

# Alternative Provision Free School Thetford Application

February 2012

Alternative Provision Free School Thetford  
Company No 7654634

██████████  
Downham Market  
██████████

Phone: ██████████

E-Mail: ██████████

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Downham Market, [REDACTED] [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="1"> <tr> <td>Please state how you would describe your group:</td> <td>Teacher-led group</td> </tr> </table>	Please state how you would describe your group:	Teacher-led group
Please state how you would describe your group:	Teacher-led group		
6.	If Other, please provide more details:		
7.	<table border="1"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td>No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	No
Has your group submitted more than one Free School application in this round?	No		
8.	If Yes, please provide more details:		
9.	<table border="1"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td>No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	No
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

<b>Details of company limited by guarantee</b>	
11.	Company name: Alternative Provision Free School Thetford Limited
12.	Company address: [REDACTED] Downham Market, [REDACTED]
13.	Company registration number:7654634
14.	Does the company run any existing schools, including any Free Schools? <span style="float: right;">No</span>
15.	If Yes, please provide details:
<b>Company members</b>	
<p><b>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>	
16.	Please confirm the total number of company members: 7
17.	Please provide the name of each member below (add more rows if necessary):
	<b>1. Name:</b> [REDACTED] (Proposed Chair of Governing Body)
	<b>2. Name:</b> [REDACTED]
	<b>3. Name:</b> [REDACTED]
	<b>4. Name:</b> [REDACTED]
	<b>5. Name:</b> [REDACTED]
	<b>6. Name:</b> [REDACTED]
	<b>7. 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):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
19.	Please provide the name of the proposed chair 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.
	No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• describe the role that it is envisaged they will play in relation to the Free School.</li> </ul>
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):
<b>Existing Providers</b>	

23.	Is your organisation an existing provider wishing to become a Free School?	No
24.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or  b) one or more such pupils with a statement of special educational needs (SEN); or  c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children’s Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>	No
25.	Is your organisation an existing provider wishing to establish a separate alternative provision Free School?	No
26.	Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?	No
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, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:
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<b>Please tick to confirm that you have included all the items in the checklist.</b>	yes
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### **Declaration to be signed by a company member on behalf of the company**

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

**Signed:**

**Position: Member of company**

**Print name:** ██████████

**Date: 1 February 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:	Thetford Alternative Provision Free School
2.	Proposed academic year of opening:	2013
3.	Proposed age range of the school:	11-16
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with behavioural issues <input type="checkbox"/> Excluded children <input type="checkbox"/> School Refusers
5.	Proposed number of pupils when at full capacity:	Full time (FT): 34  Part time (PT): 6  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 2014
7.	Will your proposed school be:	Mixed
8.	Do you intend that your proposed school has a faith ethos?	No

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:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Norfolk
12.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Suffolk
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

The town of Thetford is situated in the southwest of Norfolk, close to the Suffolk border. The town is categorised and shaped by high levels of London overspill during the late 1960's and 70's. The economy is based on low skilled, low paid, engineering, distribution, food processing and land based jobs. There are high levels of deprivation within the Abbey Ward being in the lowest 10% of the national deprivation index. The numbers of Free School Meals are significantly above national levels in most schools (*Source DfE*). Parental expectations in terms of education are generally low. The two high schools amalgamated into the new Thetford Academy in September 2010.

The town has a long history of educational underachievement with all primary schools (except two infant schools) and both secondary schools being placed in the Special Measures or Serious Weaknesses categories by Ofsted at some point during the last 12 years. In response an Education Action Zone (Currently Education Partnership) was established. Its remit of raising educational achievement has had some success, notably the Behaviour and Education Support Team which was established to support both pupils and their families.

Although all Thetford schools are working hard to raise educational achievement, there are still a significant number of pupils who are not achieving in mainstream schools due to their emotional, behaviour and/or special educational needs. Some become school refusers, others are taken out of school by their parents and a significant number are permanently excluded or on part time timetables, often receiving less than two or three hours education a day.

A proposed Special School in Thetford did not materialize while plans for two secondary Specialist Resource Bases, offering 24 places, were also shelved. The Pupil Referral Unit closed in September 2011. Some of these pupils now have to travel to King's Lynn and Norwich, a seventy mile round trip. Both the Education Partnership and Behaviour and Education Support Team will cease to exist by September 2012.

As a result there is no alternative provision or support in the town for those pupils who find mainstream education challenging.

In response our group, made up of teachers and other educational professionals, believe that the establishment of an alternative provision free school will not only be necessary but also become an essential part of educational provision for the parents and young people of Thetford. We believe we have a deep understanding of the needs of these pupils and the necessary skills to meet those needs. We are informed by this through many years of experience in mainstream schools in Thetford, a thorough understanding of the data available to us and the large number of case histories presented to us by parents and other professionals. We are supported by a large number of people and prominent members of the community, including our MP Elizabeth Truss, The Town Council, Parents, representatives from local industry, Easton College, West Suffolk College, The Thetford Academy, Headteachers and senior officials from the County Council.

Our proposed age range is 11-16. We have based this on a number of factors:

- Information received from Primary schools and the Thetford Academy regarding levels of need, both immediate and prognosis covering the next 7 years
- Information received from the county council
- The lack of provision for this age group
- Analysis of the 32 pupils previously attending the Pupil Referral Unit
- Analysis of permanent exclusions and managed moves (six at secondary during 2010/2011, 5 so far in 2011/12, 4 at primary)
- Analysis of pupils on restricted time tables (currently 20 at secondary level, 12 at primary level)
- The ability of our pupils to access and benefit from the proposed curriculum
- The experience and expertise of the core group of teachers

There are appropriate courses available for our target group at post 16 level at West Suffolk College in Bury St. Edmunds and Easton College near Norwich. Therefore there is no need to include the 16 -19 age range.

The curriculum is designed to respond to the needs of our target group of pupils. We perceive these needs to be centred around the following key areas:

- Improving literacy and numeracy levels
- Addressing inappropriate behaviour
- The development of skills for life and citizenship
- The development of practical skills
- Preparation for the world of work, further education and/or re-integration into a mainstream school

We will achieve this by offering an imaginative curriculum where all aspects of learning are based around practical activities and lessons. At least 50% of lessons will be taught away from the traditional classroom. Examples are physical education, permaculture, horticulture, home economics, bicycle repair workshops, the practical interpretation of the Asdan COPE award, carpentry, decorating and hairdressing.

All pupils will take part in the Duke of Edinburgh Award Scheme, at preparatory level for the younger pupils, or by enrolling into the full award for those who are 14 or over.

Lessons in numeracy and literacy will draw on experiences the pupils gain in these practical sessions. For example, pupils will be required (on a rota basis) to assist the kitchen staff in ordering, preparing and serving school dinners. This will give them valuable experience in budgeting, handling money, working with weights and measures and interpreting recipes and preparing menus. Numeracy and literacy lessons will draw on these practical experiences. Similarly, the school gardens offer many opportunities to cover and experience many aspects of the science curriculum while the town itself offers a living classroom to cover history, geography, RE and similar. ICT will be used extensively throughout the curriculum for research, recording of data relating to the practical sessions and presentation.

Many of the pupils come from damaged backgrounds and have not been allowed to develop as children, often acting out adult roles and aggressive attitudes. The secondary curriculum will therefore have an emphasis on the development of skills and group work. This will allow individual pupils to see themselves as successful learners while at the same

time offer the opportunity to challenge ingrained patterns of inappropriate behaviour.

Short stay pupils (we envisage a minimum of one term) will be offered aspects of the above curriculum based around the Asdan Cope qualification.

Pupils on a part-time curriculum will also be offered aspects of the above curriculum, informed by the needs of the individual pupil and the wishes of the home school.

The curriculum in years 7 and 8 will be delivered through the 'learning for life' programme which is designed to develop independent learning skills. The year 9 to 11 curriculum will be delivered via four distinct pathways which will offer the pupil a clear way forward to success. Each pathway has been developed in conjunction with West Suffolk College, Easton College and local employers and leads directly to further education and/or work.

#### *More on the curriculum in Section D*

Teachers and all other staff are there to raise pupil attainment, change behaviour and enable the individual pupil to be successful at the highest level possible. Teaching itself must be rooted in the belief that all pupils can achieve. All staff must therefore deploy a number of teaching styles, ranging from traditional instruction when appropriate to working alongside the pupils on practical tasks. At all times staff must model positive behaviour themselves and accept that making mistakes is part and parcel of the learning process. All staff must be willing to undergo training in and apply the principles of Restorative Justice approaches.

Our core aim is to break down the barriers that some young people face when it comes to formal education. In doing so we will raise the attainment levels of our pupils and equip them with the life skills necessary to succeed after leaving school.

Our main objectives are:

- for each pupil to reach the required literacy and numeracy levels to go on to college, take up an apprenticeship or be successfully re-integrated into mainstream education
- for each pupil to succeed in those areas of study and development in which they have shown a particular talent, aptitude or interest
- for our pupils to develop into responsible citizens, ready to face the challenges of life

We will achieve this by providing a structured and safe environment that will enable pupils and staff to achieve and celebrate success and address and change inappropriate behaviour.

Our vision is based around the development of each individual pupil's 'capital'. Mainstream schools are very good at developing the intellectual capital of an individual pupil but curriculum constraints and the way schools are assessed limits them in assisting young people in developing and shaping other aspects of their talents, potential and personality.



We are distinctive in our approach by placing equal weight on the development of the intellectual capital, the creative capital, the moral, spiritual and ethical capital, the skills capital and the economic capital of the pupils:

- Intellectual capital: The extent to which a pupil is able to develop their intellectual capacity in acquiring knowledge and successfully expressing this knowledge through written examinations – The development of the intellectual capital of a pupil relates directly to his or her ability to improve their literacy and numeracy levels
- Creative capital: The development of areas of the brain not necessarily expressed through written or spoken language. The development of a pupil's creative capital is typically expressed through art, design, ICT, drama and high level problem solving skills – The development of the creative capital of the pupils allows the pupils to achieve in those areas they may have a particular gift or talent
- Moral, spiritual and ethical capital: The development of an awareness of the individuals' responsibility towards both themselves and the wider community around them. This area is crucial if we are to achieve positive change in inappropriate behaviour
- Skills capital: The development of both practical and intellectual skills – Developing the skills capital of a pupil will directly increase his or her chances in securing work and/or access to further education

By successfully developing these areas we will also increase the economic capital of each individual, meaning that on leaving school they are ready for the world of work, further training or returning to mainstream education and so become successful members of society.

We will measure the achievements of our pupils against a number of success criteria relating to attendance, behaviour, re-integration, exam and test results, admissions to further education and entry into work.

Our ethos is rooted in the belief that all pupils can succeed and that the way we relate to each other in the school is in itself a powerful tool in achieving our aims. We therefore aim to create a 'family' atmosphere in the school with values based on mutual respect and security for everyone in the school. We believe that instilling strong values in terms of citizenship, responsibility and belief in one's self will overcome many of the educational and social barriers many of our pupils have experienced before.

Although our values and ethos are not based on a particular established philosophy, this vision draws on first-hand experience of members of the core group and others who have volunteered their input. This includes:

- Aspects of successful mainstream organisation and curriculum (both private and maintained) such as strong house/group identity and the importance of continuous professional development – Our core group have extensive experience in this area
- Experience of the Australian 'farm schools' – One member of the core group has firsthand experience of this system through working in Western Australia for a year
- The vocational education system of the Netherlands - We have visited and established strong links with a number of schools in the Netherlands. If successful in our application we aim to have regular teacher and pupil exchanges with our

Dutch counterparts

- Models of successful EBD schools and alternative providers – members of the core group have been involved in partnership initiatives with a successful EBD school near Norwich. This partnership comprised of pupil exchanges, joint staff training and teacher secondment
- Steiner (Waldorf) education - One member of the core group has firsthand experience of this approach to education
- The work of professor ██████████ from the University of Connecticut with Gifted and Talented pupils – A seminar given by ██████████ has led directly to our development of the different ‘capitals’ we seek to develop in our pupils
- Meetings with representatives from Easton College, West Suffolk College and local employers

Our vision relates directly to the aims of the free school programme in that it offers a real alternative for those pupils who are currently not achieving. It will raise standards and achievement not only for those attending our school but also for the other local schools. Not only because removing some ‘difficult’ pupils will allow others to achieve better but also because our curriculum and approach will lead to further innovation in the local schools themselves. This will attract back some of the parents who are currently educating their children away from Thetford due to disillusionment with the local schools. There was strong agreement on this at a meeting with the local headteachers who are actively looking for ways to improve their own schools and keen to work with us on joint curriculum development. Our plans provide a local solution for a relatively isolated community where the nearest alternatives are thirty miles away in Norwich or King’s Lynn. Using the Norwich or King’s Lynn alternative is both expensive and inefficient in terms of time actually spent at school.

The location of our preferred sites, in the centre of town, will not only overcome this inefficiency, it will also exempt the school from the historical division in the town where schools in the eastern part were considered more favourable compared to other parts. By locating the school in the centre this division will not apply to the free school. All pupils, including those from the most deprived areas will live an equal distance from the school, allowing for most to walk to and from home.

## **Policies**

Our vision, ethos, curriculum and all other aspects of school life will be supported by appropriate policies and procedures. We have attached a sample of policy statements, which although by no means covering every aspect of school, nevertheless are useful as examples of how our principles are supported by formal policies.

