
- students in families known to the police/involved in anti-social behaviour
- students from families affected by domestic violence
- students affected by drug and/or alcohol abuse
- students who have been bullied
- students who have suffered discrimination based on race, faith, gender, disability or sexuality
- students at risk of sexual exploitation
- students who are young carers
- students who are teenage parents
- students who are looked after children/children in care who go missing from care
- students who are privately fostered
- students whose parents have mental health issues
- students whose parents have learning difficulties
- students from families seeking asylum in the UK or homeless families (living in temporary accommodation, homes of multiple occupancy, bed and breakfast).

This is not an exhaustive list and will be reviewed regularly so admissions and referral procedures will be evolving.

### **E4.3 - Links with Blackburn with Darwen Children, Young People and Families Plan**

This plan<sup>12</sup> (2011-2013) has been reviewed and developed by the local authority to tackle the area's well known gaps in educational attainment, child poverty, unemployment, health inequalities and high levels of deprivation. The Heights Free School believes that our engaging curriculum and education and fitness offer to the

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<sup>12</sup> [REDACTED]

community tie in well with key priorities and objectives in this plan. This joined-up thinking illustrates our in-depth knowledge of the demographic and communities we will serve. The following is a list (not exhaustive) of aims from the Blackburn with Darwen Children, Young People and Families Plan that we believe The Heights Free School will meet or contribute to:

- Priority: keeping children and young people safe
  - A reduction in risk taking behaviour
  - Ensuring children and young people who are known to social services – but not in care – are safe
- Priority: reducing health inequalities
  - Improving emotional wellbeing and mental health
  - Improving general health, specifically addressing dental health and healthy weight
- Priority: helping children and young people to maximize their educational attainment and potential
  - Raising attainment at all ages
  - Ensuring good outcomes for vulnerable and low attaining groups
- Priority: mitigating the effects of poverty and improve family wellbeing
  - Reducing the number of children, young people and families living in poverty
  - Increasing the numbers of adults achieving economic wellbeing
  - Increasing the numbers of young people entering education, employment or training.

The Heights Free School will actively seek to maintain and further develop the links created by Fernhurst School prior to its closure. Beyond the educational and vocational programmes it will also offer services such as:

- Team Teach training
- counselling services
- family support
- behaviour management
- training facilitation
- Increased community use.

As part of its ethos, The Heights Free School envisages itself as being at the heart of a two way relationship with the community. Firstly, sponsors who are keen to offer the new school services and resources have already been identified e.g. a local decorating company and a firm of joiners and further such sponsors are actively being sought. Further offers of training support have been received from Sporting NRG and local trades people. Secondly, the school will actively promote the opportunities for local community and other groups to make use of the school building and all its facilities. The school is keenly aware of the financial constraints facing some community groups and will pay particular attention to how it may offer the facilities to them at an affordable rate as approved by the Trustees and Governors. Where community groups have resources or facilities which the school could make use of, it may be possible to operate a quid pro quo system. To ensure the efficient, cost effective, fair and equitable use of the resources a School and Community Users Forum will be formed where any issues of concern to users can be raised and resolved.

The school will have no particular religious ethos. It will welcome users from all faiths and seek to ensure that there is an open, tolerant and respectful approach to all in the community.

#### **E4.4 - Local Demographics and Community Needs**

Blackburn with Darwen is an area of deprivation - the 17th most deprived out of the 354 local authorities in England, with eight small areas classified as being in the most 1% of deprived areas in England. These areas are where a significant number of our current students live, and moreover make up the local community that will benefit from our Alternative Provision Free School.

Please refer to the Map overleaf which shows the four most deprived wards; in which the majority of our young people will live. The location of The Heights Free School is between [REDACTED] and [REDACTED] – although not the most deprived area, it is in easy reach (within [REDACTED] miles) of five wards where 29% of the borough's children are living in poverty (Shadsworth with Whitebirk (48.1%), Audley (41.5%), Wensley Fold (40.7%), Sudell (38.9%) and Bastwell (37.2%).



**Map to show Index of Multiple Deprivation in Blackburn with Darwen**



In these areas, unemployment is higher than the Northwest average, literacy and qualifications are well below average, health is poor and life expectancy is low<sup>13</sup>. Using these indicators, The Heights Free School's Education Plan is informed by these local demographics (*ie* – 0% NEET) and we aim to break the vicious cycle of poverty and low aspirations with an engaging curriculum and focus on citizenship and personal and social development.

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<sup>13</sup> For the period 2007 to 2009, life expectancy for males in Blackburn with Darwen was 74.4 years compared to 78.25 in England, ranking the borough 321 out of the 326 local authorities in England (Source: [www.blackburn.gov.uk](http://www.blackburn.gov.uk)) ; figures for women: 79.3 years, compared to 82.31 years giving the borough the same ranking 321 out of the 326 local authorities in England.

Moreover, we will also align ourselves with Local Authority targets around healthy living, life expectancy, fitness and obesity which will also improve outcomes for the community. An example of this is Livesey Community Association, who have put in a bid for Sports For England funding for £10,000 which, if successful, will deliver sport and fitness classes at The Heights Free School for the local community, as there is nowhere in easy reach for local people in Mill Hill, Livesey, Fernhurst and Higher Croft to access sport and leisure facilities (“Waves” gym and fun pool and Shadsworth Leisure Centre – [REDACTED] miles away from The Heights Free School; Darwen Leisure Centre is 4 miles).

As mentioned in the box below, affordability is a key barrier to accessing sport and leisure for families to have more healthy lifestyles. Examples include recent budget cuts to the YOT (Youth Offending Team) who used to use the JJB Soccer Dome (Shadsworth area, [REDACTED] miles away from The Heights Free School) but can no longer afford to pay to use it. Instead, they are delighted to accept Fernhurst School’s offer to make use of the climbing wall, gym and sports facilities in the school holidays – a time when young people with time on their hands could commit low-level crime and anti-social behaviour.

We provide activities that families may not usually have access to due to transport or cost. We arrange events at Fernhurst School so that we can help families have activities and events that are of low costs as **Livesey is a deprived area**....We use the facilities at the school as they provide room hire at a low cost which is beneficial as it helps keep the cost of running activities at a minimum. It is also in a very good location for the community to travel to as **not all households have use of transport**. We currently hold football fun session on a Wednesday evening for ages 5-14. Most of the participants are from the local community but we encourage everyone from outside the community to join us....Currently we have just placed an application for a **Sports for England** grant for up to **£10,000**. If we are successful in our application we will be using Fernhurst School to produce a number of activities aimed towards families and their children that are low of costs.....The upcoming closure of Fernhurst School would mean that we could not uphold our promise to provide activities that are of reasonable costs....The facilities that they offer is a benefit to the community and the students that currently attend there, without this we would find ourselves with a number of dysfunctional students who for reasons of their own find it hard in a mainstream school....The demand of this type of education is very high in Blackburn.....To close down Fernhurst School would have a **huge impact not just within the community but also on the lives of the students** who would think that as a society they do not fit it and that no one wants to help them. It would also mean that **we would have no venue to provide our activities to families**.

[REDACTED] ([REDACTED])

“In the last 12 months, Fernhurst School has provided numerous YOT young people with these opportunities either to replace or supplement their mainstream provision. Young people have reported that they are enjoying their education for the first time and have aspirations for future training or employment. They have clearly benefited from the high levels of support and developed greater confidence. For some, this has helped to reduce the risk of becoming involved in offending and has also helped to re-engage them with their mainstream school. Their unique facility is making a difference to a challenging and vulnerable group of children and young people whose life chances have improved as a result of their involvement.”

██████████, ██████████, ██████████.

The Heights Free School will develop a Community Action Forum – part of the overarching marketing and communication strategy that will be fully developed and implemented. This plan will be reviewed and agreed with members of the Community Forum. The community will be surveyed to capture the demand and the changing needs of the community to respond to changing need.

In keeping with national policy on pupil voice, we intend to involve our students at all levels in The Heights Free School. As student voice will be embedded within The Heights Free School, we intend ██████████ to develop community voice to seek out opinions, ideas and help, building on previous success of ██████████. and ██████████. ██████████, (members of the community who utilise our services) who have voiced our success in the community and want others to benefit as they have done.

Bridging both the Free School’s Marketing and Communication Strategy, we will seek to promote sound two-way relations and communication. This will include:

- flyers home with students promoting courses to their families
- targeted ‘leaflet drops’ of events and courses
- surveys by paper questionnaire, event and course evaluation forms and online surveys via the website
- paid advertising through Blackburn with Darwen Borough Council’s ‘The Shuttle’, a free quarterly local newspaper
- a community Facebook page with safeguards in place, according to best national practice
- press releases to share success stories, raise awareness of courses and promote events with plenty of community voice, quotes and photographs
- explore use of school’s transport

- seasonal 'Family Fun Open Days' where school is open to the community on a Saturday
- target local **Councillors** with communications as they will be able to promote free/low cost courses and facilities to voters in their wards and communities.

The Community Forum will continuously review and recommend change to ensure that the needs of local people are reflected in our provision.

#### **E4.4.1 - Community Crossover with The Heights Free School Curriculum and Holistic Personalised Learning Offer**

As cited in more detail in Section D6, good community relations are a vehicle for young people to build positive links with their community, breaking down negative stereotypes of young people, building bridges between generations and aiding community cohesion.

With our on-site facilities, staff skills and resources being opened up to the community, volunteering, work experience and work related learning opportunities are created which are mutually beneficial to both the community and young people at The Heights Free School. For example:

- **Hospitality and catering:** hosting a Macmillan coffee morning for the community. Students bake goods and volunteer to serve customers to raise money for charity.
- **ICT:** students who are confident internet users help older people to get online.
- **Hair and Beauty:** the general public can save money by paying at cost-price for hair, nail and beauty treatments (ideal for those on benefits, pensions or fixed incomes) and students develop their client portfolio, testimonials and customer care skills.
- **Business, marketing, communication, entrepreneurship and employability skills:** first hand experience working alongside the School Business Manager, Admin team or Marketing and Partnership Development Co-ordinator to support the community projects and enterprises and promotion. E.g., Media students can design flyers for community events; a functional skills English lesson can write the press release.
- **Music:** help to run a community music programme, support young bands to produce demos and tracks.
- **Sport and Leisure and dance:** show the public how to use gym equipment; support youth projects in the school holidays (e.g., using the climbing wall, trampoline).

