

Free Schools in 2014

Application form

Alternative provision Free Schools

Section A: Applicant details

Main contact for this application		
1.	Name:	██████████
2.	Address:	TLG National Support Centre Hope Park Business Centre Hope Park Bradford BD5 8HH
3.	Email address:	██████████
4.	Telephone number:	██████████
About your group		
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: ██████████: ██████████ is the brother of ██████████, who is a member of the project group.	
7.	How you would describe your group:	<input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An Academy chain <input type="checkbox"/> A federation or cluster of schools <input checked="" type="checkbox"/> An existing provider <input type="checkbox"/> A state maintained school/Academy <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:	
9.	Is your group seeking to open more than one Free School in this round?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: We are seeking to open 4 AP Free Schools in this round including TLG Bradford. The others are: TLG Manchester; TLG Nottingham; TLG South-East Birmingham.	
11.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly	

	<p>the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>As part of the Investment and Contract Readiness Fund administered by SIB, TLG have received the support of Resonance in developing the systems and processes to further grow support to multiple schools.</p>	
Details of company limited by guarantee		
13.	Company name: TLG Education	
14.	Company address:	
	<p>TLG Hope Park Bradford BD58HH</p>	
15.	Company Reg.No. 08337790. Incorporated 20/12/12	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<p>Company members</p> <p>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.</p>		
18.	Please confirm the total number of company members:	
	Four, including one Corporate Member	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. TLG The Education Charity (Corporate Member)	
	2. [REDACTED]	
	3. [REDACTED]	
	4. [REDACTED]	

Company directors	
Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director - this may be one of the members. All directors at the point of application must complete a Section I personal information form. All Individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.	
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1.Name: [REDACTED]
	2.Name: [REDACTED]
	3.Name: [REDACTED]
	4.Name: [REDACTED]
	5.Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]
Related organisations	
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>TLG The Education Charity- Registered Charity no.1074114</p> <p>The provision of leadership, management, educational and administrative services.</p>

24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):</p> <p>TLG Bradford is a partnership between TLG The Education Charity and local church. More than one Church Partner will be involved on the local Governing Body. The Churches are St.John's CofE Church, Bowling and Queensbury Life Church, which is a Pentecostal Church. TLG The Education Charity has a non- denominational Christian ethos, vision and values, with a focus on enabling partnerships with local churches that prevent and respond to the needs of children and families excluded or at risk of exclusion from school.</p>
Existing Providers	
25.	<p>Is your organisation an existing provider wishing to convert to a Free School?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
25.	<p>If so, is your organisation registered as an independent school?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age ;or b) one or more such pupils with a statement of special educational needs (SEN);or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.</p>
26.	<p>Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained School or Academy wishing to establish/sponsor a separate alternative provision Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above questions, please provide your six digit unique reference number here:</p> <p>134427</p>
29.	<p>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</p> <p>Age range: 11-16 On roll: 23 full-</p>

	pupils on roll and your capacity:	time pupils,8 part-time pupils (27FTE) Capacity: 27 FTE
30.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>Inspection date: 27th April 2010 Link: http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134427</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p>	
31.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=134427</p>	
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>TLG Education has been set up by TLG The Education Charity, a company limited by guarantee in England and Wales no. 3690871. TLG The Education Charity support local churches to set up and run quality alternative education centres by providing leadership, management, educational and administrative services .</p>	

Please tick to confirm that you have included
all the items in the checklist.

✓

Declaration to be signed by a company member on behalf of the company

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

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 21/12/12

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:	TLG Bradford
2.	Proposed academic year of opening:	2014
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input type="checkbox"/> Other If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input type="checkbox"/> Other (please specify below) If Other, please specify:
5.	Proposed number of pupils when at full capacity:	Full time (FT):18 Part time (PT):18 (9 FTE) Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.
6.	Date proposed school will reach expected capacity in all year groups:	2014
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	Christian: Non-denominational
11.	If you have a preferred site, please give details, including the post code:	TLG Centre Hope Park Bradford BD58HH
12.	Please tell us how you found this site:	It is the site our existing School currently occupies.
13.	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority area in which the proposed school would be situated:	Bradford
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	N/A
17.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Rationale

Background

TLG Bradford is an existing provider of alternative education. Originally set up in 2000, the Centre was part of the vision of a local church that had recognised a need to become involved in improving education outcomes for young people they were working with. Now operating from purpose built premises in a central location in Bradford, we take referrals district wide and from neighbouring authorities. We registered as an Independent School in 2003¹ and were judged as a 'good with outstanding features' in our most recent inspection by Ofsted². In March 2012 we were visited by [REDACTED]³, who encouraged TLG to apply to bring its existing centres, including this one into the AP Free School framework. Much of what we describe in this application is based on current practice in our existing alternative provision education centre.