*We are aware that most of the attached policies need further refinement and detail and that all policies need to have detailed procedures added (see appendices 7a – g).*

## Section D: Education plan – part 1

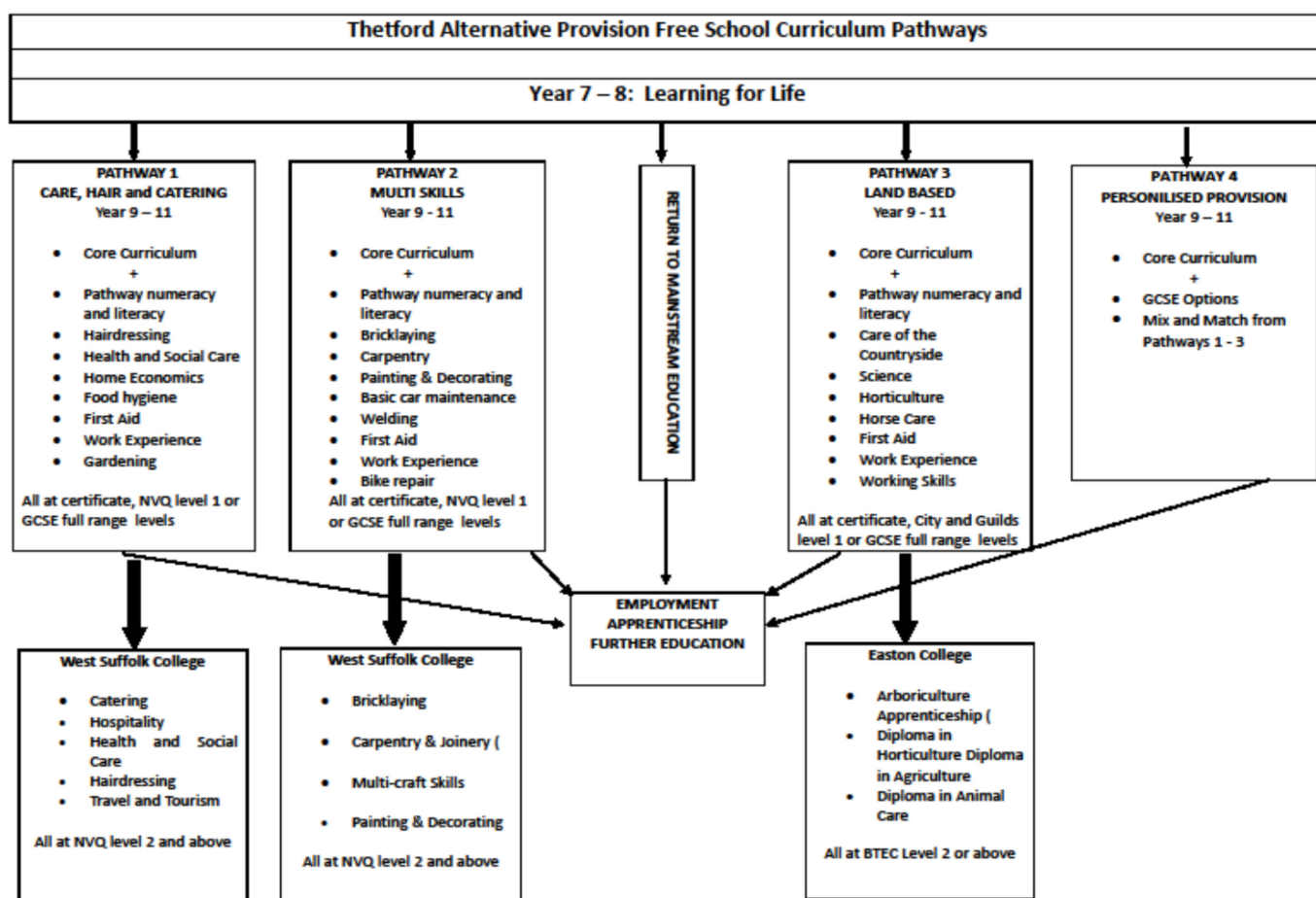
Below are the proposed numbers in each Key Stage at the point of opening and subsequent years. Our commissioners have indicated referrals to be between 7 and 10 per year. This will ensure the school remains at 100% occupancy which enables us to plan accordingly. However, the commissioners have also stated that they expect referrals during the first years to be higher. We are therefore confident we are able to reach steady state by September 2014.

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>		9	18	18	18	18	18	18
<b>Key Stage 4</b>		11	22	22	22	22	22	22
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>								
<b>Totals</b>		20	40	40	40	40	40	40

Please note that the traditional division between Key Stage 3 & 4 is not always adhered to in this proposal. For example, year 9 pupils who are likely to remain in the school long term will be included in the Key Stage 4 curriculum where and when appropriate.

## Section D: Education plan – part 2

### D1: Curriculum plan and core areas of learning



## **D1 Curriculum plan and core areas of learning (continued)**

We aim to offer a broad curriculum through which all pupils are able to achieve in those areas they show a particular aptitude for. This means that the pupils will experience success regularly and in doing so perceive themselves as successful learners. All qualifications will equip the pupils either for work or further study.

### **Years 7 & 8**

#### Core areas of learning

- Core Learning
- Pastoral
- Learning for Life
- Healthy Living

The curriculum for years 7 and 8 is designed to help the pupils become independent learners. The daily literacy, numeracy and ICT sessions included in Core Learning offer the pupils a solid grounding in these areas, something they can then use and explore further in the wide ranging topics and skills sessions of the Learning for Life programme.

Learning for Life itself is a cross curricular approach to learning which includes history, music, geography, religious studies, science, literature, art, drama, modern foreign languages and design and technology. It re-enforces literacy, numeracy and ICT skills. It is delivered in half termly topics which is ideal when accommodating short term placements. Examples of topics are 'Our World', 'Our Town' and 'Making the News'.

Daily outdoor activities will enable the pupil to become used to a healthy lifestyle while experiencing a range of activities not normally open to them. Experiences gained during these activities are used within the Learning for Life programme. By doing so pupils will become aware that skills are transferable and this will help them, particularly when returning to mainstream or accessing Key Stage 4 courses.

The pastoral programme for all years is delivered by the tutor in vertical tutor groups. Its main aim is to develop a sense of security, belonging and responsibility. This is achieved by teaching the pupils how to reflect on their own attitudes, how to solve conflicts and how to celebrate each other's success. Ethics will underpin all we do, whether it is a restorative justice programme or the involvement of all pupils in all aspects of the daily life of the school.

### **Years 9, 10 and 11**

The curriculum in years 9, 10 and 11 has been developed with the support of West Suffolk College, Easton College and local employers. This partnership approach to the curriculum means that everything on offer at our school will lead on naturally to appropriate progression post 16, whether it be West Suffolk or Easton Colleges or employment.

Apart from the pastoral aspect (discussed above) the core areas of learning are:

- Literacy, numeracy and science
- Skills for life: Based around the Asdan Cope Certificate and functional maths and English
- Healthy Living: Pupils will take part in a range of activities such as canoeing, boxing, swimming, orienteering, cycling, gym etc.

- Options: Pathways 1 – 4

## **Literacy and Numeracy**

Daily literacy and numeracy sessions will enable the pupils to develop their skills in these areas and work on those aspects identified as fragile during the Skills for Life sessions.

### **Skills for life:**

The Asdan Certificate of Personal Effectiveness is a tried and tested course designed to develop the pupil's life skills. It links in with work experience, healthy living, the Duke of Edinburgh award, literacy and numeracy and many other areas of the curriculum. It is designed in such a way that most of the tasks can be completed using a hands on practical approach.

### **Healthy Living:**

Healthy Living offers many of the positive aspects of a traditional PE curriculum in that it promotes team work and self reflection. By offering different activities on a half termly basis it will widen the experiences of our pupils and in so doing increase their self esteem and self awareness. Each activity has specific links with other areas of the curriculum. For example boxing teaches self restraint and respect (to be used as part of tutor time and skills for life). It contributes to numeracy and literacy (pulse rate, practice schedules and fitness levels) and is a tool in developing positive behaviour in the pupil.

### **Enrichment Programme:**

The activities on offer in the enrichment programme will depend on staff expertise and availability of volunteers. Several of the activities experienced in the rest of the curriculum can be continued throughout the year as part of the enrichment programme. Pupils will also be encouraged and supported to use this time to engage in enrichment opportunities elsewhere, for example by joining the Thetford Music Project.

## **Pathways 1 to 3**

These 3 pathways offer pupils a clear route to further education and/or work. They have been developed with advice from colleagues from Easton College and West Suffolk College and local employers.

### **Pathway 1: Care, Hair and Catering**

Main qualifications: Health and Social Care, Catering and Hairdressing, all at NVQ level 1 or GCSE grade D to G. In addition pupils will do First Aid, Skills for working life, Food Hygiene, Gardening, Work Experience and Pathway specific numeracy and literacy.

Successful pupils can enter the work place and/or continue their studies at West Suffolk College where their qualifications and/or experience will give them direct access to NVQ Level 2 and 3 courses in Health and Social Care, Hair and Beauty, Catering and Leisure and Tourism at West Suffolk College.

## **Pathway 2: Multi Skills**

Main qualifications: Painting and Decorating, Bricklaying, Carpentry all at NVQ level 1. In addition pupils will do First Aid, Skills for working life, basic car maintenance, bicycle repair, Work Experience and Pathway specific numeracy and literacy.

Successful pupils can enter the work place and/or continue their studies at West Suffolk College where their qualifications and/or experience will give them direct access to NVQ Level 2 and 3 courses in Bricklaying, Carpentry, Painting and Decorating and Multicraft Skills at West Suffolk College.

## **Pathway 3: Land Based**

Main qualifications: Care of the countryside (level 1 City and Guilds), Horticulture (level 1 BTEC Certificate) and horse care (level 1 City and Guilds). In addition pupils will do First Aid, Work Experience, gardening, Skills for working life and Pathway specific numeracy and literacy.

Successful pupils can enter the work place and/or continue their studies at Easton College where their qualifications and/or experience will give them direct access to Level 2 BTEC Diploma's in Agriculture, Animal Care and Horticulture.

## **Pathway 4: Bespoke Provision**

Pupils on this pathway follow the core curriculum and choose their options from any of the other pathways. This option is particularly suited to part time and short term pupils. It also gives us the flexibility to provide for higher ability pupils who are able to pick up extra GCSE's and/or higher level NVQ's.

On leaving, pupils can either return to their own school, enter the work place and/or continue their studies at Easton College or West Suffolk College.

## **General:**

The above curriculum offers a wide range of choice and qualifications for our pupils. We do not envisage that all courses will necessarily run at the same time but we are confident that, with the support of Easton and West Suffolk College we are able to deliver all aspects of the above curriculum within our budget.

We believe the above curriculum to be particularly suited to our pupils for the following reasons:

- The experience and qualifications are directly relevant to local employers thus increasing the pupil's economic capital
- By working closely with the two local FE colleges pupils will start to view this part of their education as a natural progression to further achievement
- All pathways are supported by relevant work experience
- The structure allows for alternative and practical modes of delivery, for example using the local community as part of MFL lessons, science lessons integrated into the horticulture sessions, catering as part of kitchen support, humanities delivery using local churches, museums and landscape and other options which are suited to their interest and aptitude

- The curriculum and school day is structured enough for our pupils to feel 'safe' yet flexible enough to allow for innovation and different delivery
- The relatively high percentage of time given over to Pastoral Care will enable our staff to guide the pupils and reflect on their successes and possible issues on a daily basis. This is essential in achieving positive changes in terms of behaviour and aid the development of increased emotional literacy
- The curriculum lends itself to be delivered in termly modules. This will aid those pupils on short term and part time placements
- Many pupils with behaviour problems also have low literacy and numeracy levels. In fact, research shows that behaviour problems often stem from this. Our curriculum model includes specific time to increase literacy and maths levels. Staff will be trained in delivering proven and successful reading and maths recovery programs
- All teaching will be delivered in small groups. Not only does this allow for more individual attention; group dynamics are also a tool in effecting behaviour change. All staff will undergo training in this aspect of their work
- The flexibility of the curriculum and the small group sizes supports a high level of differentiated delivery, thus including pupils in every phase and on every level, including those with specific learning difficulties
- Our enrichment programme supports the curriculum by accommodating further, in depth experience of areas of interest. For example, a pupil studying horticulture as part of their options would have the chance to plan, maintain and enjoy their own garden as part of the enrichment programme. See also D3 for further examples

All of the above will enable our pupils to achieve against the success criteria discussed in Section C. By careful consideration of group sizes, curriculum time, enrichment activities and core provision we will be able to equip our pupils with the skills, self belief and positive attitudes needed to become successful members of society.

Below is a breakdown of the curriculum in terms of hours per week.

	Literacy	Numeracy	ICT	Science	Healthy Living	Learning for Life	Skills for Life	Pathway 1	Pathway 2	Pathway 3	Pathway 4	Independent Study	Tutor	Work Exp	Total
LfL	1.5	<b>1.5</b>	1	1	7.5	10							5		27.5
Pathway 1	1.5	<b>1.5</b>		1	4		4	6					4	5.5	27.5
Pathway 2	1.5	<b>1.5</b>		1	4		4		6				4	5.5	27.5
Pathway 3	1.5	<b>1.5</b>		1	4		4			6			4	5.5	27.5
Pathway 4	1.5	<b>1.5</b>		1	4		4				7.5	3	5		27.5



## D2: School timetable and calendar

### The School Year:

We will initially follow the timetable set out by Norfolk County Council (see below) to accommodate those parents who have children at more than one school. We will review these arrangements annually.

#### **Academic Year 2013 – 2014**

	Autumn term	Spring term	Summer term
	5/9/13 to 25/10/13	7/1/14 to 14/2/14	23/4/14 to 23/5/14
Half term holiday	28/10/13 to 1/11/13	17/2/14 to 21/2/14	26/5/14 to 30/5/14
	4/11/13 to 20/12/13	24/2/14 to 4/4/14	2/6/14 to 23/7/14

This calendar provides 190 teaching days. We have selected 5 days from within pupil holiday periods for staff development. These are the same as the other schools in Thetford to support parents with children at more than one school. The days are:

3 and 4 September 2013

6 January 2014

22 April 2014

25 June 2014

### The School Day

Below is an overview of the school day.

Certain days/weeks will be themed and the normal timetable suspended. Examples are environment week, economic awareness days, multi-cultural festivals and a community cohesion day.

There is also considerable flexibility in changing the length of sessions at short notice. This is especially useful when more time is needed for Healthy Living sessions or when we are using outside local facilities as part as our curriculum delivery.