- **Horticulture:** hands-on gardening, cultivating of fruit and vegetables and landscaping on site at The Heights Free School or assisting a community garden or allotments.

The school has engaged directly with the community, parents, carers and partners to seek their opinions and thoughts about the current provision and how things could be developed at The Heights Free School. The responses show an overwhelming positive response regarding the current provision; the importance of having an alternative provision school such as The Heights Free School and its value for the local community.

“The difference in our pupils upon them returning to school is vastly noticeable. They come back more positive”.

██████████ ██████████

“The year 9 programme has been a successful intervention as it is covering a gap in the curriculum at KS3, it provides more flexibility with some of the pupils who are beginning to find the weight of the normal curriculum difficult to cope with. It is also useful as it is not bolt on, it is integrated in to the week and lasts over a period of time so real gains should be seen in skills, approach and attitude. It is also good as it should lead into the provision at KS4, children will be familiar with it and it builds progression into the subjects studied, hopefully for many of the children involved it will lead on to a further course at KS4. The referral process is clear and quick and the communication with the base school has been good. Courses are flexible and have responded to needs, staff being very pragmatic and willing to adapt to circumstances. Administrative support has also been very good. Pupils report Fernhurst as a worthwhile experience, many wanting to go more often. “

██████████ ██████████ ██████████

“The experience at Ace has helped xxxx massively. He has also benefited from the social activities within the Ace unit where the group is encouraged to play fairly which help combats the competitive nature of a mainstream setting”.

██████████ ██████████

“My son has made a huge improvement since attending the Ace unit. He now behaves like the son we know. Thank you for your hard work”

Parent of Year 8 ██████████ student

“The facilities that they offer benefit the community and the students that currently attend there; without this we would find ourselves with a number of dysfunctional students who for reasons of their own find it hard in a main stream school. With the choices of alternative education that they offer, they help these students to carry on their curriculum in a way they enjoy. The demand of this type of education is very high in Blackburn.”

██████████, ██████████, ██████████.

“Looking forward, we would very much like to explore the opportunities of reciprocal learning. Pupils from Fernhurst School being supported to learn small animal care at our Pets Corner in Astley Park, Chorley, and people we support to learn the skills needed so that they can participate in the delivery of hair and beauty treatments as opposed to being the recipients; extremely exciting new ventures for all. On behalf of

the Brothers of Charity, we are keen to use your salon and hope to develop other partnerships (horticulture, sharing of staff skills and facilities) long into the future. We are a large organisation with eight social enterprises, ranging from gardening services to cafes, so there will be plenty of opportunity to work in partnership together in the future.”

██████████, ██████████, ██████████, Brothers of Charity (Lancashire).

“My son’s attitude towards school whilst attending the Ace unit has been so very positive. He gets up early and cannot wait to go. I’d like to thank each and every one of you for helping my son”

Parent of year 8 ██████████ student

“I’d like to say a big thank you to ██████████ and ██████████ for supporting xxxx and me. xxx will miss them both, he still talks highly of them and wishes he could have stayed there”

Parent of year 7 Witton Park student

“We would like to thank you for everything you did for our son”

Parent of Year 8 student ██████████

“XXXX enjoyed it at the Ace unit, his attitude and relationship with myself and his dad are much better. XXXX seems much happier and more confident in himself I am so pleased with his progress in such a short time”

Parent of Year 9 ██████████ student

“My son loved being at the Ace unit. He seems calmer and not as hot tempered. Vast improvement in his attitude towards school. These 6 weeks have been the easiest of the year for my family as my son was happy at the Ace unit”

Parent of year 7 ██████████ student

“I have worked for the Pupil Referral Service for 12 years and I know how challenging some young people can be. Schools such as Fernhurst are needed because they offer an alternative way to educate and stimulate young people; an environment which focuses equally on practical and vocational skills as well as academic.”

██████████, ██████████, ██████████.

██████████ has proved to himself he can overcome nerves and succeed. He has proved to himself that initial concerns can be incorrect and an opportunity is actually something to take up. He has begun to enjoy attending school and enjoying his learning (he loves Fernhurst and wants to go every day). ██████████ has begun to look to the future and begin to consider his year 10/11 experience and how this will impact on his future. He has begun to consider his ambition to join the police and what he may need to be successful. ██████████’s family are now regularly discussing with school staff ██████████’s progress and educational needs and engaging more. He is developing relationships with staff and expressing himself more. His behaviour and focus in classes in his main school has shown some improvements since attending Fernhurst. ██████████ is showing a greater degree of responsibility as he needs to pass messages on re his attendance and organize dates at Fernhurst etc. ██████████ is now beginning to engage in intervention packages to develop his progress in core subjects – as his attainment needs now to be the focus.

██████████ ██████████ ██████████

“I am writing this letter as a sign of my support for your Free School application, as I believe strongly that the facilities and expertise at Fernhurst School should continue for the benefit of the local economy and community.”

██████████ ██████████

“I would like to praise all the staff involved with the Yr 9 project and the opportunities that the students have been given on the course, I believe that it has been extremely successful and that the children have been more motivated and seem to be engaging better throughout the school day. The children all seem to be really enjoy their time with the staff at Fernhurst and it also gives them a break from school. The only negative comments I have is that I would have liked more places to meet other children's needs as well. I have asked the student for their views, again nothing but praise, even from ██████████.”

██████████ ██████████ ██████████

“Fernhurst School makes a difference to young people around here and no one has the practical subjects that Fernhurst does so young people would lose out on qualifications and education. Speaking as a local resident, if it closed down, it would just be an eyesore – an empty derelict building, and Blackburn already has enough of those. It would be an awful blow to the community (and we live just down the road near ██████████, so are very local) for Fernhurst to close down. We hope this helps school stay open and will certainly keep coming in, and keep recommending it to our friends and family in the neighbourhood.”

██████████ and ██████████ ██████████

“Fernhurst School has also supported a number of community initiatives that we are involved in, once again providing venues or coaches to allow children from deprived backgrounds, children with challenging behaviour and children with special educational needs to access sports and activities that without this support would not be possible. I would like to take this chance to thank Fernhurst School for the opportunities that they have provided for our company and our associated partners. I hope that this partnership can be built upon in time to come and look forward to the future ahead.”

██████████ ██████████

“We have a need of a nurture unit for the students within our school”

██████████ ██████████ ██████████

“A Key Stage 2 Nurture Unit is something we are interested in for specific pupils”

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

“Thanks for researching this very important issue regarding a Nurture Unit for KS2”

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

“We are very interested as a school regarding the KS2 Nurture Unit”

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

The provision available at Fernhurst have helped my son to have a better idea what he wants to do when he leaves school career wise. Since starting at Fernhurst his

attitude towards education has changed and when we pick him up it is obvious that he enjoys being there my son's attendance has improved and he has gained confidence as a result of not being bullied and the teachers not putting him down.

[REDACTED] (Parent of a Year 10 student)

"A key risk factor/vulnerability in this area is lack of engagement with education and poor school attendance; this is why Fernhurst School is so vital to the safeguarding of this significant group of young people. The staff team is welcoming and understand the issues facing these young people, and their flexible approach maximises young people's outcomes. By offering two days practical/vocational provision at Fernhurst School, the young people we work with have a much lower risk of being permanently excluded from education. Attendance rates at Fernhurst School are excellent – over 90% last term – so it is also good to know where young people are safe 8.45 am to 3.15 pm when they attend Fernhurst. The holistic approach adopted at Fernhurst re-engages young people, raises self-esteem and gives practical skills. This improves future outcomes for young people, thus giving them resilience and making them less vulnerable to sexual exploitation. The access to wraparound services provided by the school (eg, Wrapped scheme, Brook and B'Sure) maximises how many young people access these services from partnership agencies. Young people are empowered to keep themselves safe and healthy. It is vital that Engage and Fernhurst continue to work in partnership and assist these vulnerable young people that may be at risk or who are being sexually exploited."

"I think the alternative education here should continue, as what would the young people do if it closed? The subjects are interesting and practical and not like other schools. I think the school is an excellent service for young people who would truant from school, get into trouble and leave school with no qualifications if Fernhurst shut down. They wouldn't have the same opportunities to get a good job and may be more likely to be unemployed in the future, which is no good for the community or Blackburn and Darwen local area."

The staff at Fernhurst have been very supportive of my son. Since being at the school his attitude has changed and he is no longer as angry as he used to be.

[REDACTED] (Parent of a Year 11 student)

My daughter has always enjoyed school life, but is even keener now she is studying childcare at Fernhurst. She is always saying how good the school is and can not wait for her next day at the school.

[REDACTED] (Parent of a Year 10 student)

"I also hope it continues as it gives a great opportunity for young people to train for a vocation or career in something they are interested in, and keeps them learning and in education for longer, which can only be a positive thing from Blackburn's local economy and communities. Losing the special courses that Fernhurst School provides, and the staff's special knowledge and skills would be a great detriment to the area. Therefore, I pledge my support to your application to be a Free School, and would continue to use the computer class, new technology and staff's expert knowledge."



“We would like to suggest a Fernhurst Sixth Form as we are about to finish our last year at Fernhurst and are worried about mainstream college. We don’t think that it would be fair to shut this school down when a lot of people’s futures could change.