**Alternative Provision Free School Thetford  
School Day Years 7 and 8**

8.45	Staff Briefing						Kitchen Support on rota basis	Volunteering
9.00	Registration: Pupils have breakfast with their tutor							
9.15	Core Learning : Literacy, Numeracy, ICT and Science							
10.15	Break							
10.30	<b>Learning for Life</b>  Half termly projects incorporating World Learning, Horticulture, Multi Skills, Science, Humanities, Arts, MFL, Home Economics, Study Skills, Life Skills etc.							
12.30	Formal lunch. Pupils sit with their tutors and other staff and serve food on a rota basis per tutor group							
13.00	Free time							
13.30	<b>Healthy Living:</b>	Monday	Tuesday	Wednesday	Thursday	Friday		
		PE Carousel  Including Swimming, Team Sports, Cycling, Gardening and Walking.	Gardening	Multi Skills	Volunteering	Gardening		
15.00	Tutor and/or Assembly							
15.15		Enrichment (Optional)						
	Monday	Tuesday	Wednesday	Thursday				
	Staff meetings Training	Canoeing Sailing Board games	Computer Club Gardening Club Boxing	Duke of Edinburgh Award Fishing				

Key:

Core Learning
PE/Outdoor
Pastoral
Enrichment: Optional

**Alternative Provision Free School Thetford  
School Day Years 9, 10 and 11**

8.45	Staff Briefing			Kitchen Support on rota basis Work Experience Placements/Volunteering	
9.00	Registration: Pupils have breakfast with their tutor				
9.15	Core Learning 1: Literacy, Numeracy, ICT and Science				
10.15	Break				
10.30	Core Learning 2: Skills for Life/PHSE and Functional skills in Maths & English. Based around the Asdan Cope certificate and Bronze Award				
11.30	<b>Healthy Living: Monday, Tuesday, Wednesday</b> Boxing, Fishing, Canoeing, Keep Fit, Duke of Edinburgh Award, Sailing, Swimming, Gardening etc.  Core Learning 1, 2 and Healthy Living will be combined at certain times to accommodate activities which need more time				
12.30	Formal lunch. Pupils sit with their tutors and other staff and serve food on a rota basis per tutor group				
13.00	Free time				
13.30	<b>Options: Monday, Tuesday, Wednesday</b>  <b>Pathway 1: Health and Social Care, Hairdressing, Catering</b> <b>Pathway 2: Multi Skills (Carpentry, Engineering, Painting and Decorating)</b> <b>Pathway 3: Land Based ( Animals and Plants, Horticulture)</b> <b>Pathway 4: Bespoke Provision</b>  <b>All options include pathway specific literacy and numeracy sessions</b>  <b>Thursday: College</b> <b>Friday: Work experience or Volunteering</b>				
15.00	Tutor and/or Assembly				
15.15	Enrichment (Optional)				
	Monday	Tuesday	Wednesday		Thursday
	Staff meetings Training	Canoeing Sailing Board games	Computer Club Gardening Club Boxing		Duke of Edinburgh Award Fishing

Key:

Core Learning
Options
Pastoral
Enrichment: Optional

Pupils will be placed in one of 3 vertical tutor groups or 'families'. The maximum number for each group is 14 pupils where they will be led and supported by 2 members of staff. All pastoral provision will be delivered through these vertical groups. Core Learning will take place in age and key stage appropriate groups. Options will be delivered in small groups depending on ability, aptitude and preference of the pupil. It is anticipated that there will be four main groups; one for years 7 and 8 and one for each of year 9, 10 and 11. Each group would be no larger than 12 pupils. Some groups may be split into two during options. Some options may be delivered in vertical groups where this is appropriate.

*The above numbers are based on the school being at steady state. We will adapt the plan proportionally during the first year of the school.*

Although many of the courses and qualifications offered in years 9 to 11 are usually delivered in 2 years we believe our pupils will benefit from starting most of these in year 9. By starting earlier on courses of their choice the pupils will remain motivated and be able to catch up if necessary. It offers the flexibility of adapting the timetable throughout the year to make the most of the changing seasons. For example, those pupils doing horticulture can have extra time during the spring and summer term and balance this with extra time on other subjects during the winter.

The pathways are constructed in such a way that it will allow for maximum choice for the pupils and innovative use of staff time. An example is where the school cook is also the teacher of the catering course. Our partnership with Easton College and West Suffolk College means that we are supported in the development and delivery of these courses. In some cases this means that college staff will deliver a particular course or module, for example hairdressing, or, in the case of Easton College, the college will train our staff to deliver courses using Easton's extensive facilities.

We have carefully costed this model of delivery and where the colleges are used directly for delivery entered this on our financial template under 'outside providers'. We believe the partnership with the colleges will ensure:

- Extra choice for our pupils
- Motivation to continue in education
- High standards of delivery, both at the school and at college
- Value for money

Our curriculum model is designed to support integration of pupils throughout the year. By having regular, monthly meetings with our providers we will have a clear idea of which pupils are likely to join us and for how long. This will allow us to plan in advance. We would typically expect the pupil and his parents/carers to visit the school and talk through the options with them. Where possible we would wish to guide the pupils in a direction where, whichever option they take, they would be able to continue this after leaving the school.

The year 7 and 8 Learning for Life curriculum will be delivered in topic based half termly blocks. This will allow for in depth study of a particular area. This mode of delivery makes it especially suitable for those pupils who are on short term placements. Information from the provider, coupled with our own diagnostic testing, will enable us to put a relevant and constructive learning plan together which will seek to address some of the issues as to why they were not able to succeed in mainstream education. As with the older pupils we would

expect the parents/carers to visit us and work closely with us for the duration of their child's stay at the school. Progress will be measured against the pupil's targets set on entry into the school and this will form the basis for our monthly meetings with the original school. Any reintegration package back to their own school will be discussed and decided on at these meetings.

We envisage all our pupils to have the same school day and school week whether they are long term or short term placements.

Exceptions are those pupils on work experience or at college where their day will obviously follow a different pattern. The tutor is responsible for managing the attendance register for their group. However, when pupils are on work experience or at college the member of staff with responsibility for this area will carry out the necessary attendance checks.

We do not envisage many part time pupils. Where this is the case a clear understanding will be reached with the provider on who is responsible for the rest of the pupil's education and attendance tracking.

We do not envisage pupils following restricted time tables. Exceptions to this could be where such a time table is a medical necessity or where it forms part of a planned integration or re-integration package. Where this is the case the tutor will be responsible for tracking their attendance.

We believe that the structure of the school day and week, the content of the core learning, the pastoral support structure and the options available to our pupils will, together, ensure that our pupils will succeed in changing their behaviour and achieving towards their individual goals. This is discussed in more detail in section D4 and D5.

### **D3: Strategies for meeting the needs of pupils with different abilities**

As explained further in D4 each pupil will have an Individual Education and Learning Plan (IELP). This plan contains all relevant data on the pupils in terms of previous achievement, targets and strategies on how to achieve their targets. It will describe in detail what the needs of the pupils are based on information from the provider, our own tests and any other relevant information available, typically a statement of special educational needs.

Although all our pupils will have emotional and/or behaviour problems, many will also have learning difficulties. We envisage most of these to be general difficulties caused by interruptions to their education due to inappropriate behaviour which has caused them to fall behind in the development of their literacy and numeracy skills. Our curriculum places considerable emphasis on the development of these skills and individual approaches such as one-to-one withdrawal sessions are planned in the curriculum.

Some pupils will however have specific learning difficulties. Although this would not be the main reason they are referred to the school, these difficulties will present a further barrier in achieving their potential. Information from our providers informs us that it is likely that 10% of our pupils will have a statement of special educational needs for learning difficulties as well as serious behavioural difficulties (*see appendix 1b*). Where this category is concerned we will be guided by the terms of the statement in the provision we provide. In this we will have due regard for the terms of the Code of Practice.

But regardless of the presence of any established learning difficulty it is likely that there will be a range of abilities amongst the pupils attending the school. The profile of our pupils established at meetings with our providers is that the majority of pupils will be in the lower ability category. However, even within this category ability and skill level will vary from those pupils who are still functionally illiterate to those who are able to read and write with confidence.

We believe that our curriculum is eminently accessible by all different ability pupils. Small teaching groups will make differentiation by input (i.e. how you present the task to the pupil) an expected approach by the teaching staff. The practical hands on approach to the curriculum will encourage our pupils and give them confidence in their own ability.

Extensive use of ICT in recording and presentation of tasks will enable the pupils to deliver high quality assignments which will be shared and displayed around the school and where appropriate through the school's newsletter.

Where a pupil is of generally higher ability the curriculum is flexible enough for them to work on their own level. These pupils would typically choose Pathway 4 which enables them to access courses from the other pathways. It was clear from discussions with the colleges that these pupils could be working towards the higher award, i.e. a level 2. Similarly with the Asdan Course where we expect most pupils to work towards a level 1, higher ability pupils could achieve level 2. The emphasis on independent learning in years 7 and 8 will aid this process while the timetable for Pathway 4 already has provision for this approach built in. It is also possible for these pupils to access traditional GCSE's. These can be delivered either by staff at the school or through the Thetford Academy or West Suffolk College.

The school will ensure that those pupils who are gifted and/or talented in a particular area will receive the support they need. This could be by offering them access to a particular course or qualification as mentioned above or by ensuring that adequate time and support is available in reaching their goals. For example, a musically gifted pupil could be supported by encouraging them to join the highly successful Thetford Music Project. A pupil missing time off school because they are involved in county trials or similar would be offered the opportunity to complete other work at a suitable time in the future.

Where we believe the school would be particularly strong in supporting individually gifted and talented pupils is through our knowledge of what is available in the local community as well as the willingness expressed by many people, both verbally and in written form, of their commitment to get involved and support the school.

We also aim to work with those organisations who have special expertise in overcoming the particular barrier to learning these pupils may experience. These range from Family Solutions to the Autistic Society, the ADHD support group and the Benjamin Foundation. In fact the whole curriculum and philosophy of the school is developed in order to take away the barriers for learning these pupils have experienced. Although many will have similar experiences and attitudes in terms of poor behaviour, low self esteem and low aspirations, our Individual Education and Learning Plans will play a pivotal role in suggesting strategies to overcome these barriers in individual pupils.

For example, those pupils who are not succeeding in mainstream because of the curriculum on offer will have the opportunity to be successful due to the curriculum choice on offer at the free school. Those pupils where the reason for their disenchantment with mainstream education is less clear will no longer be able to 'hide' but will have the opportunity to face their own behaviour within a supportive structure.

The whole curriculum is designed to offer a clear route towards success. Years 7 and 8 will have the opportunity to develop their skills as independent learners which will aid them when returning to mainstream. Regular monthly review meetings will allow ample time to design individual re-integration packages in which the pupil, his or her parents and both schools will be fully included.

As explained in D1, the curriculum in years 9 to 11 offers a number of pathways, all of which are designed to be part of a continuum of success, be it entering the work place or further education. Pupils will quickly understand that each activity is not simply a task to finish but that it is part of a process which will help them achieve and become successful citizens.

As mentioned above we will have due regard to the SEN Code of Practice not only for those pupils who have a statement of special educational need but for all pupils. In fact, already many of the main aspects of the Code in terms of Individual Education Plans, reviews, support and equality are applied to all pupils in our school. In addition all pupils with SEN will be closely monitored by the Senco and appropriate support offered where necessary. All members of the core group have extensive experience in the field of special educational needs and this will ensure that all areas of the curriculum are accessible to all pupils through differentiation of both delivery and content. All schemes of work and short and long term planning will reflect this. Where pupils are struggling with reading and similar

problems we have made provision for one-to-one support in this area.

The above will be reflected in the individual pupil's IELP and the schools Inclusion/SEND policy.

The flexibility of the curriculum enables us to make suitable adjustments for those pupils who have a physical disability. We will endeavour that the curriculum and enrichment activities are accessible for all. In order to do so the school will produce an annual Disability Plan. This will cover physical access as well as access to the curriculum. Once established the school will carry out a disability access survey on an annual basis.

*(For more information please see the school's SEND policy statement, appendix 8c)*

#### **D4: Definitions and measures of success and pupil achievement**

##### Whole school development and achievement

The school will produce an annual Improvement and Development Plan which will define and set out clear and measurable whole school targets and success criteria. These whole school targets will be informed by the profile of all pupils own IELP's (Individual Education and Learning Plans) as well as the guidelines for alternative provision free schools and national criteria. Typically success will be measured by analysing:

- Increases in attendance
- Numbers of pupils successfully re-integrating into mainstream school
- Reduction in behaviour incidents
- Successful transfer to work
- Successful transfer to further training
- Test results
- Success in public examinations
- Success in alternative options such as the Duke of Edinburgh Award

Both individual and whole school targets will reflect the age and phase of the pupils. We envisage that achieving re-integration will be a main target for all pupils in the lower secondary phase but less so for the older pupils.



Progress on the school's improvement and development plan will be discussed with the Chair of Governors once a month and the whole governing body once a year, or more frequently if deemed necessary by the Chair of Governors or the Principal.

#### Individual development and achievement

Each pupil entering the school will have an individual education and learning plan (IELP) based on prior attainment and need. The main aspects of each plan will be:

- Base line data relating to academic achievement, attendance and behaviour, including any specific additional needs
- Individual targets based on the base line data
- A detailed learning plan
- Strategies to improve learning and overcome behaviour issues
- Clear success criteria relating to academic improvement, re-integration, behaviour, attendance, attainment of skills, exam success (where appropriate) and entry to further education or work

The tutor will be responsible for maintaining and reviewing the IELP with the pupil at least once every month. Parents will be invited to discuss progress at least once every term. For short term and part time placements a representative from the school will be invited.

Where a pupil is making unsatisfactory progress a special review meeting will be called at which the tutor, the Senco, a member of the senior management team and a representative from county or school (whichever is appropriate) will be present. Parents, the pupil and other professionals may also be invited. As a result of this meeting a new IELP will be written and extra support offered where appropriate.

Where the issue of unsatisfactory progress is mainly related to attendance and behaviour a representative from the attendance service or governors may also be invited (See also D5). When unsatisfactory progress is the result of unsatisfactory teaching the relevant member of staff will be offered appropriate support.

All members of staff will take part in the annual performance management review cycle. Targets set will relate to both whole school and individual performance and will be assessed against achieving satisfactory pupil outcomes. Where unsatisfactory progress is noted the relevant member of staff will be offered appropriate support.

#### Preparation for work, further training or re-integration

Where the key target is entry to the work place or an apprenticeship the school will support the pupils by offering a range of appropriate qualifications such as Health and Safety at Work Certificates, Hygiene Certificates and First Aid, all aimed at increasing the pupil's economic capital. Part time, weekly work placements during year 10 and 11 will be offered with local companies, some of whom have already contacted us and expressed an interest. (See appendices 5a –e)

Where the key target is further training and/or college courses the pupils will be prepared

by following appropriate courses, typically NVQ's, GCSE's and City and Guilds. The free school will also work closely with the local FE colleges on other transition initiatives such as attendance at open days and accommodating pupils to attend taster courses.

Where re-integration is a main target, it is essential that a named representative from the original school (or target school if not the previous school) is present at all review meetings. The school will also be asked to contribute to the IELP so that the learning plan reflects the main aspects of the original, or target school curriculum, thus making the pupil's chance of success more likely following re-integration. Depending on the pupil's individual needs a phased return might be appropriate. This will be discussed and planned at the review meeting.

#### **D5: Approaches to behaviour management, pupil wellbeing, attendance in relation to pupil outcomes**

For most, if not all of the pupils, their inappropriate behaviour will be the main reason why they are not succeeding in mainstream schools. Changing this behaviour is therefore one of the core objectives of the school. We believe our curriculum and educational philosophy will enable our pupils to successfully change their behaviour because:

- Experience within our core group makes us believe that much inappropriate behaviour is often a reaction to an academic mainstream curriculum in which they are not succeeding. By offering an alternative, mainly practical curriculum, a major part of this initial barrier to success is taken away
- It is likely that by the time a pupil is referred to the free school, certain patterns of inappropriate behaviour are already ingrained in the pupil. We will change these behaviours through a strong emphasis on individual responsibility and foster a sense of belonging through the family groups
- The curriculum itself will be a major part of this process. By offering appropriate activities, tests and examinations, pupils will perceive themselves as a success. An example is the use of skill cards we observed in a vocational EBD school in the Netherlands where a task is broken down into a set of different skills. The pupils will soon realise that they are able to achieve, even though the skills required are gradually getting harder
- Small teaching groups will allow for more individual attention. It means that not only can support be more precisely targeted but also that the pupil will not be able to 'hide' and therefore is forced to face his or her own behaviour
- Changing inappropriate behaviour will be one of the main targets on the pupil's IELP. The pupil will be fully aware of this and staff will feel confident that time spent on changing behaviour is both essential and legitimate as it is one of the success criteria on both the individual's IELP and on the schools Improvement and Development Plan

- Where necessary regular meetings with parents/carers will be called to review progress
- Achieving appropriate behaviour is a central aim of our strong pastoral system

The above is underpinned by a clear code of conduct and procedures based on the school's behaviour policy. This policy will focus not only on how to stop inappropriate behaviour but, more importantly, how to change it. We will achieve this by implementing the points made above and by having clear and consistent rules and consequences. The consequences however will not necessarily refer to traditional punishments such as detentions and exclusions but instead each incident will be dealt with by using restorative approaches in which all staff will be trained.

Although aiming at zero exclusions, the school will reserve the right to permanently exclude those pupils who engage in activities which cause actual bodily or psychological harm to others.

The behaviour policy emphasises the use of rewards as a tool in changing behaviours. We believe however that it is important to link rewards to real achievements, either in terms of behaviour or attendance or curriculum achievement. For example, as well as the usual range of individual rewards such as certificates for good attendance etc. we envisage regular special rewards for the tutor group with highest attendance, for example a trip to the cinema. This will foster a sense of group responsibility in the individual pupils.

On an individual level good behaviour will be rewarded through sending postcards home and/or regular phone calls or text messages. Feedback from pupils and parents is that they really value this kind of reward.

In some areas curriculum rewards will be linked to the acquisition of skills. For example, all pupils will have a tool box. Whenever they have achieved a particular skill using a particular tool it becomes theirs. When embarking on a particular Pathway the tool box will be specific to that Pathway, for example hairdressing. This means that successful pupils will leave school with a fully equipped tool box. Colleagues in the school in the Netherlands where we observed this system believed it was the most motivating reward scheme they had in the school.

Discussions with the Norfolk Community Foundation and local employers have suggested enormous scope to use 'future' rewards as a motivator for the pupils. For example, Graham Tuttle from the Norfolk Foundation offered potential support for transport bursaries for pupils who hope to go on to college. Presently, post 16 pupils have to pay for their transport to Bury St Edmunds and Easton which stops some of them going. Awarding the bursary would be linked to behaviour, attendance and curriculum achievement.

*(See also the attached behaviour & rewards policy appendix 7a)*

### Attendance & Punctuality

Good attendance is the key to success. We will set clear whole school and individual

targets, both for attendance and punctuality. We believe that an appropriate curriculum, good facilities, exciting enrichment opportunities and a strong pastoral care system will support regular attendance. In addition, we aim to reward those pupils who reach or succeed their individual attendance targets, thus providing another incentive.

Those pupils who fall below their targets will be closely monitored and supported by their tutor. This includes sending letters home to parents and informing the commissioners. If this fails to bring the required improvement we will implement our attendance support strategy on a step by step basis as described in our attendance policy (*see appendix 7b*).

### Pupil wellbeing

Many of the pupils in our target group are, in spite of outward signs of aggression and confidence, in reality very vulnerable with low levels of self esteem. Our curriculum is designed in such a way that the pupils will experience success at regular intervals thus building up self esteem and belief in themselves. In addition, activities such as boxing and animal care are directly designed to support the pupils in this area. Similarly, with the large amount of time given over to developing life skills this will lead to increased levels of pupil well being. However, because of their experiences before arriving at the school both at home and at previous schools, it may take a long time before the pupil has re-gained confidence in his or her own ability.

The tutor is therefore crucial in supporting the pupil throughout his or her time at the school. Daily meetings as part of the tutor group, breakfast together, monthly one-to-one meetings all enable the tutor to build up a relationship with the pupil in which trust and reliability form a major part. Because of this the tutor will be able to recognize quickly when things are going wrong or detect when there may be issues which are beyond the school's ability to deal with.

It is at this point that the tutor, in conjunction with other relevant staff at the school may instigate further action. This could be a referral to the school counsellor, the calling of a CAF (Common Assessment Framework) meeting, or following a disclosure or other concerns, a child protection referral.

All staff will be trained in Safeguarding and Child Protection procedures as well as Restorative Justice Approaches. Therefore, if a pupil is involved in bullying, either as a victim or as the perpetrator, staff will be able to respond in a manner which is appropriate to each specific situation. The school will develop clear policies and procedures to deal with all different types of bullying, including racist bullying. However, where responses to bullying are often retrospective the school recognises that we should be pro active in areas such as racism, gender and hate crime. As a result these issues will be addressed whenever appropriate but specifically in the tutor programme and assemblies.

Our vision is based on each individual pupil achieving success as responsible citizens. We place equal emphasis on pupil wellbeing through the development of life skills, the curriculum and the pastoral system. We will involve outside agencies when necessary and appropriate. We will work closely with the parents and representatives from the commissioners through regular meetings. This structured, safe and responsive environment will directly support the pupils in feeling confident in their surroundings and thus helping them in achieving their goals. (*See also attached policies on Behaviour &*

## **D6: Working with in the local community**

Individual responsibility and the relationship of the individual with his or her community are a central aspect of the whole curriculum. This is equally important for the school as a whole.

As Section E will show we already have strong links with the community. Partly because all members of our core group have worked and/or lived in Thetford for many years and partly because we have made a conscious effort to engage with parents, business, local organisations, schools and Thetford Town Council.

This means that we have a clear idea of our pupil's profile, where they come from, what their needs are and how we can respond to those needs. Our initial thoughts about this have been further informed during meetings with our two main providers, the Thetford Academy and the County Council.

We believe that the embedded educational underachievement of pupils in Thetford is due to low expectations from the parents and, in the case of our target group, inappropriate educational provision at the mainstream schools.

We aim to offer these pupils a high standard of education which is informed not only by the needs of the pupils, but also by the needs of local business. Meetings with business leaders through the Thetford Business Forum have given us a clear idea of the need of industry.

We believe that being able to show our pupils that they have a future in their own community, either in terms of employment and/or further education will be a powerful motivating factor.

This is especially important as we aim to use the community as part of our teaching and provision. Our plans include a number of activities which will enhance and deepen this relationship between the school, the curriculum and the community. For example:

### Work Experience

We have already received many offers of work experience placements from local businesses. This will enhance the curriculum and further motivate the pupils.

*(See appendices 5a to 5e)*

### Volunteering

All pupils will be expected to volunteer their services as part of the curriculum. For the younger pupils this will mean a minimum of one hour a week, most likely within the school itself (for health and safety reasons). Older pupils will be expected to volunteer for one

afternoon a week. Activities might include working in a charity shop, mowing the lawn for elderly people or tending a community garden.

### Community Service

All pupils will be expected to undertake community service in their own time as part of the Duke of Edinburgh Award Scheme. This will be closely monitored by a designated member of staff. Typical examples are volunteering at the local museum, library and fire station.

### Duleep Singh Celebrations

We plan to contribute to the success of this annual event by offering to help with the setting up of the stalls and displays.

### Monitoring Cycle Routes for Sustran

We will apply to be given the responsibility to monitor a stretch of a national cycle route in the area.

### Thetford Youth Council

We will encourage our pupils to take an active part and by doing so increase their understanding of the democratic process.

### Churches Together Carol Services

We will attend and, where possible, play an active part in this annual event.

### Tea and coffee mornings for the elderly

As part of their Asdan course, pupils will be required to organise a tea and coffee morning. We will invite residents from the local retirement homes to attend.

### Portuguese and Eastern European Communities

We have established a number of informal links with the relatively large Portuguese and Eastern European Communities in the town and will invite representatives from these communities to share assemblies and other activities with us.

### **Other partners**

We have also identified a number of other partners who we aim to work with in a more formal sense. Some of these we have already referred to in this proposal:

#### The Local Authority:

Regular admission and review meetings will be calendared throughout the year. We are also likely to buy in pay roll and HR services from the local authority.

#### The Thetford Academy

The principal and governors are very supportive of our plans and are keen to establish a close partnership, not only in terms of referrals, but also in sharing curriculum expertise, possible sharing of specialist facilities and cooperation on developing the enrichment programme.

#### Easton College

Rated outstanding by Ofsted, the college has offered close partnership working, both in terms of staff training and curriculum delivery.  
(See appendix 2b)

#### West Suffolk College

Rated outstanding by Ofsted, the college has offered close partnership working on curriculum development and delivery. They have also offered to nominate a senior member of staff to serve on the governing body.  
(See appendix 2a)

#### Shadwell Estate

Shadwell estate is one of the largest stud farms in the country, 2 miles outside Thetford. They have invited us to discuss how they can support us.  
(see appendix 6b)

#### Norfolk Community Foundation

This Foundation provides a link between local charities, local authorities and businesses. It has offered to use these links for the benefit of our students.  
(see appendix 6a)

#### Thetford Cluster

This cluster represents all the schools in Thetford (Bishops CoE Primary School, Raleigh Infants, Queensway Junior and Infant Schools, Admirals Junior School, Drake Infants, Norwich Rd Primary School, Redcastle Family School and the Thetford Academy).

We have been invited to join the cluster and in doing so play a full part in shaping education in Thetford. They have offered full support in establishing our school and have offered support in terms of staff time to develop our curriculum. We also plan to work closely with a number of individual schools.

#### Bishops CoE Primary School:

A primary school in one of the most deprived parts of town, (FSM 47.5%) the Headteacher is keen on partnership working especially sharing expertise on behaviour management.

#### Drake Infant School

The school has developed an exciting initiative in terms of structured play time and has offered to share their expertise with us.

### The Attendance Service:

We have held initial talks, and plan to work closely with the attendance service on all issues relating to attendance, punctuality and truancy. This will include using their services to monitor and track persistent absentees, possibly leading to actions such as 'fast track to prosecution'.

### Safer Schools Police Partnership:

Thetford has an extremely effective SSPP working in the community and local schools. We aim to become a full partner in this process.

### English as an Additional Language Service:

Depending on the profile of our cohort we are planning to buy in these services as required.

### The Benjamin Foundation

We have discussed the possibility of our pupils accessing work placements at the 'Meet Up Café', a social enterprise. Pupils would be able to gain recognised qualifications such as Food Hygiene and First Aid certificates.

### ZFL (Zone for Learning)

Zone for Learning provides both long and short term courses in carpentry and decorating. We have had a number of discussions on how their facilities would complement our curriculum and have included them in the costing for outside providers.

### Poplar farm

Poplar Farm is a large organic farm outside Thetford which has provisionally offered space for allotments.

### Other

In addition to the above there are a number of other agencies we plan to work with on an occasional 'need' basis such as the Autistic Society, The ADHD support group, Family Solutions etc.

All of the above examples of partnership and interaction with local organisations will help us in our aim for the school to play a full part in the educational provision of Thetford. Our involvement through volunteering and playing a part in wider community initiatives will help our pupils to develop as responsible young people who have a clear understanding of the values of their own community. We will further our relationship with the community by:

- Holding an annual open day to which all voluntary organisations are invited
- Publishing a monthly newsletter, both in hard copy and electronically and distribute copies to other schools, health centres, GP's, churches, libraries and selected shops
- Offering the opportunity to join our mailing list
- Regularly update our website to provide further information to the wider community
- Use the local press to celebrate the success of our pupils
- Continue to attend meetings of the Thetford Business Forum



## 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 pupils, the numbers of pupils 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.  $D = (B/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>	18	9		50	18	18		100
<b>Key Stage 4</b>	22	11		50	22	22		100
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>								
<b>Totals</b>								

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

### **E 1: The Referral Process**

Norfolk County Council uses the commissioning model for placing excluded and hard to place pupils. This model includes termly progress and referral meetings at which individual pupils are discussed and decisions made regarding possible re-integration or continuation at the school. New referrals are also discussed. In addition extra meetings can be instigated either by the school, county or the parents.

The AP Free School Thetford will not admit new pupils unless all necessary information has been received. The Commissioners will be issued with an information checklist to be completed for each potential pupil. This checklist will include references to attainment, national curriculum levels, reading ages, aptitude, risk assessment, attendance data, pen picture, key worker and all other relevant information. In the first instance this checklist will be used as a basis for discussion on whether or not the pupil would benefit from attending the Free School.

Once admitted this checklist will be used to establish base line data against which progress can be measured. Progress will be reported back to the commissioners each half term using the checklist as a guide. Where necessary or appropriate an extra meeting may be called.

The above referral and monitoring process will also be used for pupils referred by The Thetford Academy. However, because it is likely the Academy referrals will be for shorter periods of time a scheduled meeting will take place every four weeks. This will be especially useful in managing a high turnover as our monthly meetings will alert us of changing patterns in good time.

We envisage the majority of referrals in Key Stage 3 to be full time, short term placements. However, we do believe that in order to gain any benefit the minimum stay must be for one full term.

We envisage the majority of pupils in Key Stage 4 to remain full time in the AP Free School for the remainder of their education. However, Pathway 4 of the curriculum does enable provision for part time pupils, where this would be of benefit to the pupil.

In addition to reporting progress and readiness for re-integration to the commissioners we also envisage termly progress meetings with parents and other professionals if required.