██████████, ██████████, ██████████ –pupils

“Pupils with complex needs need very specialist support, a team of experts around them all working together to meet the needs of the pupils. Fernhurst seem to have this in abundance offering their pupils a variety of opportunities to build up positive relationships and develop themselves in so many ways. The school seems to have a ‘can do’ attitude towards pupils who had often been written off, excluded from schools that, despite their efforts, could not meet their very complex needs. There is no doubt they dealt with difficult pupils but their student centred approach, low ratio support, specialist rooms/curriculum and friendly approachable style certainly helps many young people that would not have been able to sustain a mainstream education. All authorities should be providing a service like the Fernhurst model. They have proved that their model is successful and necessary.”

██████████, ██████████, ██████████, ██████████

All of these arrangements are adding value to the curriculum of these young people, and they are experiencing situations which they would not otherwise enjoy.

██████████, ██████████, ██████████, ██████████

Thanks to all of the teachers who have helped my daughter. Many thanks from the bottom of our hearts – you are all the best. The ██████████ has a great team of staff especially ██████████, ██████████ who has been extremely supportive towards her. Since starting at the school my daughter has started going into her lessons at her mainstream school, even doing PE something she never used to do. My daughter always has nice things to say about the staff at Fernhurst and says that she wishes she had come to the school sooner; they have helped me 100% and more. While at the school my child has come on leaps and bounds; a different child altogether.

██████████ (Parent of a Year 11 student)

My daughter is a much brighter when she has been at Fernhurst and I can see that she really enjoys being there.

██████████ (Parent of a Year 10 student)

I am delighted to pass on our positive comments regarding your provision on Fridays for our lads. Most of them have really turned a corner and have shown a marked improvement in their self-esteem and positive decision making. I strongly believe that this intervention with your staff has been a positive learning experience for them. ██████████ was, prior to attending your course, one of our students with the highest incidents in and around school, he is completely off the radar now, with only very small issues cropping up. ██████████ was also a cause for concern and was very close to being given further exclusions, again, after attending Fernhurst, these have receded. ██████████ had real issues with his anger, and personal responsibility this has diminished dramatically and he is engaging well with staff and his peers – he is going to lessons and accepting sanctions when they are given. ██████████ is still struggling with his anger but we can all see a real improvement in him – he is getting a really good sense of humour and recognizes his own triggers, he is doing really well. We are all proud of him. We have students literally asking daily if they can attend too! Keep up the brilliant work!”

██████████ ██████████

## **Section F: Capacity and capability**

### **F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision**

The unique selling point (USP) of our application is the collaborative ownership and commitment to the success of the alternative provision Free School. The distinct advantage of our 'Headteacher led' Free School is the wealth of educational expertise readily available to enable the school to deliver our vision. The Education Improvement Partnership (EIP) is a well-developed collaboration between Secondary Schools and Special Schools in Blackburn with Darwen and was established in 2008. The inclusiveness of the EIP is well embedded across all member schools. The core principle of our collective responsibility for all our students in Blackburn with Darwen would drive the success of the Free School. The EIP brings over ten years' experience of educational leadership. We will be able to access the knowledge, experience and resources from the range of schools as Members of the Trust. These include one experienced Academy, a converter Academy, Community Schools, Special Schools and Voluntary Aided Schools with the shared aim of improving outcomes for all our students.

It should be noted that the application team is in fact the Education Improvement Partnership with all secondary schools, academies and special schools within the borough represented. This demands the collective engagement and involvement throughout the process, rather than the application team consisting of a small number of individuals. This innovative approach will be instrumental to the success of the Free School. This business model builds on the established partnership of the EIP and attracts the significant partnership dividends to the benefit of the Free School.

As described within section A of the application, the directors of the EIP were fully involved in the development of the application as key stakeholders and sponsors of the proposed Free School. This will ensure that the Free School will be able to draw upon the extensive knowledge and experience not only from an educational perspective, but also in terms of leadership and change management. It also provides the Free School with direct access to high quality Teaching and Learning which can be applied to an alternative provision context. These collective skills and

knowledge are readily available and accessible to the Free School throughout the different phases from development to the operation.

Involvement for the previous six months has been through the group meeting on a regular basis on each aspect of the proposal. This has been led by an identified lead member of the team. It is envisaged that they will continue leading on those areas during the pre-opening stage and thereafter as a governor of the proposed Free School.

We will be able to access the knowledge, experience and resources from the range of schools as Members of the Trust. These include one experienced Academy, a converter Academy, Community Schools, Special Schools and Voluntary Aided Schools with the shared aim of improving outcomes for all our students.

In addition to the individual school specialisms described below, we are in the fortunate position of having a National Support School as a Company Member, Tauheedul Islam Girls' High School.

We have access to the resources, people and skills of St. Wilfrid's Training School as another Member.

The Free School will also be able to access the support and expertise of the Aldridge Foundation with the Darwen Aldridge Community Academy as a member of the company.

Member	Profile	Role on Governing Body
[REDACTED]	[REDACTED] -	[REDACTED]
[REDACTED]	[REDACTED] - [REDACTED] -	[REDACTED]
[REDACTED]	[REDACTED] -	[REDACTED]
[REDACTED]	[REDACTED] -	[REDACTED]
[REDACTED]	[REDACTED] - [REDACTED] ,	[REDACTED]

██████████	██████████ -	██████████
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██████████	██████████ -	
██████████	██████████ -	
██████████ *	██████████	

\* ██████████ has been employed by Blackburn with Darwen Local Authority since September 2009 as ██████████ of ██████████. He has been heavily involved in the development of the application. The EIP hope to appoint ██████████ as ██████████ if approved.

Each Headteacher/Director has agreed to give up to half day per week during the pre-opening stage and the Chief Executive of the Education Improvement Partnership and Director of the Group will give a minimum of one day per week during this stage.

Termly meetings will be held with all Heads and they have committed to participate in the sub-committees.

**List of Schools and Specialisms**

- Darwen Vale High School (Engineering Specialism)
- St. Wilfrid's CE Academy (Technology Specialism)
- Pleckgate High School (Mathematics & Computing Specialism)
- St. Bedes RC High School (Sports Specialism)
- Blakewater College
- Witton Park High School (Business & Enterprise Specialism)
- Our Lady and St. John Catholic High School (Arts Specialism)
- Tauheedul Islam Girls' High School (Humanities Specialism)

Tauheedul Islam Boy's High School (Sports, Entrepreneurship and Big Society Specialism)  
Darwen Aldridge Community Academy (Entrepreneurship Specialism)  
Crosshill School  
Our Lady & St. John Catholic College Post-16 Vocational Centre  
St. Wilfrid's Church of England Sixth Form College

The Headteachers have agreed to make available their Directors of Specialism to the Alternative Provision Free School to support the Senior Leadership Team to develop specialist provision that meets the need of young people.

## **F2: Show how you will access appropriate and sufficient financial expertise to manage your alternative provision Free School budget.**

Collectively, the Free School would have access to over 110 years of experience of financial management. All Headteachers/Directors in the collaborative employ experienced business managers including those qualified as Chartered Accountants. They are committed to making available 0.2 days of their Business Manager time to support the Free School. The Free School will recruit a qualified Business Manager. Indeed, the current team have utilised the services of the [REDACTED] employed by [REDACTED] who has [REDACTED], [REDACTED] and [REDACTED]. She is a [REDACTED]. Also there is a forum for all the Business Managers to meet, share knowledge, expertise and good practice.

This wealth of knowledge and financial expertise across the partnership can be readily accessed to support with the effective financial management of the Free School. The EIP is in the process of appointing a suitably qualified Director of Finance who will be dedicated to the Alternative Provision Free School during the start-up phase for three days per week. Once the School Business Manager is appointed, the Finance Director will continue to work with them and provide strategic support for half day per week. All schools have achieved the Financial Value Standard (FVS).

## **F3: Show how you will access other relevant expertise to manage the opening and operation of your school.**

All the Headteachers as directors of the company and proposed governors of the Free School have substantial experience of leadership and change management which involves overseeing the successful establishment of new schools in addition to managing transition programmes for schools. Three recent examples of this include:

1. [REDACTED] as [REDACTED] led the Pre-opening stage of the school which was a brand new capital build.
2. [REDACTED] as [REDACTED] recently led the opening of a converter Academy. We have access to the resources, people and skills of St. Wilfrid's Training School as another Member.
3. [REDACTED] is a [REDACTED] and has recent experience of the [REDACTED] with the success of [REDACTED] and [REDACTED].

The schools as Members of the EIP have access to a whole range of business partners. Currently, all schools are participating in the Business Class Programme established by Business in The Community (BITC). Part of this process was for the schools to partner with a wide variety of businesses which includes KPMG, Capita and other legal and financial companies. The EIP and the Alternative Provision Trust have worked closely with [REDACTED] and the Free School will retain them as their legal representatives/advisers if successful.

[REDACTED] are working with us providing accountancy and audit services and have agreed to support the Free School if approved.

The excellent Human Resources (HR) support available throughout the network in our schools, employed HR consultants and have access to consultancy companies including Capita HR, Bolton HR, Bolton Council HR and Hill Dickinson.

We also have access to the Local Education Partnership (LEP) as the procurement body for Building School for the Future (BSF) who are supportive of our plans. We would be keen to develop the interface between the LEP and the Free School.

The Local Authority is an observer of the EIP and we have several officers who have experience of setting up and closing schools. The council also employs school improvement officers and the secondary leads worked closely with us on shaping the bid.

#### **F4: Show how your staffing structure will deliver the planned curriculum.**

**PRINCIPAL**

**Vice Principal**  
Personalised Learning & Assessment  
SLT Link  
Teaching Maths, ICT + FS, Curriculum Development, Assessment,  
CPD, Time Table, Day to Day Logistics  
Strategic Development

**Director of Learning**  
Personal Social & Emotional Development  
SLT Link  
Teaching  
PSCHEE + Art  
SEAL  
Therapeutic  
Counselling  
Family Support  
Co-ordinator  
Strategic  
Development

**Director of Learning**  
Leader of Professional Learning  
SLT Link  
BfL  
Teaching ICT + FS  
Team Teach  
PE, Sport & Leisure,  
OE  
Extended Provision  
Community Links  
Post 16  
Strategic  
Development

**Director of Learning**  
SEN & Inclusion  
SLT Link  
Teaching  
English + FS  
SENCO  
Assessment  
Referrals  
Nurture Units  
Strategic  
Development

**Director of Learning**  
Lead HLTA/TLA  
SLT Link  
Delivering Hair & Beauty  
Cover Support  
Team Leader  
HLTA/TLA's  
Strategic  
Development

**Counsellor**  
School  
Counsellor  
(1)

**Teacher**  
Art  
CDT

**Teacher**  
PE

**Teacher**  
Food  
Tech  
Cateri  
ng

**Teacher**  
Nurture  
Unit  
KS3

**HLTA**  
Nurture  
Unit  
KS2

**TLA's**  
School  
TLA  
(4)

**Family  
Support**  
Family  
Support  
Co-  
ordinator  
(1)

**Instruct  
or**  
Childcar  
e

**Instructo  
r**  
Outdoor  
Education

**Instruct  
or**  
Trades

**TLA's**  
Nuture  
Unit TLA  
(2)

**Instructor**  
Employabil  
ity Skills

**Instructor**  
Media &  
Graphics  
(1)

**Instruct  
or**  
Music

**Instruct  
or**  
Dance &  
Drama



**Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.**

The EIP has identified the [REDACTED] as [REDACTED] for The Heights Free School. He has demonstrated [REDACTED].

The Principal Designate would play a key role in developing The Heights School from its inception, to its opening and beyond. He will be instrumental in creating its ethos and character and be responsible for the overall quality of the provision, ensuring that the school meets the highest possible standards required by parents, pupils, governors and external agencies.

**CURRICULUM VITAE**

[REDACTED]

**1. FURTHER, HIGHER AND PROFESSIONAL EDUCATION:**

[REDACTED]

**2. COURSES/QUALIFICATIONS:**

[REDACTED]

**3. TEACHING EXPERIENCE:**

[REDACTED]

[REDACTED]

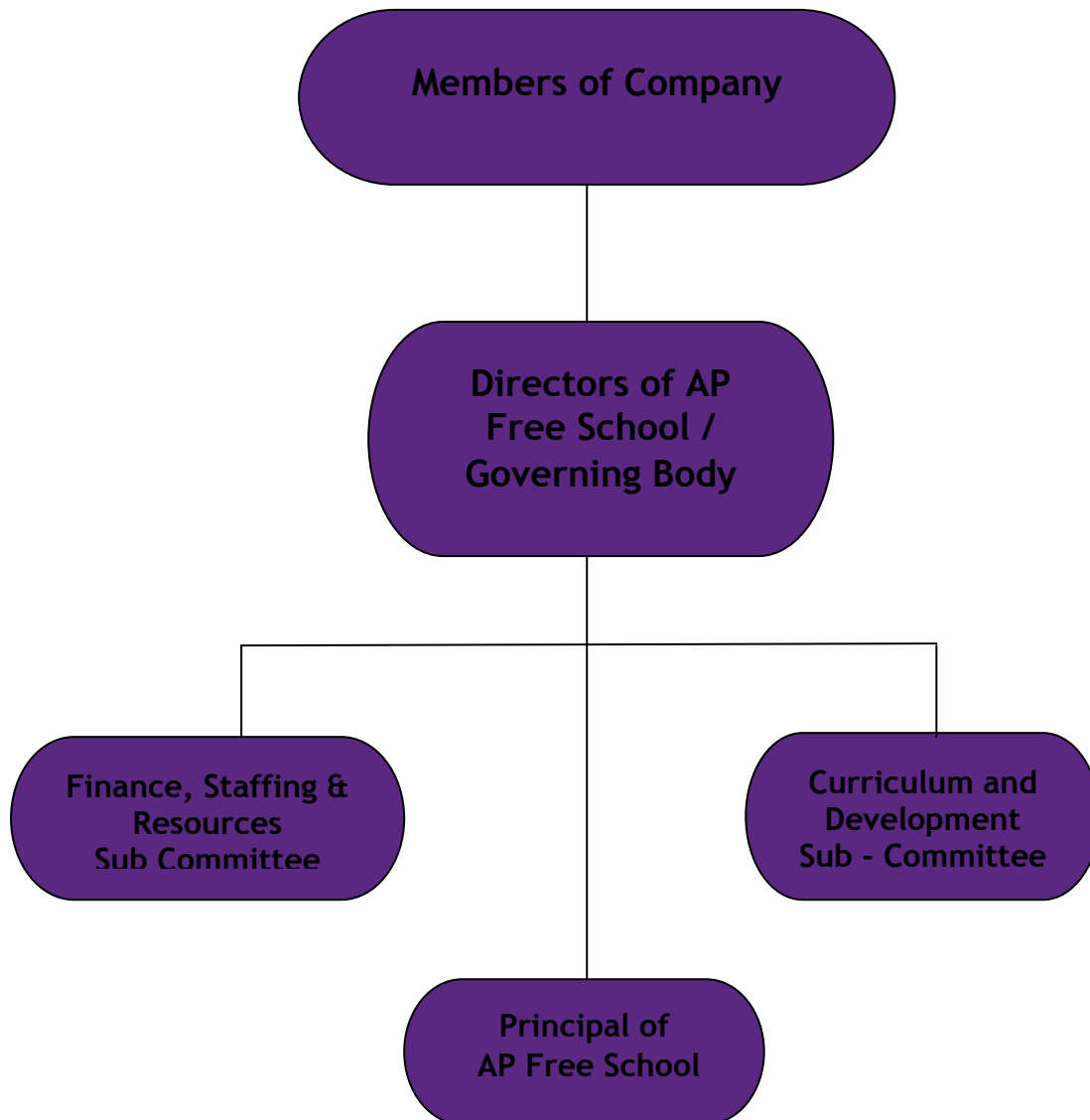


## **Recruiting High Quality Staff**

The process for recruiting high quality staff will adhere to the safer recruiting policy and procedures set out nationally. The interview panel will have at least one person who has undertaken and successfully completed the safer recruitment training. Job descriptions, person specifications, pay scales and job advertisements will be written and agreed in advance of the post being advertised. These will be sent out with the application form when the posts are advertised along with the vision and ethos, so that the candidates will have all the relevant information before applying for the post. The candidates will be given the opportunity to look round and meet with the designate Head of the proposed Free School, prior to applying. The posts will be advertised locally in the newspapers, Job Centre and on the internet. The interviews process will have a range of approaches to determine the strengths and weaknesses of the candidates such as presentations, role play, exercises etc on a relevant topic, lesson observations, data analysis, work prioritising, financial task, etc where appropriate for the post applied for. The process will be rigorous but fair to all. The interview panel will be aware that only the post of SENCO needs to have qualified teacher status.

**F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.**

### Structure of Accountability



### Roles and Responsibilities

The 'Sponsor-run school' would be the preferred model for the alternative provision Free School with the EIP as 'sponsor' through a subsidiary non-profit company. The main advantage of this model is the clear line of accountability with the sponsor being accountable for running the school. The well-established partnership of the EIP harnesses the wealth of knowledge and expertise from the Community Schools, Academies and special schools as Members. This will ensure the Governors have the skills and experience to successfully discharge their governance and oversight responsibilities.

## **Company Members**

- The Company Members will appoint the Governing Body.
- The EIP would be the 'corporate Member' of the subsidiary company.
- The legal owners of the company
- Strategic role in running the school and ultimate control over the company

## **Role of the Governing Body**

- To be responsible for monitoring, overseeing and providing direction for the Free School' pursuit of the vision.
- To maintain the vision and ethos of the school
- To select the Principal of the Free School with the support from DfE if appropriate
- To support and evaluate the Principal
- To hold the Principal accountable for the school's success
- To set conditions of service, personnel policies and procedures
- To ensure Value for Money (VfM) and adequate financial resources
- All directors are required to act in the best interest of the Company. There are also statutory obligations such as health and safety that Board members need to meet. Each director has a role in ensuring the probity of the organisation's activities and contributing to the achievement of its objectives.
- Duties as defined in the Companies Act 2006

## **Role of the Principal**

- Responsible for the internal organisation, management and control of the school
- Responsible for the implementation of the strategic framework established by the governing body
- To formulate aims and objectives for the school, for adoption, with or without modification, or rejection by the governing body
- To formulate policies for the school or achieving those aims and objectives, for adoption, with or without modification, or rejection by the governing body
- To formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the governing body
- To formally report to the governing body on a quarterly basis on progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

## **Section G: Initial costs and financial viability**

**G1: Show how the school will be financially viable and offer value for money up to the point where there is a full cohort of pupils.**



**G2: Show how the school will be financially sustainable once there is a full cohort of pupils.**

The financial plan shows that income will exceed expenditure once the school is no longer eligible for start-up funding that is in the year when there will be a full cohort of pupils.

The assumptions set out in the financial plan explain clearly how and why they have been applied. The flexibility of this financial plan will allow the school to cope with unexpected financial pressures by the staffing reflecting the number of pupils accessing the provision. The staff having multiple roles within the organisation also

gives a greater degree of flexibility in terms of financial planning. The financial plan is based on realistic income\expenditure. The Trustees, Governors, Principal and School Business Manager will meet regularly to ensure rigorous checks are in place and applied. The Best Value Statement will be applied at all times.

The in year surplus for all years in both financial plans is within the recommended carry forward. The total payroll costs account for 76% of the total income in the year when there is a full cohort of pupils and then 77% there after.

The costs which are incurred to generate the income shown on the “other income” are accounted for within the financial plan. These are the staffing costs for anger management sessions and are within the working hours and terms and conditions of employment. Team Teach sessions again are staffing and some admin costs. The counselling service is staffing costs – employing a school counsellor, which will be available to pupils and families attending The Heights Free School and pupils and families from the wider community. The Hair and Beauty income is from people from the community having treatments within the salon; the costs incurred are accounted for in the supplies expenditure. The expenditure for KS2 nurture unit is staffing and supplies. The conference/training room is purely room hire charges which covers lighting, heating etc which are premises costs. Sports facilities and catering charges are covered under the premises costs and supplies. Examination fees are income generated by charging the High Schools in addition to the placement fee.