## **E2: Evidence of demand from our commissioners and the community**

We have previously submitted a proposal for an Alternative Provision Free School in Thetford. Although unsuccessful, the previous application has given us valuable data in respect of need for this type of provision. We are aware that parental choice is restricted as referrals will be initiated by county and other schools. Nevertheless we wish to include some of our findings as they provide a context and useful data in support of this application.

### Main Findings:

- As a result of two public meetings and publicity in the local press we were approached by over 40 parents seeking a place at the proposed school. About half of these are currently accessing limited alternative provision away from Thetford. Others are on severely restricted time tables at local schools. Some are school refusers and some are home educated because parents did not feel that mainstream schools were able to cope with the behaviour needs of their children
- Over 160 parents, fellow professionals and members of the community have shown their support for our plans by joining a Thetford Free School group on the social networking site Facebook
- Individual correspondence paints a picture of despair from parents about the provision currently available to their children
- We have been approached by a range of other professionals, councillors and representatives of the voluntary sector offering advice and individual support

Where the above in itself gives a good indication of evidence of need and support from a parental and community perspective, the information provided below gives further evidence of demand:

- Thetford, until 2010, had 3 Learning Support Centres for pupils with emotional, behaviour and learning difficulties. These were attached to mainstream schools catering for 36 pupils in total. They were closed in 2010 to be replaced by Specialist Resource Bases. These however have not materialised
- Mainstream schools rely heavily on the support from the Behaviour and Education Support Team to cope with pupils with behaviour and emotional problems. This team will cease to exist in September 2012
- Over 30 pupils are currently on restricted time tables, often receiving less than 3 hours education a day
- The local Pupil Referral Unit used to cater for up to 40 pupils. However

the PRU closed in September 2011 with over 30 pupils being transported to Norwich everyday (an 80 mile round trip) where they receive limited alternative provision

- 25 Pupils (not counted in the above figure) are travelling everyday to King's Lynn, Attenborough and Norwich to access specialist provision

#### **Discussions with our commissioners:**

##### Norfolk County Council

We have discussed the above, as well as our proposal, with senior officials from Norfolk County Council. Their response was very positive and they have stated that our plans have credibility and that they recognise the demand for this kind of provision in the Thetford area. The closure of the PRU and the issue of pupils leaving Thetford everyday was discussed and gives an indication of the number of pupils the County Council may wish to refer. We agreed that our estimate of cost per pupil was realistic when compared to other providers. As a result of our meetings the County Council has agreed in principle to commission 20 FTE places (50%) at our school.

*(Please see appendix 1a for more details)*

##### The Thetford Academy

The Thetford Academy opened in September 2010 after the amalgamation of two local high schools. The Thetford Academy is therefore the only maintained secondary school in the town. We have held extensive discussions about our plans with the Governors and Senior Management of the Academy. As a result they have indicated their willingness to commission the equivalent of 20 FTE places at our school at an agreed cost for each pupil.

*(Please see appendix 1b for more details)*

All of the above gives a clear indication of the high level of demand there is for the proposed school. Our figure of 40 pupils at steady state is informed by the above data and the discussions held with the County Council and local headteachers. Other data, provided by the primary headteachers and the Thetford Academy suggest demand to be steady for the next 8 years. In addition it is important to note that projected pupil number forecast for Thetford schools will have risen by 25% by 2018 (Information obtained from The Thetford Academy).

*(See also appendix 5b re future expansion of the town)*

The high level of demand means that the school will be at steady state (40 pupils FTE) by the beginning of year two. Although we accept that it possible that we will not be full at all times due to the nature of the provision we have costed our provision carefully and believe we are able to deliver the full curriculum even at 80% occupancy as our financial templates show.

Our evidence of demand is based on pupils living within the immediate Thetford area as expressed by referring to postcode IP24. Thetford is a relatively isolated town without the usual cluster of villages surrounding similar market towns in Norfolk (*see maps below*). Our discussions with the county council and the Thetford Academy have convinced us that we can maintain steady state by drawing on this catchment only.



**E3: 16-19 year olds**

Not applicable

**E4: Engagement with the wider community**

All members of the core group have strong links with education in Thetford either as teachers, parents or governors. Based on our experiences we have developed a shared desire to support those pupils who find mainstream school challenging. In spite of the rejection of our previous proposal we are still convinced that this particular group of young people need the alternative provision we hope to establish. It will benefit not only them but also the other schools as well as the community at large.

From the moment we started formulating our plans we have engaged with other stakeholders in the town, including local schools, voluntary organisations, local councillors and our MP Elizabeth Truss. All have pledged their support.

*(see appendices 3 and 7)*

Part of this process included regular discussions with our eventual commissioners, the County Council and The Thetford Academy. In fact, our first formal discussion with the county council took place as far back as the summer of 2010. It has meant that all parties are clear about the profile of the pupils attending the free school and agreed that there is a need for this kind of provision. More importantly, they are willing to support it by referring pupils at an agreed realistic rate.

*(See appendices 1a and 1b)*

In addition we have been inundated with offers of support from local employers who share our vision in providing an appropriate education for this cohort of pupils. Discussions with individual employers as well as the local business forum further informed our educational vision and curriculum.  
*(For examples of business support please see appendices 5 a, b,c,d and e)*

Our education plan is designed to meet the need of our pupils and the local community by placing a high emphasis on the development of literacy, numeracy and life skills. In addition we believe developing a set of practical skills to be directly beneficial to our pupils.  
*(For more detail see Section D)*

However we are aware of the need to provide an education which will enable the pupils to be successful after leaving school. We have therefore worked closely with two local FE colleges in developing our different Pathways. Both colleges know Thetford well and together with the input from local business, we believe we offer an appropriate curriculum to meet the need of the pupils as well as the wider community. All our courses lead directly to further study or jobs for which there is local demand.  
*(See appendices 2A and 2b)*

We aim to play a full part in the education provision in Thetford. We will join the local headteachers meetings, the local Senco forum and the Thetford Business Forum. We will discuss the need of local business at an annual meeting. We will hold a yearly open day to which all voluntary organisations are invited. In addition we will publish a monthly newsletter, both in hard copy and electronically. We will offer the opportunity to join our mailing list and will distribute hard copies to other schools, health centres, GP's, churches, libraries and selected shops. We will also regularly update our website to provide further information to the wider community.

We will make our premises available to community groups and those providing adult education. Not only will it provide us with a small extra income, it will also strengthen our links with the community. Similarly with our extended school provision which, although small in the first instance, will nevertheless provide a service for those parents who are struggling to pick their children up early.

We will employ a part time member of staff (this could be an existing member of staff) for an hour per day to run the extended school provision. We envisage the school office will deal with lettings and will deploy caretaking staff as needed.

We have had a number of conversations with local headteachers from both the primary and secondary sector on how we may share facilities, activities and expertise. We've already mentioned sharing Drake Infants School expertise on structured play time while another good example is joint Duke of Edinburgh expeditions.

We are also interested in exploring the possibility of the AP Free School providing 6th Day cover for the other schools in Thetford. This was seen as a much needed provision during a meeting with the Thetford Cluster. However, as such a provision would have considerable implications in terms of space and staffing we have decided to re-visit this idea once established.

## Section F: Capacity and capability

### F1: Educational Expertise

We have a wealth of experience within the core group behind this proposal covering most aspects of running a school and delivering an appropriate curriculum and ensuring good governance:

#### Core Staff:

██████████ ██████████

#### Principal designate

██████████

Available to work four days per week on the project. Full Time as soon as funding allows.

██████████ (HLTA)

<Redacted>

Able to commit two days a week and evenings or full time as soon as funding available.

██████████ (LSA, City and Guilds in Learning Support)

<Redacted>

Able to commit two days a week and evenings or full time when funding available.

██████████ (BA Honours, PGCE)

<Redacted>

Able to commit two days a week and evenings to the project or full time when funding available.

#### Directors/Governors:

██████████:

<Redacted> ██████████. <Redacted>

██████████:

<Redacted>

██████████:

██████████



Prospective governor:

██████████:

<Redacted>

~

As the above shows the team have considerable educational, management, financial and governance experience. All are committed to the project and are willing to do so on a long term basis. Together their expertise covers all aspects of running and managing a successful school.

There is a potential skills gap in that none of the above have legal experience. To balance this we are in the process of recruiting a solicitor from a large local practice to join our governors. However, we are still waiting for confirmation on this matter.

## **F2: Financial Expertise**

Although both ██████████ and ██████████ have considerable budgetary experience they have no formal financial qualifications. So far we have been supported by both the ██████████, ██████████, and the ██████████, ██████████, from the Thetford Academy. However, we have identified a clear need for an experienced business/finance manager and have included this post in our staffing proposal.

In addition we will offer our Head of Admin the opportunity to gain the Certificate in School Management as part of his or her professional development.

Both ██████████ and ██████████ are able to commit considerable time to the project as mentioned under F1. However, the support from ██████████ and ██████████ is not sustainable long term, hence the need for an appointment in this field at the earliest opportunity.

## **F3: Relevant expertise to manage the opening and operation of the School**

We believe that the experience, expertise and availability of our core group, as described in some detail under F1, will go a long way toward establishing and managing the new school. In particular the experience of ██████████ in terms of governance and the experience of ██████████ in terms of HR and project management.

As all involved have committed themselves to long term involvement, their combined skills and expertise provide a solid base for the good management of the proposed school.

However we are fortunate that we are able to call on a range of others for further advice and active support. For example we have been offered:

- Free legal advice pre-opening by [REDACTED], a partner in [REDACTED] Thetford (for a limited period of time)
- Free advice on building projects and planning from [REDACTED] on behalf of [REDACTED], Bury St Edmunds
- Free website support from [REDACTED] from [REDACTED] and [REDACTED]
- Free ICT advice and support by [REDACTED], [REDACTED] at the Thetford Academy
- Free advice on accountancy issues by [REDACTED] from [REDACTED] Thetford
- Advice on curriculum development from [REDACTED]
- Advice on HR from [REDACTED], [REDACTED]
- Advice from [REDACTED] from [REDACTED] in setting up a business
- Support from [REDACTED] in setting up the Healthy Living Curriculum

All of the above are willing to commit enough time to help us move to the next step with the exception of [REDACTED] who has indicated that free support is for a limited time only.

Where we anticipate a longer term skill shortage we will buy in certain services such as financial expertise and legal services as well as training our own staff in acquiring the necessary competencies. This is reflected in our staffing structure on the financial templates.

*We believe that the above offers of support stem from a genuine desire for the school to succeed but we are aware that in some cases there is also the hope to enter into a business arrangement with us once the school is established. We have made it clear in all conversations that the school will work within the procurement rules for free schools and that we are therefore unable to make or promise any business arrangements at this stage.*

#### **F4: Staffing structure and planned curriculum**

As a small school staffing costs will be relatively high. We aim to provide value for money by combining roles, for example both the principal and vice principal will also have a considerable teaching commitment, especially during the first year and will cover absences. All members of staff will be trained in First Aid, Minibus driving and Health and Safety thus ensuring maximum flexibility.

The tutor programme will be delivered in three vertical tutor groups led by the Vice Principal and two instructors.

Teaching will take place in groups of not more than 11 pupils. Each group will be led by a teacher and/or instructor and supported by a Higher Level Teaching Assistant. Planning will be shared between the teacher and/or instructor, together with the HLTA. This will enable the group to split into half when appropriate. It also allows for the HLTA to take over when the teacher is absent.

We envisage the school to be at steady state by the beginning of year 2.

#### Staffing during the first year.

Apart from the Principal and Vice Principal staffing will consist of a part time (50%) teacher/cook, an Instructor, an HLTA and a part time caretaker and family support worker. The Head of Admin/SEN is expected to divide his/her time between classroom and office while the Finance Manager is employed for one day a week.

We envisage running two teaching groups and two tutor groups of not more than 12 pupils each during the first year with the lead for these groups being shared between Principal, Vice Principal, Teacher/Cook and Instructor 1.

#### Staffing during year two and subsequent years:

In addition to the above we will be employing another instructor and 2 more HLTA's. The teacher cook will become full time.

This means that the Vice Principal together with the Principal will take responsibility for one group while the two instructors and the teacher/cook will lead the other groups. The Family Support LSA and the Head of Admin can be deployed where necessary.

We believe that by combining roles we are not only giving value for money but also a more flexible and efficient way of delivering the curriculum.

#### Staffing and responsibilities at Steady State

##### **Management:**

**Principal**(full time): Responsible for the day to day running of the school, liaison with other schools and outside providers/partners, liaison with the governing body, liaison with the DfE and County Council, staff management, discipline etc and all other responsibilities normally associated with the post of principal. 50% teaching commitment during year one, 25% during consequent years. Act as Senco. Responsible for developing curriculum development in Key Stage 4 (Pathways).

**Vice Principal** (full time): Responsible for curriculum development in Key Stage 3, staff training, line management of teachers and instructors and deputising for the principal in his absence. IELP's. Act as group leader and tutor with a 75% teaching commitment.

**Head of Admin & SEN** (full time) Responsible for all aspects of the school office, statement reviews, IELP's, Line management of caretaking staff, exam entries, referral meetings and Professional Development. Limited classroom responsibility.

Other staff:

**Instructor 1** (full time) Group leader and tutor. Curriculum responsibility to be decided.

**Instructor 2** (full time) Group leader and tutor. Curriculum responsibility to be decided.

**Teacher/Cook\*** (full time) Group leader. Responsible for preparing and organising school dinners and teaching the catering course.

**HLTA (x 3)** In-class learning support, delivery of specialist teaching, group leader if required.

**Family support worker/LSA.** Liaison with families. Limited classroom responsibility.

**Finance Director** (part time) Responsible for delivering a yearly budget plan and monitoring all aspects of financial management of the school. To attend management meeting on a 3 weekly basis.

**Caretaker** (full time) To be responsible for repairs, recycling, cleaning, lettings, health and safety, electrical testing, fire safety etc. and duties associated with letting.

*\*We will consider applications from instructors for this post. If that is the case we will use the considerable saving to employ a part time kitchen support member of staff.*

Teacher/Instructor to pupil ratio is 1 -12 maximum. However, including the HLTA or other support for each group the ratio is 1-6.

Each group will have the same group leader.

Staffing reflects the needs of the pupils and the demands of the curriculum. All staff must be versatile, flexible and able to teach across a wide range of subjects. All staff, whatever their responsibility, will receive the same training on de-escalation techniques, restorative justice, first aid, minibus driving, equality legislation, child protection, safeguarding and all other professional development opportunities we are able to offer.