### **G3: Show how the school will be financially resilient to reductions in income.**

The staffing will reflect the numbers of pupils accessing the provision, staff recruitment will ensure that those recruited will be able to fulfil multiple roles, e.g. a teacher delivering two subjects, a TLA who also delivers Child Care. Contracts of employment will be drawn up to allow for flexibility in working hours, terms and conditions of employment. The Principal and the School Business Manager will meet regularly to monitor income/expenditure and will take action and implement measures at the earliest indications of a reduction in income or an increase in expenditure. The Best Value Statement will be adhered to at all times.

The second financial plan shows how staffing costs have been reduced to reflect a reduction in up take of places. The income/expenditure has been calculated on the basis that only 80% of places are filled in each year. This plan ensures that the high quality teaching and learning are maintained, by the high quality and flexibility of staff recruited.

We would employ a marketing and partnership development person to ensure that the facilities/services are promoted to schools, LA, and the wider community. The Trustees, together with the Governors, Principal and School Business Manager will set a realistic charge for facilities and services to encourage full usage of all facilities/services.

Should income continue to reduce then we may have to consider a short term increase in expenditure on marketing/publicity to increase referrals and usage of facilities.

It may also be necessary to increase our efforts in selling aspects of our training e.g. Team Teach Training, counselling services, etc. Areas such as IT where a rolling programme of investment is required to keep up to date with technological innovations may have to be put on hold. School visits, trips and even our expenditure on CPD may have to be cut back or suspended during this period of financial difficulty.

Ultimately the single biggest cost to the school is staffing costs and in extreme circumstances the Principal and Trustees/Governors may have to decide that staff cut backs are the only way to save substantial sums of money.

[REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED],  
[REDACTED] have had their contractual hours reduced in line with demand.  
[REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED],  
[REDACTED], posts have either had recruitment delayed or the expansion of contractual hours deferred.

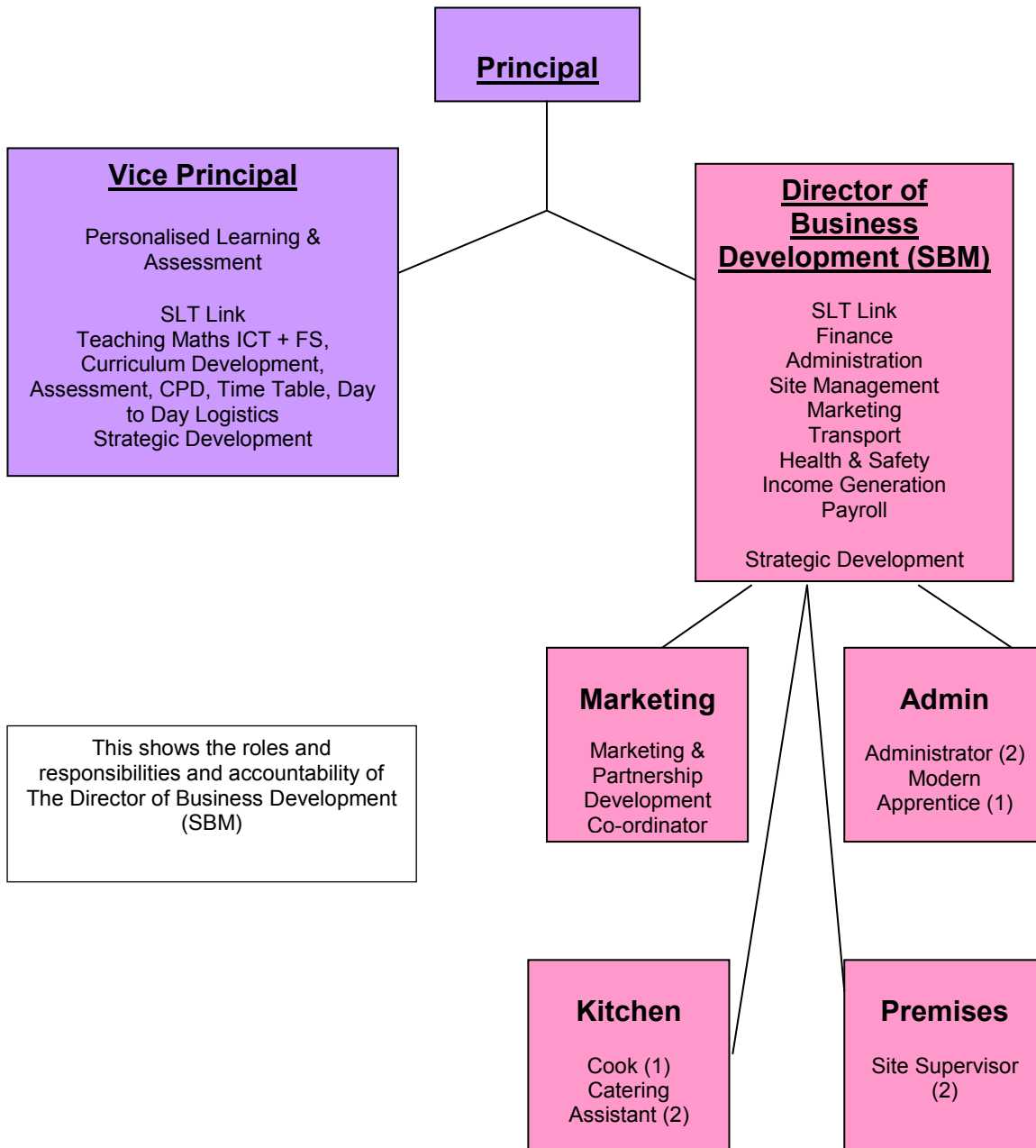
The outsourced expenditure has been adjusted to take into account the reduced number of pupils. Supplies cost have been adjusted to match the number of pupils.

#### **G4: Provide realistic financial plans that are consistent with other aspects of your application.**

The financial plan and the sensitivity analysis (second Plan) are realistic and are based on evidence gathered and reflect all assumptions in the other parts of this application. This has been achieved by a shared vision and team work on all parts of this application. Below are two staffing structures demonstrating firstly the staffing structure around the business and administration of the school and secondly, the staffing structure for the delivery of teaching, learning and support.

In both plans there are opportunities to reduce staffing, if financially prudent, should the need arise.

In the first structure savings could be applied in admin, site supervision and catering. Whilst in the second structure savings could be affected by identifying under subscribed curriculum areas or excess capacity in terms of Teaching and Learning Assistants. The need for flexibility in terms of employment contracts have already been stated in section G2





**PRINCIPAL**

**Vice Principal**

Personalised Learning & Assessment  
SLT Link  
Teaching Maths, ICT + FS, Curriculum Development, Assessment,  
CPD, Time Table, Day to Day Logistics

Strategic Development

**Director of Learning**

Personal Social & Emotional Development

SLT Link  
Teaching  
PSCHEE + Art  
SEAL  
Therapeutic  
Counselling  
Family Support  
Co-ordinator

Strategic Development

**Director of Learning**

Leader of Professional Learning

SLT Link  
BfL  
Teaching ICT + FS  
Team Teach  
PE, Sport & Leisure,  
OE  
Extended Provision  
Community Links  
Post 16

Strategic Development

**Director of Learning**

SEN & Inclusion

SLT Link  
Teaching  
English + FS  
SENCO  
Assessment  
Referrals  
Nurture Units

Strategic Development

**Director of Learning**

Lead HLTA/TLA

SLT Link  
Delivering Hair & Beauty  
Cover Support  
Team Leader  
HLTA/TLA's

Strategic Development

**Counsellor**  
School  
Counsellor  
(1)

**Teacher**  
Art  
CDT

**Teacher**  
PE

**Teacher**  
Food  
Tech  
Catering

**Teacher**  
Nurture  
Unit  
KS3

**HLTA**  
Nurture  
Unit  
KS2

**TLA's**  
School  
TLA  
(4)

**Family Support**  
Family  
Support  
Co-ordinator  
(1)

**Instructor**  
Childcare

**Instructor**  
Outdoor  
Education

**Instructor**  
Trades

**TLA's**  
Nurture  
Unit TLA  
(2)

**Instructor**  
Employability Skills

**Instructor**  
Media &  
Graphics  
(1)

**Instructor**  
Music

**Instructor**  
Dance &  
Drama

**G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.**

The financial templates for both financial plans have been completed with accuracy and care has been taken to reflect the other parts of the application. The assumptions used have been stated clearly on the templates and in other sections of this application.

The commissioners have agreed to the funding rates set and are willing to pay the amount. (Statement from the commissioners and the LA are attached).

The expenditure is based on using the preferred site for The Heights Free School, which is the [REDACTED] site. The assumptions for expenditure are based on the actual cost of operating on this site for the last few years.

## Section H: Premises

The preferred location for the Heights Free School is the [REDACTED], which is due to close as part of the BSF development prior to September 2012.

The address of the site is: [REDACTED], [REDACTED], Blackburn, [REDACTED]. [REDACTED] currently offers alternative provision to 50 FTE pupils aged 11-16. Its particular emphasis is on providing alternative provision at KS4 on a part time basis for pupils who, in the main, attend for two days per week. It is a large site which already has facilities and resources which would provide a firm foundation for the provision the free school wishes to offer to commissioners and user groups. The size of the site also allows for further capital development as student numbers increase and the range of courses on offer expands. The most up to date figures from the LA give the size of the buildings at 2,597.19 m<sup>2</sup>.

The proposed site, with investment, would allow The Heights to grow to 120 FTE places and to develop a wider range of alternative provision. We have contacted Capita Symonds and are currently awaiting design proposals and costs on developing the existing site.

The location of [REDACTED], in easy reach of the M65 and bus routes, offers easy access for pupils across Blackburn with Darwen. Conversely it is well located to access a wide range of local resources including work experience locations, Blackburn College, Training 2000, sports and recreational activities etc. The proximity of the M65 also makes for quick and easy access to out of borough commissioners, providers and course based resources such as outdoor and adventurous activities.