This will enable us to create a motivated team where all members of staff are clear, not only about their own roles, but also the roles of others. Many jobs will be interchangeable, thereby building capacity across the school. Most importantly, the sharing of expertise and a consistent approach will give the pupils a high level

of security and deliver good value for money.

We will ensure that the structure above is implemented, carefully monitored and adjusted when necessary through regular meetings following the schedule below:

Chair of Governors and Principal: Weekly during the first year, fortnightly in subsequent years

Full governing body: Half termly during the first year, termly in subsequent years

**Governor committees:** Half termly

**Management Team:** Daily during the first two years, weekly in subsequent years

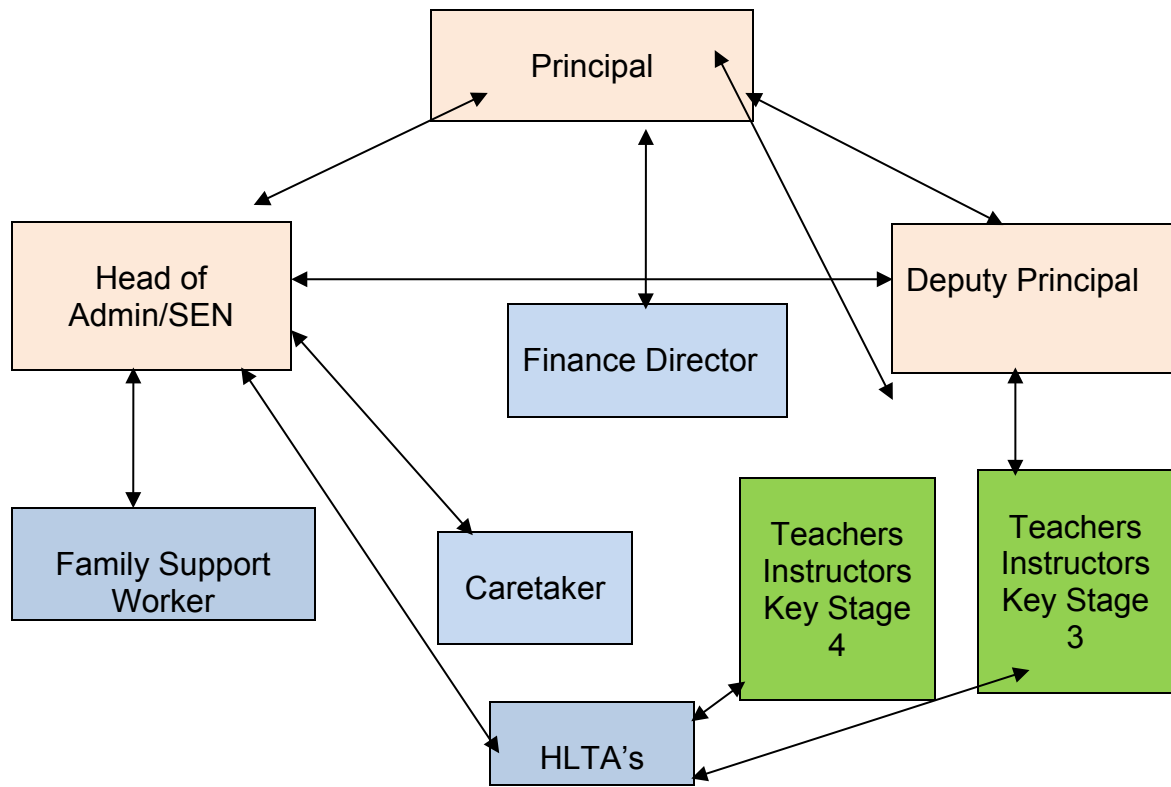
**Professional Development Twilight Sessions:** Fortnightly

**Full Staff Meeting:** Every Half Term

**Curriculum Meeting:** Fortnightly

**Staff Briefing:** Daily

The flowchart below explains lines of responsibility and accountability of all proposed staff, including the lines of responsibility in the senior leadership team. It does not give exact numbers of staff but refers to particular posts. This provides a structure for staff increases over the next few years, depending on pupil intake.



**Key:**

Senior Management

Middle Leaders

All other staff

## **F5: Recruiting high quality staff**

### Principal Designate:

We have identified [REDACTED] as the principal designate.

[REDACTED] has been involved with the project from the beginning and has taken a lead in developing the educational vision. He has considerable experience at management level as both [REDACTED] and [REDACTED] in charge of a large campus. He is appropriately trained gaining his NPQH as well as specific SEN qualifications. As part of the previous application he successfully completed the Future Leaders Charitable Trust assessment. He has been responsible for introducing alternative provision initiatives into his schools such as nurture groups, outward bound courses, horticultural facilities, achievement centres etc. He also has extensive experience in working with educational partners and the voluntary sector. He has served on the project board for a school in serious difficulties and has chaired, or been a member of numerous education committees developing strategies for schools dealing with challenging pupils. As [REDACTED] his main responsibility was for Behaviour, Alternative Provision, Attendance and SEN. He is well respected by his fellow professionals and has the trust of parents and others in the community. *(CV enclosed, Appendix 8)*

Recruiting high quality staff is the responsibility of the Principal together with the Governors. We will attract appropriate staff by offering the opportunity to develop themselves in a school where the ability to deliver innovative teaching is essential, high expectations are the norm and staff welfare is taken seriously. All members of the Company are experienced in staff recruitment with several having completed the safeguarding for governors module.

We envisage advertising nationally for experienced qualified teaching staff and (in the first instance) locally for instructors and support staff.

All interested potential staff will be invited to spend a day with us before deciding whether to apply or not. This will ensure that all staff are aware of our ethos and expectations.

### Governing Body

We have identified [REDACTED] as the proposed chair of the Governing Body. [REDACTED] has extensive experience in leading a governing body (see pen picture under F1 ) and recognises the need to assemble a governing team comprising of individuals whose skills and expertise complement each other. Together with [REDACTED], [REDACTED] and [REDACTED] (See F1) they already form a highly experienced core, capable of overseeing the project in an efficient and professional manner. Once the pre opening stage is reached other members of the governing body will be added (up to a maximum of 12). These will be selected to create a governing body that has a wide range of experiences and that is representative of the local community. Typically it would include parents, a representative from local industry, a representative from the local churches, a

representative from the two FE colleges, a representative from our commissioners and people with legal and/or financial expertise.

Some informal conversations have already taken place with potential governors and have met with favourable responses. However, any formal approaches will be made as soon as we enter the pre-opening stage.

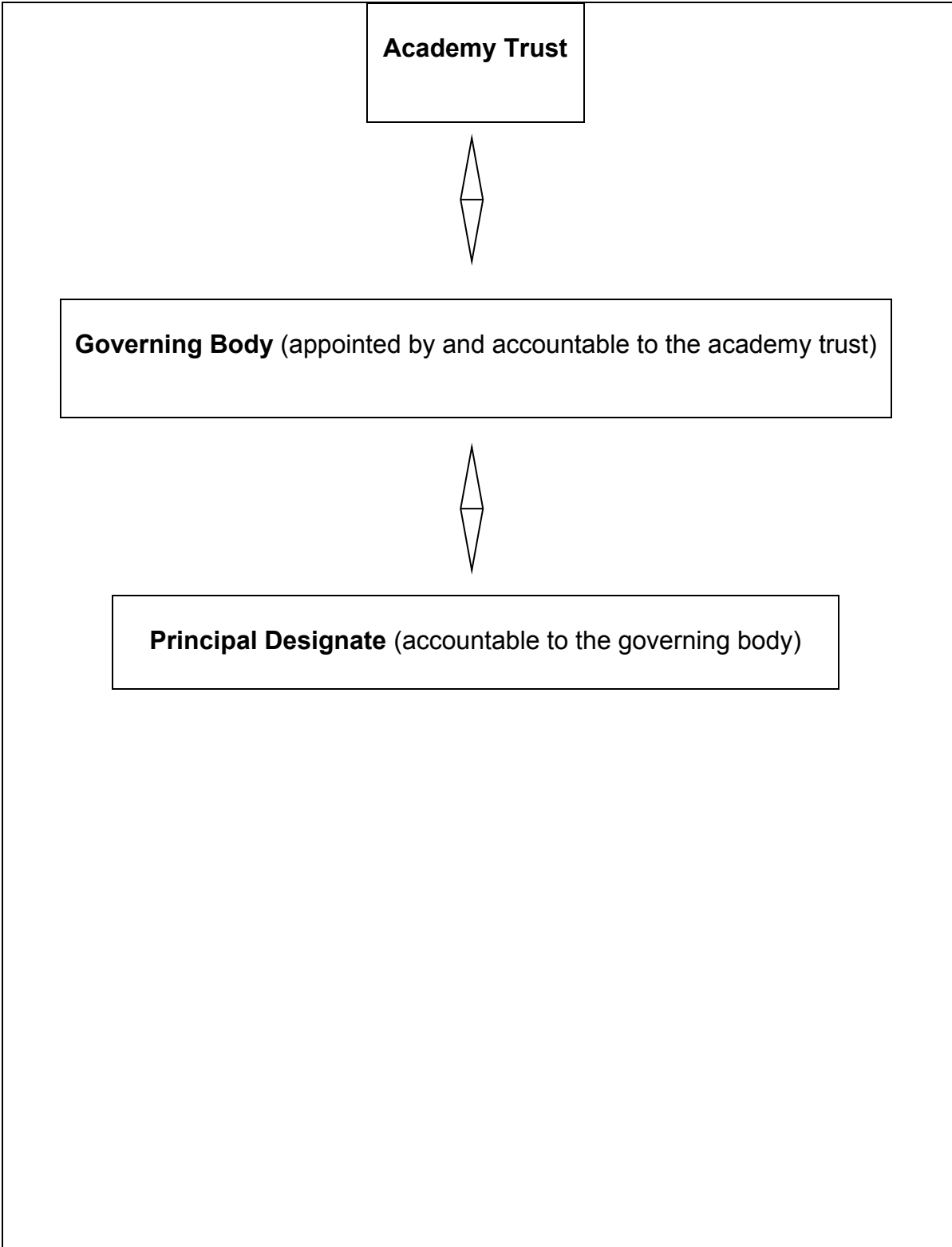
The current core group of governors is willing and able to commit considerable time to the project on a long term basis.

The flowchart below explains the lines of responsibility between the academy trust, the governors and the principal designate:

We are aware that if successful, the principal designate cannot carry out the functions of director of the Academy Trust, Governor and Principal at the same time.

We will examine the role of each individual carefully and ensure that no conflict of interest is present. Where appropriate individuals may have to resign from a particular role.





## Section G: Initial costs and financial viability

### **G1 Financial viability up to Steady State**

Discussions with our commissioners suggest that the school will reach steady state by the beginning of the second year. Once established our commissioners expect to make between 5 and 10 FTE referrals annually which will enable us to operate at maximum capacity. However, because of the existing lack of provision the commissioners expect a large number of referrals in the first two years, hence our assumption that we will be at steady state at the beginning of year two.

*(See appendix 1a and b )*

We have shown in both financial plans that income exceeds expenditure for each year. In fact both plans show an operational surplus, even in the first year. This surplus does however rely on the sum received through start up funding.

We have taken note that for small schools diseconomy funding would not normally be available for more than two members of staff, in our case the Principal and Vice Principal. We have however included our part time (20%) financial manager as this role is crucial, especially in the first few years of operation.

In a small school staffing cost will always be relatively high. To balance the proportionally large percentage of total wages paid to senior management we have made it clear that both the principal and vice principal will have substantial teaching commitments, especially during the first year of operation.

In fact it is part of the ethos of the school that all staff are able to carry out each other's roles, thus making for a more efficient and cost effective use of resources.

### **G2: Financial sustainability at Steady State**

Our financial plan clearly shows that from year two we are able to operate the school without having to rely on start up funding or any other direct grants. In fact our operational surplus (6%) is slightly above the 3 to 5% norm for secondary schools. *(Source, information from Norfolk Headteachers)*

Our income from commissioners is calculated as an average between the different rates agreed with County and the Thetford Academy. It also takes into account the higher cost per pupil in Key Stage 4 as compared to Key Stage 3. Our assumption that we will have more pupils in Key stage 4 is based on the profile of pupils attending the Thetford Pupil Referral Unit before it closed and information from our commissioners.

Our assumptions in terms of expenditure are based on a careful analysis of those costs for which no readily available benchmarking figures are available. For example, the cost of using outside providers is based on detailed discussions with Easton and West Suffolk colleges. Our supply budget is based on average attendance rates in Norfolk and a comparison was made with the cost of taking out insurance for this purpose.

Income and expenditure are also dependent on which building the school will move in to. For example, income from lettings is like to be higher in [REDACTED] due to its town centre location. Similarly, as a rented property would attract lower maintenance costs. We have used either the highest potential cost (for example maintenance) or the lowest expected income thus ensuring our financial forecasting remains sound.

We were advised last year that we did not have to put in rent as an expense and have assumed this being the same this year. However, if this has changed we can cover this by reducing our projected surplus and/or from contingency funds.

We have kept teaching costs down by combining roles and expecting a high level of flexibility from our staff. For example both the principal and vice principal will have a relatively high teaching commitment thus saving on the cost of employing another teacher. Similarly we expect all staff to be able to cover and support each other and have strategies in place to achieve this.

Our estimate for SEN funding is based on information from one of our commissioners. We believe this in reality to be higher but have not included the same 10% relating to county referrals as this was not specifically mentioned in their letter to us. However, analysis of pupils previously attending the PRU suggests that 10% overall is a realistic assumption. Income from SEN funding is therefore likely to be higher rather than lower.

We believe we are able to deal with any unexpected changes by relying on the flexibility of the staff, careful planning of resources and incorporating a realistic amount for contingencies.

### **G3: How resilient are we to reductions in income?**

The main principle that guided us in developing our 80% sensitivity analysis is that the quality of provision must not be adversely affected. This meant that we looked carefully at what the provision would look like at full capacity before deciding where we could save money.

A number of factors had to be taken into account. For example, most non pay cost remains the same, regardless of the number of pupils in the school. There are some reductions in expenditure associated with outside providers, transport and assessment but these are very small. The main cost is staffing and we believe that our structure enables us to reduce (or rather, not increase) our staffing without compromising the quality of education:

Our curriculum model is based on running four groups at steady state. This gives a teacher/pupil ratio of 1 -12 maximum or 1-6 maximum if we take the HLTAs support into account. A 20% reduction in numbers means 8 less pupils. This will enable us to reduce the number of teaching groups to three while maintaining similar teacher/pupils ratios.

The saving is achieved by not employing another instructor and two HLTAs in year two. The required flexibility of all staff to fulfil multiple roles to which we have referred throughout this proposal enables us to achieve more or less the same level of staffing per group. It does mean that the Principal and Vice Principal as well as the Head of Admin/SEN increase their teaching commitments.

A 20% reduction in numbers and associated income during the first year can be met by maintaining the same planned structure of two groups. Staffing during the first year is already planned to be able to deliver this within budget.

Both scenarios do rely on a reduction in the money set aside for contingencies, 75% less in the first year and 50% less in subsequent years. However we believe this is an appropriate use of this particular budget item.

Apart from year one our surplus of 5.5% of income from year two onwards would still be slightly above the suggested 3 -5%

Our income from other sources is relatively small, around 6% of total income. We believe that should this income be lower than expected we would be able to cope, without endangering the budget. Income from catering and extended school is cost neutral. For example, if no one wishes to use the extended school facility, we wouldn't run it; therefore no cost would be incurred. As far as SEN funding is concerned we have reduced the expected income by 50% on our 80% sensitivity analysis. This is quite likely over cautious for the reasons discussed in the previous chapter.

We do feel that our budget shows that we are resilient to fluctuations as we have built in budget capacity and flexible staffing arrangements. One of the main reasons however that we will be able to cope is because our suggested meeting schedule with our commissioners will alert us well in advance of any changes, meaning we can prepare and adjust accordingly.

#### **G4: Consistency between plans and application**

Our financial plans are based on a careful analysis of the cost of our particular curriculum. We have discussed these costs at length with staff from Easton and West Suffolk College.

We also benchmarked it using the following information:

- Average delegated funding per pupil at a pupil referral unit is £15,583 (*Source: Schools CFR Benchmarking Charts*)
- Average cost per pupil at a Specialist Resource Base (which does not include Non Pay costs) is £9,500 (*Source: Senior officials at Norfolk County Council*)
- Average delegated funding for a pupil who receives over 25 hours support in a mainstream school is £13,500 (*Source: The Thetford Academy*)
- Average cost for a pupil attending fulltime at the nearest alternative provision provider: £15,000 - £20,000 (*Source ZFL*)

We have used the above information to set the per pupil sum agreed with our commissioners which has in turn determined the bulk of our income. Because of this we have been able to construct a financial plan that supports the plans discussed in this proposal. Staffing is of course the major part of the expenditure. Our staffing structure has been developed with the specific requirements of the curriculum in mind. This means that we believe that the delivery of our practical curriculum would benefit from having instructors, rather than qualified teachers. The fact that this approach also represents a substantial cost saving is a bonus, rather than the intention.

In developing the 80% sensitivity analysis we have not simply reduced all income and expenditure by 20% but analysed each item, both income and expenditure, against the impact a reduction would have on the educational provision on offer.

We believe that we achieved two financial plans which are sound and relate closely to our aspirations discussed in this proposal.

#### **G5 Evidence**

- We have attached two completed financial plans
- We have referred to benchmarking data and other evidence throughout the proposal including in the assumptions page of the spreadsheets
- As indicated on the assumptions page of the financial plans all assumptions made for the 100% template are also valid on the

sensitivity analysis unless otherwise indicated

- We have attached two letters from our commissioners confirming their willingness to pay the per pupil rates (*see appendices 1a and 1b*)
- We have discussed our plans and the financial implications with senior staff at Easton College, West Suffolk College, The Thetford Academy and the County Council. All agreed that our plans are realistic and affordable, representing good value for money
- Our financial plans were further scrutinised by [REDACTED], FMS, formerly of [REDACTED] who agreed with the above statement

## Section H: Premises

### Possible site options:

We have identified two sites on which we have basic details. Both sites are in the centre of Thetford which is our preferred location as it means that in terms of the historic educational divisions in the town they are neutral in their appeal to parents. Both sites provide ample space for 40 pupils, and have either adequate car parking on the site itself or nearby. Both sites are within walking distance of the majority of pupils who would attend the school.

Both sites are attractive to us because they offer the kind of alternative setting which would support our curriculum and provide the pupils with the 'family' feel and ethos we are trying to establish. Site 2 would be preferable because of the possibilities the outside offers, but either site would fit our purpose.

Both sites have been visited by Partnership for Schools as part of our previous application. Verbal feedback was positive and this was re-enforced during our interview. Both owners have agreed to keep the sites available for us until at least the summer

### Site 1: [REDACTED]

#### Address:

[REDACTED]  
Thetford  
Norfolk [REDACTED]

**Current use:** Empty

**Current Freeholder:** Norfolk County Council.

#### Description:

A large Georgian building in the centre of town with a relatively new annexe. Previously used as an adult education centre. Several rooms large enough to accommodate the size of teaching groups we envisage and have discussed in this proposal. The ground floor area is roughly 500 sqm. The upstairs floors are roughly 350 sqm. There is enough outside space to function as an adequately sized playground for 40 pupils. Large car park at the back and a pedestrianised street at the front. We do not have precise measurements at present but have visited the site and are confident it is large enough for our purpose.

**Availability and tenure:** Available to lease from the County Council, initially on a 5 year lease.

**Suitability:** The building is in excellent condition and offers the kind of space needed to support the main parts of our curriculum. It would not require major alterations other than extending the kitchen facilities. It would not require

change of planning use. It offers safe dropping off points for parents. The drawback is the lack of enough space outside to create allotments and workshops to support the more practical part of the curriculum. This could however be overcome by taking up the offer of allotments elsewhere.

**Site 2:** [REDACTED]

Address: [REDACTED]

Thetford  
Norfolk

[REDACTED]  
**Current use:** Residential

**Previous Use:** Staff quarters for a local hotel

**Current Freeholder:** [REDACTED]

**Description:**

A large house, incorporating a number of other buildings. All rooms are large enough to accommodate the small teaching groups discussed in our proposal. The ground floor area is roughly 800 sqm. Upstairs space is roughly 400 sqm. Large outside gardens with outhouses and vegetable patch totalling 1.5 acres.

**Availability and tenure:** For sale but the house is not on the open market yet. The owners are able to move out at relatively short notice. We have been told that the price of the property is likely to be around one million pounds.

**Suitability:** The main building is in good condition and together with the outside gardens, offers exactly the kind of space needed to support all parts of our curriculum. It would not require major alterations other than extending the kitchen facilities and re-designing the patio area at the back. It does require change of planning use. Car access and parking may have to be improved although there is a large public car park nearby. The building offers the possibility of future expansion.

**Capital investment**

We have no funding available to support site acquisition.

**Other buildings:**

We have contacted both Breckland District Council and the County Council and there are currently no vacant public buildings in Thetford, other than [REDACTED] referred to above.



## Annexes

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

Below are a number of appendices referred to throughout the proposal:

- 1a: Evidence from Providers – Norfolk County Council
- 1b: Evidence from Providers – The Thetford Academy
  
- 2a: Support letter re curriculum from West Suffolk College
- 2b: Support letter re curriculum from Easton College
  
- 3a: Support letter from Thetford Town Council
- 3b: Support letter from Elizabeth Truss MP
  
- 4: Support Letter from Thetford Education Partnership
  
- 5a to 5e: Letters of help and support from local business and industry
  
- 6a and 6b: Offers of support from charities
  
- 7: Policy Statements (*Please see paragraph on policies on page 13*):
  - 7a: Behaviour and Rewards
  - 7b: Curriculum
  - 7c: SEND
  - 7d: Safeguarding
  - 7e: Race Equality
  - 7f: EAL
  - 7g: Curriculum
  
- 8: CV Principal Designate

**Appendix 7a: Behaviour for Learning and Rewards Policy  
Statement**

## **POLICY STATEMENT**

### **Behaviour for Learning Policy, incorporating Rewards**

#### **Aims**

The aim of the Behaviour for Learning Policy is to create an atmosphere where effective teaching and learning can take place and where effort and positive attitude are recognised and rewarded

This policy aspires to create a learning culture by encouraging good behaviour through giving a clear structure which is applied throughout the school. Praise and positive approaches should be used at all times. Consistency and fairness are essential elements of successful practice.

This behaviour policy is based on the principle of 'restorative justice'. Pupils should be encouraged to atone for their actions by, for example, writing letters of apology or completing some kind of community service. All staff must follow the correct procedures when applying the policy.

The day to day responsibility and management of the Behaviour for Learning policy lies with the Principal. This includes ensuring consistency in the application of rewards and sanctions.

There are certain principles that determine the success of this policy. They are as follows:

- The discipline plans that have been established in school are not negotiable
- Expectations/objectives must be made clear at the beginning of every lesson
- Rewards and praise must be used as often as possible
- Each pupil must be spoken to in a positive manner every lesson
- Staff must not deal with individual pupils when they are angry
- The discipline process must be followed.. Staff must not go from step 1 to step 5 unless it is a major incident
- Good behaviour is taught
- When the going is tough, take a step back from time to time and keep things in perspective

A consistent and corporate approach is essential to the successful implementation of this policy. A controlled, positive classroom and school environment is the aim.

#### *Classroom Support Procedures and further suggestions*

1. Positive encouragement/reinforcement. Use of signals and body language
2. Class seating arrangements
3. Verbal warning
4. Move seats
5. Second verbal warning
6. Removed from lesson to another teacher or senior manager

Staff should not assume that the above is a list of steps to be worked through every time something goes wrong. Changing the behaviour of some pupils is a long-term process and it will be necessary to repeat some of the above steps a number of times before moving onto the next stage. The main

thrust of the Behaviour for Learning Policy is to teach children that in order to learn they must behave – for some this may take longer than others!

Applying the support procedure outside the classroom

Many activities will take place outside the classroom. The above procedures can be adapted by the lead member of staff to fit different learning scenarios

Pro active Pupil action

Pupils are encouraged to remove themselves from potentially confrontational situations. Procedures for this are discussed as part of the tutor programme

Serious incidents

It is the school's intention that all serious incidents are dealt with by following restorative justice approaches. All staff will be trained in this and all parents and pupils made aware of the process involved. If a pupil refuses to take part in the process an alternative sanction will be applied. The school however reserves the right to apply other sanctions when deemed necessary and/or appropriate:

Detentions:

Detentions can be issued by all staff. Parents must be notified 24 hours before if the detention is to take place after school hours. Work set during a detention must be positive.

Fixed Term Exclusions

These can only be issued by the Principal or in his absence the vice principal or other members of SLT. There is an expectation that each exclusion is discussed with a senior colleague before it is issued. If the exclusion is for a pupil on the SEN Register, the Child Protection Register or a Looked after Child the Principal/Senco must be consulted.

Permanent Exclusions

These can only be issued by the Principal and reviewed by Governors. All permanent exclusions must follow County and national guidelines.

### Rewards

Theftord Alternative Provision Free School believes that all pupils can achieve and that their efforts and performances deserve to be recognised celebrated and rewarded. The school will create opportunities to "live" its successes. Rewards must not be seen as being exclusive to discreet groups within the school but as open to all.

### Aims of the rewards system

- To provide a structured system in which different levels of achievement can be recognised and rewarded
- To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to all pupils
- To provide a system that is valued by all pupils and consistently applied by all staff
- To support achievement as a lifelong experience
- To create opportunity for the display and publication of achievement

### Types of Rewards

#### Weekly Celebration of Success Assembly

The purpose of the assembly is to celebrate the achievement of groups of pupils and individuals. Each assembly aims to create a genuine "event" atmosphere and will feature music, elements of performance and the displaying of work which illustrates the progress being made by pupils in different areas of learning. Each week, all tutors are required to submit the names of pupils who have made significant progress or who have produced outstanding work that can be highlighted in the assembly. Awards will also be given out in the following categories

- Attendance (by Tutor Group and also individuals, in the form of a weekly draw for those with the best attendance)
- Punctuality (in the form of a weekly draw for those pupils with a 100% punctuality record)

#### Reward Trips:

All pupils who have displayed positive behaviour throughout the term will be invited to go on a subsidised reward trip. To give pupils a wide range of experiences throughout their time at school a number of different destinations will be selected.

#### Criteria for inclusion on trip:

Good attendance and punctuality (exact criteria to be decided)  
Consistent good behaviour (exact criteria to be decided)

Other rewards:

Verbal Praise: This should be used where appropriate to reinforce expected standards of work and behaviour. It may apply to individuals, groups or whole classes.

Written Praise: Comments on written work should be written in a positive way.

Postcards: These should be posted home and should reflect the pupil's performance in school.

Phone calls/Text Message: A quick way to reward a pupil for a good day

Tutor Group Prizes:

The tutor group who win the weekly attendance award is eligible for one of the following prizes:

- Games
- A film
- A swimming session
- Any other activity approved by the senior leadership team

Pathway specific rewards

When a pupil has mastered using a particular tool with the appropriate level of skill, the tool is given to the pupil. Each pupil therefore has the opportunity to leave school with a fully equipped tool box

**Parental complaints:**

Where a parent disagrees with an action taken as a result of applying this policy they will be invited to discuss their concerns with the Principal in the first instance. If they are not satisfied they will be able to lodge a formal complaint with the Governing Body

**Review**

This policy will be reviewed by the Principal and the Governing Body on an annual basis.

Confirmed by: The Governing Body of Thetford Free School

Signature of Chair: ..... Dated: .....



## Appendix 7b: Attendance Policy Statement

Thetford AP Free School  
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### **POLICY STATEMENT ATTENDANCE**

The Thetford AP Free School is committed to providing a full and efficient education for all pupils. The school believes that all pupils benefit from the education it provides and therefore from regular school attendance. To this end the school will do as much as it can to ensure that all pupils achieve maximum possible attendance and that any problems which may impede full attendance are acted upon as quickly as possible.