An alternative location could be [REDACTED] which is also marked for closure as part of the BSF process. [REDACTED] is Blackburn with Darwen's MLD provision, has 63 pupils on roll and is due to close and relocate as part of the BSF development prior to September 2012. The school address is: [REDACTED], [REDACTED], Blackburn, [REDACTED].

The [REDACTED] site offers many of the facilities and resources available at [REDACTED] but lacks a sports hall or gym and the land to allow for any expansion. Figures from the LA give the site area at 2,267.78m<sup>2</sup>.

The LA has indicated that the tenure of both sites is Freehold.

Currently, the Trust has no funds available for acquisition of the site and following a successful bid would seek to apply for some limited capital funding to expand existing facilities.

Capita Symonds architects in Blackburn were engaged to undertake a feasibility study on the land and buildings currently used by Fernhurst School. They provided a site analysis, circulation strategy, and three options.

- **Option 1** – New Build
- **Option 2** – New Extension and Refurbishment
- **Option 3** – New Extension and Refurbishment (version 2)

██████████ have calculated the 3 options and using free school rates, at £1,400 per sq M new build and £150 to £1,000 per sq M for refurbishment. Therefore the range of the building costs will be in the region of £2.82M to £4.32M for new build option.


## Glossary

<b>Acronym</b>	<b>In full</b>
<b>ELCAS</b>	East Lancashire Child and Adolescent Services
<b>YOT</b>	Youth Offending Team
<b>CAF</b>	Common Assessment Framework
<b>TLA</b>	Teaching and Learning Assistants
<b>PSD</b>	Personal and Social Development
<b>SLT</b>	Senior Leadership Team
<b>SNAP B</b>	Special Needs Assessment Profile for Behaviour
<b>IEP</b>	Individual Education Plan
<b>SIMS</b>	Student Information Management System
<b>SEN</b>	Special Educational Needs
<b>LASS 11-15</b>	Lucid Assessment System for Schools
<b>WRIT</b>	Wide Ranging Intelligence Test
<b>WRAT</b>	Wide Ranging Achievement Test 4
<b>CTOPP</b>	Comprehensive Test of Phonological Processing
<b>TOWRE</b>	Test of Word Reading Efficiency













# Appendix C1.3



**Key**

-  - 0 to 5 Miles
-  - 5 to 10 Miles
-  - 10 to 15 Miles

**Locations on map**

-  - ,
- Blackburn
-  - 
- 
- 
-  - 
-  - 
- 
- 

## Appendix C1.4

School Forum 2<sup>nd</sup> February 2012  
Item 4

### SCHOOL FORUM - BRIEFING PAPER

#### PROGRESS 2 LEARN SERVICE

##### 1. Purpose

- 1.1 To report discussions that have been held with Secondary and Special Schools around developing a Progress 2 Learn Service for secondary age pupils.
- 1.2 To seek the views of the School Forum on the proposal to devolve funding to Secondary / Special Schools to enable them to deliver/commission a Progress 2 Learn Service.

##### 2. Recommendations

###### 2.1 School Forum is asked to :

- **agree the proposal to devolve “core” funding currently allocated to Fernhurst to Secondary/Special Schools to enable them to deliver/commission a Progress 2 Learn Service up until March 14.**

##### 3. Background

- 3.1 A briefing paper was presented to School Forum on 27<sup>th</sup> January 2011 which outlined the proposal to set up a Progress 2 Learn Service on the closure of Fernhurst School on 31<sup>st</sup> August 2012.
- 3.2 At the meeting School Forum agreed, in principle, the transfer of funding from the Individual Schools Budget to Centrally Retained when Fernhurst school closes in August 2012 to enable the LA to develop a Progress 2 Learn Service.
- 3.3 As part of its BSF strategy for change, the local authority determined to close Fernhurst Special School in August 2012. In its place the local Authority in conjunction with Education Improvement Partnership (EIP) agreed to establish an alternative curriculum provision that will cater for the social, emotional and behavioural needs of Secondary age pupils in our schools.

##### 4. Key Issues

- 4.1 The LA has been discussion with Secondary and Special Headteachers since January 2011 on a number of options to develop or commission an alternative curriculum provision.
- 4.2 A proposal has been agreed which would result in funding being devolved to Secondary/Special Schools as a ringfenced budget to enable them to either deliver or commission a service that caters for the social, emotional and behavioural needs of Secondary age pupils in our schools.
- 4.3 Based on the “core” funding currently allocated to Fernhurst School in 2011/12 this would mean that total funding of **£1.25m** would be devolved to Secondary/Special Schools on an annual basis to finance this proposal. For 2012/13 **£0.73m** would be

devolved to Secondary/Special schools.

- 4.4 The amount devolved to schools would be reviewed in line with all other budgets funded from Dedicated Schools Grant (DSG) following the implementation of the national School Funding review that is likely to be implemented from 1<sup>st</sup> April 2013.



## Appendix C1.5

### Total Number Of Learners At Existing Provision And Predicted At The Heights Free School

	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
A.C.E KS2 Anger Mgt				12	16	16	26	34	36	36	36	36
A.C.E KS2								4	8	8	8	8
A.C.E KS3	2	4	4	5	6	8	8	8	8	8	8	8
KS3 Anger Management			4	6	10	16	20	24	36	36	36	36
Fernhurst FT Year 9	9											
Fernhurst FT Year 10	8	9										
Fernhurst FT Year 11	10	9	15									
Year 9 Transition				35	58	62	66	70	70	70	70	70
KS4 Project Yr 10		28	13	21	29	35	40	45	45	45	45	45
KS4 Project Yr 11			23	25	28	35	40	45	45	45	45	45
KS 4 Project FT				4	8	10	16	20	20	20	20	20
Post 16 FT Foundation							4	8	10	10	10	10
Post 16 FT							4	8	16	24	24	24
<b>TOTAL LEARNERS</b>	<b>29</b>	<b>50</b>	<b>59</b>	<b>108</b>	<b>155</b>	<b>182</b>	<b>224</b>	<b>266</b>	<b>294</b>	<b>302</b>	<b>302</b>	<b>302</b>
<b>Full Time Equivalent</b>	<b>29</b>	<b>33</b>	<b>36</b>	<b>38</b>	<b>44</b>	<b>52</b>	<b>56</b>	<b>80</b>	<b>102</b>	<b>108</b>	<b>120</b>	<b>120</b>



Appendix D3.3

School

INDIVIDUAL EDUCATION PLAN  
(IEP)

School Action/~~Action Plus~~

Name:		Date of Birth:	Yr group: 10	Form:			
IEP Start Date:		Review Date:	KS2/3 SATs		English: 2	Maths: 3	Science: 2
<b>Strengths:</b> Very hard working. Wants to succeed. Frustrated when things are wrong			<b>Areas to be developed</b> ( <i>each area should have a corresponding target</i> ): Telling the time, spelling, organisational skills.				
Targets	Strategies	Provision	Success Criteria	Achieved			
1. To read the time on a 24 digital clock and understand analogue equivalent.	<ul style="list-style-type: none"> <li>Use school timetable, bus timetables, TV schedules, etc. as real-life applications.</li> </ul>	<ul style="list-style-type: none"> <li>TA support in maths (small group) once a week</li> </ul>	<ul style="list-style-type: none"> <li>9/10 correct on 3 consecutive occasions.</li> </ul>				
2. To spell words containing the vowel digraphs 'ai' and 'ay' correctly, in isolation.	<ul style="list-style-type: none"> <li>Multi-sensory spelling practice - Spelling Made Easy.</li> <li>Word Shark.</li> <li>Snakes and ladders game.</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal 1:1 for 1 session a week</li> </ul>	<ul style="list-style-type: none"> <li>9/10 correct on 3 consecutive occasions.</li> </ul>				

<b>3.</b> To respond appropriately if errors are made.	<ul style="list-style-type: none"> <li>• Counting to 10</li> <li>• Deep breaths</li> </ul>	<ul style="list-style-type: none"> <li>• Anger management input from counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Calm acceptance of errors.</li> </ul>	
<b>Parent/Carer Involvement:</b> For target 1, will play snap, and time-telling games. SENCO to supply.	<b>Pupil's View:</b> "I always try my best. I will practice the games at home."	<b>Additional Information:</b> SpLD?		
<b>Evaluation and future action:</b>				
<b>Names of all staff involved:</b> SENCO, maths teacher, teaching assistant. <p style="text-align: right;"> <b>Signed:</b> _____ (SENCO)      <b>Date:</b> _____         </p>				

## Appendix D4.4.5

### Literacy & Numeracy Levels 2009 - 2011

CHART SHOWING NUMERACY & LITERACY LEVELS OF THE PREVIOUS COHORT OF YEAR 11 PUPILS ON REFERRAL TO FERNHURST SCHOOL FROM SEPTEMBER 2009

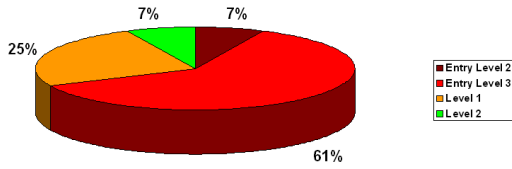
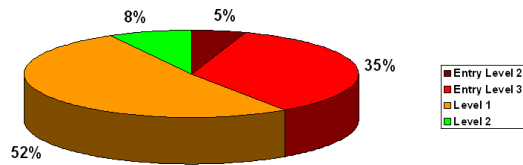


CHART SHOWING NUMERACY & LITERACY LEVELS OF THE PREVIOUS COHORT OF YEAR 11 PUPILS ON LEAVING FERNHURST SCHOOL SUMMER 2011



### Literacy & Numeracy Levels 2010 – 2012

CHART SHOWING NUMERACY & LITERACY LEVELS OF CURRENT YEAR 11 PUPILS ON REFERRAL TO CURRENT ALTERNATIVE PROVISION FROM SEPTEMBER 2010