### **AIMS**

Thetford AP Free School recognises that:

- All pupils of statutory school age have a right to access an education
- No pupils should be deprived of their opportunities by either their own non-attendance or that of other pupils from receiving an education that meets their needs and personal development
- In the first instance, it is the responsibility of pupils and their parents to ensure attendance as required by law
- Many pupils and their parents may need to be supported and rewarded at some stage in meeting their attendance obligations and responsibilities
- Situations may exist beyond the control of pupils and/or parents which schools need to address in partnership with external agencies

### **EXPECTATIONS**

**We expect the following from our pupils:**

- That they attend the school regularly
- That they arrive on time and are appropriately prepared for the day
- That they inform a member of staff/tutor of any problem or reason that may hinder them from attending the school

**We expect the following from parents:**

- To encourage the children to attend the school
- To ensure that they contact the school on the first day of absence indicating possible length of absence whenever their child is unable to attend
- To ensure that their children arrive in the school well prepared for the school day

- To contact the school in confidence whenever any problem occurs that may keep them away from the school

**Parents and pupils can expect the following from the school:**

- Regular, efficient and accurate recording of attendance
- All reasonable steps will be taken to contact parents on the first day of absence when a pupil fails to attend the school without providing good reason
- Pupils who attend regularly will be rewarded in a number of ways as described in our Behaviour for Learning and Rewards policy
- If a pupil's attendance fall seriously below his or individual and/or school target the school will initiate a stepped approach to action:

Step 1: Parents and pupil are invited to discuss the issue with the tutor and member of the Senior Leadership Team

*If no improvement:*

Step 2: Parental meeting with attendance improvement officer

*If no improvement:*

Step 3: Parents invited to attend an attendance panel meeting made up of the principal, a governor, the attendance improvement officer and a member of the Safer Schools Police Partnership. A representative from the commissioners will also be invited

*If no improvement:*

Step 4: Home visit by the attendance officer explaining the process of Fast Track to Prosecution

*If no improvement*

Step 5: Parents invited to attend a fast track to prosecution meeting, If no improvement pupil referred to court

**Reintegration**

Staff will be notified of the return of the long-term absentees via the staff notices/daily briefings.

Re-integration programmes after a prolonged absence will be tailored to individual needs and may involve phased, part-time re-entry with support in lessons as appropriate. The

Thetford Alternative Provision Free School Attendance Policy February 2012



tutor will play crucial role in this process but may ask for support from other members of staff required

**The role of the commissioners:**

Commissioners will be routinely updated on the attendance of individual pupils via monthly and/or half termly meetings. Where attendance becomes a serious issue and has reached step 3 of the intervention scale the commissioners are informed and invited to attend an attendance panel meeting.

**Pupils taken out of school for holidays:**

In principle no pupil should be taken out of school to go on holiday during term time. However, the school recognises that in certain circumstances parents do not have a real choice, either for religious, cultural reasons or emotional reasons or because their employer does not allow time off during school holidays. The final decision re holidays rests with the governing body.

**Complaints:**

Where there is a dispute in relation to this policy parents should contact the Principal in the first instance. If they are not satisfied they should contact the governing body.

**Review**

This policy will be reviewed by the Principal and the Governing Body on an annual basis.

Confirmed by: The Governing Body of Thetford (AP) Free School

Signature of Chair: ..... Dated: .....

## Appendix 7c: Special and Additional Needs Policy Statement

Thetford AP Free School  
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### **POLICY STATEMENT SPECIAL AND ADDITIONAL EDUCATIONAL NEEDS**

#### **Definition**

Although all pupils at the Thetford AP Free School have a level of additional needs in terms of their behaviour a pupil is defined as having 'special educational needs and or disability' if they "have a learning difficulty which calls for special educational provision to be made for them". This is when either they "have a significantly greater difficulty in learning than the majority of children the same age; or have a physical or mental disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age."

#### **Aims**

To provide equality of opportunity to all pupils with special and additional educational needs and disabilities (SEND) and ensure each pupil fulfils his or her potential.

#### **Policy**

Thetford AP Free School places pupils at the heart of the learning process to provide a safe and secure learning environment in which every young person can achieve their potential. We recognise that for some pupils learning poses more challenges than for others and we will work collaboratively to put in place the support necessary to successfully overcome these challenges. This policy works within the remit of Equality Act (2010) and the Code of Practice on the identification and assessment of special and additional needs.

#### **Objectives**

- To enable all pupils to fully participate in all aspects of school life (curricular and extra curricular), become independent learners and develop good life skills
- To ensure all staff members know which pupils have identified SEND, what their individual learning needs are and how to meet them
- To maintain high expectations of learning for all pupils with SEND and provide them with personalised and high quality support through effective partnerships with parents, staff and outside agencies
- To ensure pupils and parents are fully involved and consulted in the identification, provision and monitoring of support provided to meet their special educational needs
- To celebrate the achievement of all pupils

#### **Criteria for evaluating the success of the policy**

The success of this policy will be demonstrated if:

- Pupil and parent feedback indicates that they feel included and involved in the provision and monitoring of support and that they feel it is successful
- Observations and records show that pupils with SEND fully participate in school life and have developed the skills to be independent in their learning

Thetford AP Free School  
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- Teachers and Teaching Assistants state and demonstrate in lesson observations that they are confident and competent in identifying and responding appropriately to the special and additional educational needs of learners
- All pupils with SEND make at least expected levels of progress and achieve at least their target grades

**Complaints**

Should a parent or carer wish to complain about the provision for special and additional educational needs at the school they are encouraged to contact their child's Tutor or SENCo in the first instance and then the Principal. If not satisfied, parents and carers can complain to the Chair of Governors. All such complaints will be thoroughly investigated.

**REVIEW**

The policy will be monitored by the SENCo. It will be reviewed by the Principal and Governing Body on an annual basis.

Confirmed by: The Governing Body of Thetford Free School

Signature of Chair ..... Dated.....

## Appendix d: Safeguarding Policy Statement

Thetford AP Free School  
*Freedom to Succeed*

### **POLICY STATEMENT SAFEGUARDING (INCLUDING CHILD PROTECTION)**

#### **Aims**

The aim of Thetford Alternative Provision Free School's Safeguarding Policy is to ensure that all pupils and adults at our school are safe and protected from harm.

#### **Objectives:**

- Protect our pupils from maltreatment
- Prevent impairment of pupils health or development
- Ensure that pupils grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our pupils to have optimum life chances and enter adulthood successfully
- Ensure that statutory requirements regarding safer recruitment are adhered to
- Ensure that statutory requirements and appropriate advice regarding lone working, administering first aid, health and safety, fire safety etc. are adhered to

#### **Implementation**

- This policy and its associated documents will give clear direction to staff, governors, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all pupils at our school
- Our policy applies to all pupils, staff, parents, governors, volunteers and visitors
- Our school will establish and maintain an ethos where our pupils feel secure, are encouraged to talk, are listened to and are safe
- All staff and regular visitors will receive either training or induction relevant to safeguarding and child protection on an annual basis. A record of staff completing the training will be kept in the school office
- The Principal will identify a Designated Professional with responsibility for overseeing safeguarding and child protection. The Designated Professional will co-ordinate all child protection concerns, records and files. A Designated Safeguarding Governor will also be appointed
- When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy
- There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our pupils are competent, confident and safe to do so



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- All adults who come into contact with pupils, will be made aware of what steps will be taken should an allegation be made against them. We will seek advice from the Local Authority Designated Officer should an allegation against any adult be made
- As an Alternative Provision Free School, all staff will have access to training and be expected to know our school's policy for care, control & physical intervention

**Review**

This policy is to be reviewed by the Principal and Governing Body on an annual basis.

Confirmed by: The Governing Body of Thetford Free School

Signature of Chair: ..... Dated: .....

## Appendix e: Race Equality Policy Statement

Thetford AP Free School  
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### **POLICY STATEMENT RACE EQUALITY**

Thetford Free School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. It puts pupils at the heart of the learning process and will provide a safe and secure environment, one where discrimination of any kind is not tolerated.

#### **Definition**

The Thetford Alternative Provision Free School will use the following definition of a racist incident, provided by the MacPherson Report:

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

#### **Aims**

The School will create an environment in which all pupils, staff and visitors are entitled to equal regard and to equality of opportunity irrespective of their race or ethnicity.

#### **Relationship to other policies**

It is the responsibility of the Principal to ensure that reference is made to this policy in other associated policies and where changes are made to this policy, all other school policies and procedures are checked/amended. The procedures relating this policy are attached (Appendices 1, 2 and 3).

#### **Objectives**

- To ensure that all pupils, staff and visitors understand that a racist incident is any incident that is perceived to be racist by the victim or any other person
- To ensure that all pupils have the right to access culturally diverse learning opportunities
- To ensure that the free school delivers a curriculum, that promotes cultural diversity and prevents racism
- To ensure that the free school is proactive in promoting race equality
- To ensure that the free school effectively challenges attitudes that reflect ignorance which lies at the route of prejudice and racism
- To ensure that any racist incident is dealt with according to the school's restorative justice approaches

#### **Implementation**

- The Principal will be responsible for communicating the implications of the Race Equality Policy to all pupils, staff and visitors
- All staff will be fully aware of the implications of the Race Equality Policy and will recognise their duty to implement it

Thetford Alternative Provision Free School Racial Equality Policy January 2012

**The Thetford AP Free School Prospectus and Free School Home Agreement will include a declaration of the School's anti racist intent**

- All pupils, staff, parents and visitors will be encouraged to report any racist incident to the Principal, who will ensure that any records and reports are correctly administered and maintained and reported to the Governing Body and Children's Services

#### **Monitoring**

The Principal will be responsible for monitoring the implementation of the Race Equality Policy and reporting to the Principal and Governing Body.

The governor with the delegated authority of the Governing Body, will be responsible for monitoring records of racist incidents and reporting the effectiveness of the policy to the Governing Body.

#### **Review**

This policy is to be reviewed by the Principal and the Governing Body on an annual basis.

Confirmed by: The Governing Body of Thetford Free School

Signature of Chair: ..... Dated: .....

## Appendix 8f: English as an Additional Language Policy Statement

Thetford AP Free School

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### **POLICY STATEMENT**

#### **EAL – (English as an Additional Language) Policy**

Thetford AP Free School puts pupils at the heart of the learning process. This policy statement sets out how the school aims to be proactive in removing barriers to learning for EAL pupils.

#### **Aims**

To meet the responsibilities the school has with regard to EAL pupils by ensuring their equal access to the curriculum and other educational opportunities that enable individuals to achieve their potential.

#### **Relationship to other policies**

The school policy for pupils who have English as an Additional language embraces the Anti Racist Policy and Equal Opportunities Policy. It is the responsibility of the Principal to ensure that reference is made to this policy in other associated policies and where changes are made to this policy, all other school policies and procedures are checked/amended.

#### **Objectives**

- To provide EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- To ensure all EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision
- To ensure EAL pupils attain curriculum levels and public examination grades appropriate to their abilities
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly
- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts
- To encourage EAL pupils to maintain their language skills in their first language
- To seek and make use of appropriate advice, guidance, support and training
- To monitor the progress of EAL pupils' acquisition of English and put in place appropriate support where necessary

#### **Implementation**

- EAL pupils will not be placed with pupils with SEND unless the school is in receipt of information to the contrary
- EAL pupils will not be subjected to standardised English reading tests in order to place them in teaching groups
- EAL pupils will be encouraged to use English by generating opportunities for active participation in lessons
- EAL pupils will be placed in groups with pupils of similar academic abilities.

Thetford Alternative Provision Free School EAL Policy January 2012



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- EAL pupils will have access to the whole curriculum
- Targets for EAL pupils will be appropriate, challenging and reviewed on a regular basis
- Parents and pupils will be informed of the different language courses available in the town
- Parents and pupils will be encouraged and supported to remain fluent in their first language

**Monitoring**

This policy will be monitored by the Principal.

**Review**

This policy will be reviewed by the Principal and the Governing Body on an annual basis.

Confirmed by: The Governing Body of Thetford Free School

Signature of Chair: ..... Dated: .....

**POLICY STATEMENT  
CURRICULUM**

Thetford Alternative Provision Free School seeks to be “a dynamic and personalised learning community”. The curriculum is at the heart of this community as it is what makes the Thetford AP Free School distinctive from mainstream schools

**Aims**

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. By offering an appropriate curriculum, geared towards the needs and abilities of the pupils and the requirements of further education and the world of work, we are enabling our pupils to become successful citizens. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences within the limitations which an alternative provision presents.

**Relationship to other policies**

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging and remissions, collective worship, drugs, equality, health and safety, nutritional standards, educational visits, SEN, sex education, teaching and learning, behaviour and rewards and attendance

**Implementation**

The Principal will ensure that:

- All statutory elements of the curriculum of Alternative Provision Free Schools will be delivered
- All elements of the curriculum have aims and objectives which reflect the aims of the free school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with similar alternative provision schools and what is required to help them improve
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Principal will ensure that the curriculum offers an appropriate pathway to future education, apprenticeship or work

It is the responsibility of the Principal to ensure that reference is made to this policy in other associated policies and where changes are made to this policy, all other school policies and procedures are checked/amended

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Thetford Alternative Provision Free School Curriculum Policy January 2012

The governing body will ensure that:

- It considers the advice of the Principal when approving or changing this curriculum policy
- Progress towards meeting targets is monitored and published in the school profile
- Parents and carers and commissioners receive timely reports on the progress of their child against expectations
- It participates actively in decision-making about the breadth and balance of the curriculum
- Staff understand that political issues must be presented to pupils in a balanced way

#### **Monitoring and Evaluation**

The governing body will receive an annual report from the Principal on:

- The standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools where available
- The standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks where available
- The standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- The evidence of the impact of external intervention and support.
- The views of staff about the action required to improve standards
- The nature of any parental complaints

#### **Review**

This policy will be reviewed by the Principal and the Governing Body on an annual basis. However, because of the nature of the curriculum the governors may approve changes at any time without reviewing the whole policy.

Confirmed by: The Governing Body of Thetford Free School

Signature of Chair: ..... Dated: .....

## Appendix 8: CV Principal Designate

### Curriculum Vitae

Name: [REDACTED]

Address: [REDACTED]

Downham Market

Norfolk [REDACTED]

Phone: [REDACTED] [REDACTED] [REDACTED]

E-Mail:

[REDACTED]

Marital Status: Married, Two Children

Date of Birth: [REDACTED]

Nationality: [REDACTED]

D.E.S. Reference: [REDACTED]

### Education and Qualifications:

University: [REDACTED]

[REDACTED]

Secondary: [REDACTED]

Other professional qualifications: [REDACTED]

[REDACTED]

[REDACTED]

Other relevant qualifications: [REDACTED] Minibus Driver Certificate

Team-Teach Certificate

Certificate in Permaculture Design

Asdan Instructor

Safeguarding & Child Protection

### Employment:

[REDACTED]

### Referees:

[REDACTED]

The Thetford Academy

[REDACTED]

Ipswich Academy

[Redacted]  
Phone: [Redacted]

[Redacted]  
Phone: [Redacted]