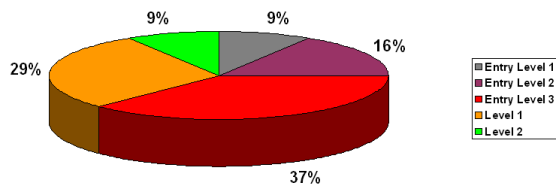
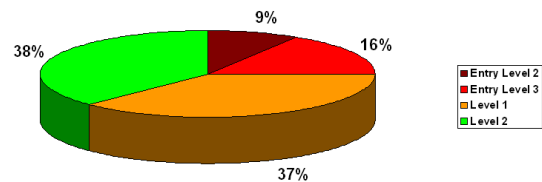


CHART SHOWING PREDICTED NUMERACY & LITERACY LEVELS OF CURRENT YEAR 11 PUPILS ON LEAVING CURRENT ALTERNATIVE PROVISION SUMMER 2012



### Literacy & Numeracy Levels 2011- 2013

CHART SHOWING NUMERACY & LITERACY LEVELS OF CURRENT YEAR 10 PUPILS ON REFERRAL TO EXISTING ALTERNATIVE PROVISION SEPTEMBER 2011

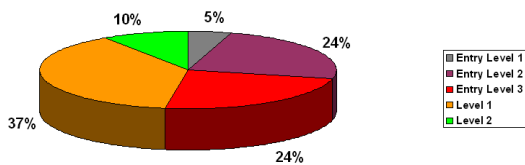
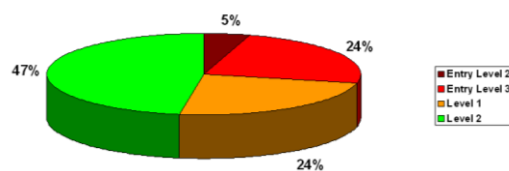


CHART SHOWING PREDICTED NUMERACY & LITERACY LEVELS OF CURRENT YEAR 10 PUPILS ON LEAVING CURRENT ALTERNATIVE PROVISION SUMMER 2013



### Literacy & Numeracy Levels 2012- 2014

CHART SHOWING PREDICTED LITERACY LEVELS OF PUPILS REFERRED TO THE EXISTING PROVISION SEPTEMBER 2012

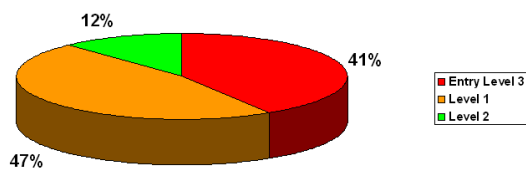
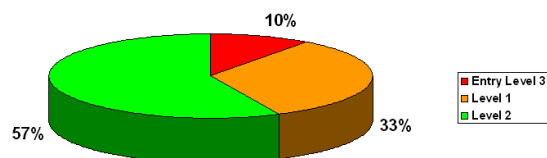


CHART SHOWING PREDICTED LITERACY & NUMERACY LEVELS OF PUPILS LEAVING THE HEIGHTS FREE SCHOOL SUMMER 2014



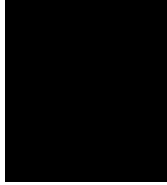
Appendix E1.4

<b>The Heights Free School – Interview Sheet</b>			
<b>Days attending</b>	<b>Monday &amp; Tuesday</b>	<b>Wednesday &amp; Thursday</b>	
<b>Name of Young Person</b>		<b>Year</b>	
<b>Known as</b>		<b>Sweatshirt/Polo shirt Size</b>	
<b>Course – please indicate 1<sup>st</sup> &amp; 2<sup>nd</sup> choice.</b>			
<b>Hair &amp; Beauty</b>		<b>Catering</b>	<b>Childcare</b>
<b>Sports &amp; Leisure</b>		<b>Joinery</b>	<b>Outdoor Education</b>
<b>Expressive Arts Music/Dance</b>		<b>Art/Media</b>	<b>Other</b>
<b>Young Person’s View of Difficulties</b>			
<b>Career Aspirations/Interests/Hobbies</b>			
<b>Rating Sheet – Please rate on the following factors as follows (1 = Low through 5 = High)</b>			
<b>Rating Factor</b>	<b>1 - 5</b>		
<b>Appearance</b>			
<b>Interest in Vocational Area</b>			
<b>Attitude</b>			
<b>Motivation</b>			
<b>Communication</b>			
<b>Overall Evaluation</b>	<b>Strong</b>	<b>Potential</b>	<b>Not Suitable</b>
<b>Additional information/ Comments</b>			

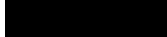
## Appendix E2.2

21 February 2012

Tauheedul Boys



Blackburn



Dear [REDACTED],

### Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Tauheedul Islam Boys' High School to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Yours sincerely,



[Redacted]

Darwen Aldridge Community Academy

Darwen Aldridge Community Academy

[Redacted], [Redacted], Lancashire [Redacted]

Tel: [Redacted] Fax: [Redacted]

Student Services: [Redacted]

email: [Redacted]

'Realise your potential'

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Darwen Aldridge Community Academy to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

[Redacted]

[Redacted]



[Redacted]

Our Lady St John Catholic College  
[Redacted]  
Blackburn

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Our Lady St John Catholic College to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[Redacted]

[Redacted]

[Redacted]

Blakewater College  
[Redacted]  
Blackburn

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Blakewater College to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[Redacted]

[Redacted]

[Redacted]

Newfield School  
[Redacted]  
Blackburn

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Newfield School to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[Redacted]

[Redacted]

[Redacted]

St. Wilfred's C of E Academy  
[Redacted]  
Blackburn

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of St. Wilfred's C of E Academy to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[Redacted]

[Redacted]

[REDACTED]

Crosshill School

[REDACTED]

Blackburn

Lancashire

[REDACTED]

Tel. [REDACTED]

Fax: [REDACTED]

e.mail: [REDACTED]

[REDACTED] [REDACTED]

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of [REDACTED] to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[REDACTED]

[REDACTED]

[Redacted]

Pleckgate High School, Mathematics &  
Computing College

[Redacted]  
Blackburn

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Pleckgate High School, Mathematics & Computing College to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[Redacted]

[Redacted]

[Redacted]

Witton Park Business & Enterprise College  
[Redacted]  
Blackburn

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Witton Park Business & Enterprise College to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[Redacted]

[Redacted]

[REDACTED]  
St. Bede's RC High School, Specialist Sports  
College

[REDACTED]  
Blackburn

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of St. Bede's RC High School, Specialist Sports College to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[REDACTED]



[REDACTED]

Darwen Vale High School & Engineering College

[REDACTED]

Darwen

21 February 2012

Evidence of demand from Commissioners for the Alternative Provision Free School

This letter confirms the commitment of Darwen Vale High School & Engineering College to refer pupils to the Alternative Provision Free School if it were to open in September 2013.

Signed

[REDACTED]

[REDACTED]

[REDACTED]

From: "[REDACTED] - [REDACTED]" <[REDACTED]>  
To: "[REDACTED] ([REDACTED])" <[REDACTED]>  
Subject: Proposal for the Heights Free School

Dear [REDACTED],

I have read through your submission for Free School status for the Heights alternative provision and wish you every success with your bid. As a regular user of your facility which always has a positive impact upon our pupils I would like to support the proposed offer of Post 16 provision. This is something I have been concerned about for many of my pupils over the last few years. With the dramatic shortage of employment in the area more of my students are becoming NEETS. Your planned provision would give them the extra years they need in order to mature and gain the relevant skills for employment Post 19. Therefore, I would be willing to refer up to 10 places from 2013 if the bid is successful.

Best wishes with your bid.

[REDACTED]

Blackburn

[REDACTED]

From: [REDACTED]  
[mailto:[REDACTED]]  
To: [REDACTED] ([REDACTED])  
Cc: [REDACTED]  
Subject: Post 16 Provision

Morning [REDACTED]!

I believe that in your plans for alternative and complementary provision for pupils in BwD you are planning an element vocational provision to include potentially catering and hairdressing and construction.

We currently access resources and provision from a variety of providers to enhance our core curriculum offer to our students, therefore any additional resources we would be very happy to explore and utilise. We would be very interested in referring between 8 - 12 pupils to you Post 16 Provision if available. Please let us have further details of your proposal so we can factor this into our future offer to Post 16 students

Thank you

[REDACTED]

Blackburn

## Appendix E2.3



## Appendix E2.4



### **Key**

#### **Green**

0 to 10 miles

#### **Yellow**

Up to 20 miles

#### **Blue**

20 to 40 miles



**Appendix E3.1**

**FERNHURST SCHOOL Online Survey**

**Pupil Name.....**

**Date / / 2011**

**Please answer the following questions:**

**Q1. What do you like best about Fernhurst School?**

**Q2. What are your greatest achievements or highlights?**

**Q3. Would you have liked to have started in Year 9?**

**Q4. If there was the possibility of continuing studying at an Alternative Provision School, on a Post 16 Course would you consider it?**

**Q5. Would you recommend Fernhurst School to other students?**

**Appendix E3.2**  
**PUPIL SURVEY**

NAME.....DATE.../...../.....

Q1. Do you want to continue to study at Key Stage 4 on an Alternative Provision Programme at The Heights Free School? Please indicate with a cross below.

YES		NO		DON'T KNOW	
-----	--	----	--	---------------	--

Q2. Which Vocational Course would you like to study at Year 10 & 11 at The Heights Free School? Please indicate below.

HAIR & BEAUTY	
CHILDCARE	
CONSTRUCTION	
ANIMAL CARE	
SPORT & LEISURE	
MOTOR VEHICLE	
EXPRESSIVE ARTS	
CATERING	

Q3. Can you give any specific reasons why you would want to continue to study at The Heights Free School?

**Appendix E3.4a**  
**School Questionnaire**

We welcome your feedback and views in order to provide the best experience possible for you and our pupils in the future. Please complete the survey below by circling one answer.

1. Has coming to an Alternative Provision School allowed you to make better progress at your mainstream school?

YES                      NO                      DON'T KNOW      ABOUT THE SAME

2. Has coming to an Alternative Provision School made a difference to your attendance?

YES                      NO                      DON'T KNOW

3. Has coming to an Alternative Provision School made a difference to your behaviour?

YES                      NO                      DON'T KNOW

4. Has coming to an Alternative Provision School made a difference in your motivation to succeed?

YES                      NO                      DON'T KNOW

5. Do you enjoy attending Fernhurst as an Alternative Provision School?

YES                      NO                      DON'T KNOW

6. Would you recommend an Alternative Provision School to any of your friends?

YES                      NO                      DON'T KNOW

7. If there was an opportunity to continue studying at The Heights Free School, after Year 11, would it be your first choice?

YES      NO                      MAYBE                      NOT SURE

8. What makes coming to an Alternative Provision a good place to learn?

9. What do you like best about the Alternative Provision on offer? Are there any changes you would like to see?

10. In what ways has attending an Alternative Provision Programme made a difference to you?

11. Why would you want to continue to study, Post 16, at an Alternative Provision School ?



## Appendix 3.4b

### Fernhurst School student questionnaire January 2011

*Tables below show overall answers to questions*

<b>Q8. What makes coming to an Alternative Provision a good place to learn?</b>
It's easier to move about and to communicate.
Joinery/wood work.
I enjoy it. You can have people come in and do their hair.
It is good because you get more experience.
It makes it good because there are less people here and I can concentrate better.
Classes are smaller. I get on with the teachers better.
Because it is chilled and better people.
Subjects I study.
Small classes.
Sound teachers.
The classes are smaller.
It breaks your week up.
Yes, because you learn in a small group.
Less numbers in classrooms. Teachers treat you with respect.
The food is better. The teachers are laid back. The school is more practical and I feel this has been my motivation to succeed.
The lessons are better and the food is better.
Yes, I like this school better.
You get treated like an actual person, not like a sheep. Everything is to help you as a person.
Maybe

Good behaviour.

It's a different environment for learning.

Because the groups are smaller and you get more attention.

Smaller classrooms, more relaxed.

**Q9. What do you like best about the Alternative Provision on offer? Are there any changes you would like to see?**

Finishing early, coming in my own time and getting on with teachers more

Yes, more better behaviour.

The lessons are great.

Would like to change dinners. I like how everyone is relaxed.

I like the staff. No, there is nothing I'd change at all.

Best thing is Outdoor Education.

Smaller classes.

Subjects are best – Sport and Leisure.

It's chilled out.

Best thing is it's got subjects I want to do.

It's got subjects that I want to do.

It's got subjects that I want to do.

I don't want to see any changes.

I like all of it.

Better food.

You get to work in a salon with customers from outside; we get more experience.

It's got better staff.

I think it is a well put together school. Also, I wouldn't change anything.
There are no changes.
No changes – I like everything.
No, there are no changes.
Maybe.
I like the lessons (Catering) and wouldn't like to see any thing change.
No, I think everything's OK.
Best teacher and students. I like Childcare because I like the teacher

<b>Q10. In what ways has attending an Alternative Provision Programme made a difference to you?</b>
It's changed my behaviour a bit and made lessons easier for me.
Joinery – learning how to use the machines.
Made more friends and got more confidence.
Made me focus more.
It has made a big change to me in everything.
Behaviour improved.
More relaxed.
Don't get in trouble.
I've improved my behaviour. The bad thing about Fernhurst School is that I'm not allowed to smoke.
Better qualifications.
I know what I want to do and in my future.
I have more confidence. I know what I want to do in future.
Behaviour and attendance.
Don't know.

I work better in school.

Yes because I have become better behaved.

My behaviour's improved. My attendance has improved. My attitude towards people is better. Pat (*a lady who comes in to get her hair done in the salon, from the local community*) says I'm a lot better.

I have made more progress at Fernhurst than at my other school.

Because I don't want to get kicked out of Fernhurst, it makes me try harder/do better at my High School.

My behaviour has improved drastically.

It hasn't.

Made me a stronger person.

Maybe.

I have been more interested in school.

Helped me to keep calm.

Made me behave different.

I enjoy English.

## Appendix E4.1

	<b>Model A</b>	<b>Model B</b>	<b>Model C</b>	<b>Model D</b>	<b>Model E</b>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Current Model. Up to 80 KS4 students a week attend for 2 days at a time in Y10 &amp; Y11.</li> <li>• Also includes Nurture for KS3.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Provision School delivers the same service but from different premises purchased by EIP</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual School with an Admin base only</li> </ul>	<ul style="list-style-type: none"> <li>• School delivers provision to Pupils.</li> <li>• School monitors Quality Assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Dismantle Alternative Provision service and redistribute funding to partnership</li> </ul>
<b>Pro's</b>	<ul style="list-style-type: none"> <li>• No upheaval for staff/students</li> <li>• Service piloted &amp; established</li> <li>• Students away from base school</li> <li>• Track record of success</li> <li>• Resource not lost to the community</li> <li>• Students provided with 'fresh start' away from home school</li> </ul>	<ul style="list-style-type: none"> <li>• A potentially better location/facility</li> <li>• Closer partnership working</li> <li>• EIP is committed to the service through financial investment</li> <li>• Secure provision and futures for both students and staff</li> <li>• Students provided with 'fresh start' away from home school</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced costs</li> <li>• Potential for students to be educated at a BSF school</li> <li>• Pupils access high quality learning facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced costs</li> <li>• Potential for students to be educated at a BSF school</li> <li>• Pupils access high quality learning facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Provision budget is re distributed through the school forum to maintained schools 3-19</li> <li>• All schools become fully inclusive and provide personalised learning for all pupils</li> </ul>
<b>Con's</b>	<ul style="list-style-type: none"> <li>• No pupils on school roll from Sept 2010</li> <li>• Risks of loosing funding via school forum</li> <li>• Potential redundancies/ redeployment</li> <li>• Expertise lost to the service/Borough</li> <li>• Service is located in an 'unfit' building in keeping with BSF</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption for students/staff</li> <li>• Costs in relocating</li> <li>• No pupils on school roll from Sept 2010</li> <li>• Service is located in an 'unfit' building not in keeping with BSF principles</li> <li>• Service limited by constraints and capacity of the building</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feel dislocated from leadership</li> <li>• Limited opportunities for 'fresh start'</li> <li>• Potential for disruptive influence in home/host school</li> <li>• Complex transport arrangements for students requiring alternative provision (potential for 11 sites)</li> </ul>	<ul style="list-style-type: none"> <li>• Limited opportunities for 'fresh start'</li> <li>• Potential for disruptive influence in home school</li> <li>• Schools may choose to use existing staff without specific expertise</li> <li>• Each school will need to identify a resource base for activities</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of expertise</li> <li>• No specific provision for disengaged or disaffected learners</li> <li>• No guarantee that funding will be re-distributed through High Schools</li> <li>• Potential for raised fixed term and/or permanent exclusions</li> </ul>

	<b>Model A</b>	<b>Model B</b>	<b>Model C</b>	<b>Model D</b>	<b>Model E</b>
<b>Cons (continued)</b>			<ul style="list-style-type: none"> <li>existing staff without specific expertise</li> <li>Potential sovereignty issues between Head of School and host school Headteachers</li> </ul>	<ul style="list-style-type: none"> <li>Expertise lost to the service/Borough</li> <li>Difficulties around uniform, code of conduct etc. for students, especially if students are attending a variety of High Schools.</li> <li>Potential</li> </ul>	
<b>Staffing Implications</b>	<ul style="list-style-type: none"> <li>Redesign staffing Structure.</li> <li>Possible redeployment/redundancies</li> <li>Staff leave due to uncertain future</li> </ul>	<ul style="list-style-type: none"> <li>Redesign staffing Structure.</li> <li>Possible redeployment/redundancies</li> </ul>	<ul style="list-style-type: none"> <li>Is there a role for existing staff?</li> <li>Host schools employ Virtual School staff for specific on site provision</li> </ul>	<ul style="list-style-type: none"> <li>Is there a role for staff?</li> <li>Home schools employ staff for specific on site provision</li> <li>All current staff at risk of redundancy</li> </ul>	<ul style="list-style-type: none"> <li>Home schools employ existing staff for specific on site provision</li> <li>Is there a role for staff?</li> <li>All current staff at risk of redundancy</li> </ul>
<b>Resource Implications</b>	<ul style="list-style-type: none"> <li>No capital return for BSF on the sale of land/buildings</li> <li>Remodelling costs linked to Swimming Pool and heating system (£160k estimate for new plant room and conversion to gas)</li> </ul>	<ul style="list-style-type: none"> <li>Fernhurst sold, capital for BwD/BSF</li> <li>Cost of purchasing suitable premises</li> </ul>	<ul style="list-style-type: none"> <li>Fernhurst sold, capital for BwD/ BSF</li> <li>Equipping home/host school with specialist facilities</li> <li>Design and Build, Sample and re-modelled schools will need to allocate resources from within the BSF budget to accommodate Virtual School</li> </ul>	<ul style="list-style-type: none"> <li>Fernhurst sold, capital for BwD/ BSF</li> <li>Equipping home school with specialist facilities</li> <li>Design and Build, Sample and re-modelled schools will need to allocate resources from within the BSF budget to accommodate P2L</li> </ul>	<ul style="list-style-type: none"> <li>Fernhurst sold, capital for BwD/ BSF</li> </ul>
<b>Premises</b>	Fernhurst	TBC (St Thomas's Centre?)	<ul style="list-style-type: none"> <li>Any school/ LA building with capacity</li> <li>Purpose built facilities</li> </ul>	<ul style="list-style-type: none"> <li>Existing School buildings.</li> <li>Purpose built facilities</li> </ul>	<ul style="list-style-type: none"> <li>Existing School buildings.</li> </ul>

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