Our Pupils

Both permanent and fixed term exclusion rates at secondary age in Bradford have steadily dropped over the past 3 years. TLG has contributed to this improvement by responding to an increase in demand for places from schools and the Local Authority, offering early intervention programmes for pupils at risk of exclusion and full-time placements for those already excluded.

As an AP Free School, TLG Bradford will continue to cater for pupils who are excluded or at risk of exclusion, many of whom have particular emotional and behavioural difficulties that have been barriers to learning in mainstream settings. We expect that within a typical cohort⁴:

- 100% will have experienced issues during transition from primary to secondary school that have led to or happened as a result of disengagement. For many of these pupils, TLG has identified significant gaps in learning from the early stages of their primary education that has been a contributing factor;
- 90% will have poor attendance due to a range of complex issues;
- 95% will have experienced significant instability in family structure;
- 85% of pupils will be on free school meals - we know that pupils on FSM are 4 times more likely to be permanently excluded and 3 times more likely to receive a fixed term exclusion than pupils not eligible for FSM⁵ ;
- 55% have a statement of special needs, with the majority of others experiencing moderate learning or emotional and behavioural difficulties, such as Dyslexia, ADHD, Autism and Mental Health Issues- we know that pupils with statements of SEN are around 9 times more likely to be permanently excluded than those without SEN⁶ .

We know that pupils who have been excluded are more likely to become NEET – and that in 2011, 6.4% of all 16-18 year olds in Bradford were NEET⁷. Our pupils require a specific and considered approach - one which allows for recognition and understanding of the complex issues that make up each individual's circumstances, alongside the setting of consistently high expectations for achievement, within clear boundaries for behaviour. This leads to improved self-esteem, raised aspirations and renewed confidence to make progress and achieve positive outcomes that will provide building blocks for life.

¹ At this time our provision was known as CJ's Training Base.

² The Lighthouse Group Bradford Independent School inspection report was published 13th May 2010.

³ This visit was within [REDACTED]

⁴ Data taken from cohort of pupils on roll in existing TLG Bradford Centre in September 2012.

⁵ Statistical First Release- DfE: Permanent and Fixed Period Exclusions from Schools in England 2010/11.

⁶ Statistical First Release- DfE: Permanent and Fixed Period Exclusions from Schools in England 2010/11.

⁷ 2011 Local Authority NEET figures <http://www.education.gov.uk/a0064101/16-to-18-year-olds-not-in-education-employment-or-training-neet>

Most nearby maintained schools and academies have internal units that are accessed by pupils who are experiencing difficulties in mainstream education due to emotional and behavioural disorders. In our existing AP Education Centre in Bradford, many of our pupils have come to us when schools' internal solutions have failed to achieve the rehabilitation and successful reintegration that had been hoped for. In addition, half of our pupils are referred to TLG Bradford by the District PRU in preparation for transition onto further education. As an AP Free School, TLG Bradford will continue to offer the next step and often the last chance for pupils that have been excluded from school or when internal options have come to an end.

Meeting Local Demand

When internal placements in schools have come to an end, there are limited options for moving vulnerable pupils onto suitable external provision in the area. In Bradford there are other providers catering for pupils with violent challenging behaviour but these are often unsuitable for the complex needs of many pupils who require a more structured, nurturing approach and environment. The existing TLG Education Centre in Bradford is already addressing this need by taking referrals of vulnerable pupils with particularly complex needs (e.g. those at risk of sexual exploitation and abuse) from schools, academies and the local authority.

Pupils are also being referred to TLG from the South Bradford Behaviour and Attendance Collaboration and local PRU's where capacity or school structure does not sufficiently meet the pupil's needs. In this way, TLG is working alongside other Alternative Providers and Special Schools as one of a catalogue of options available to commissioners.

Referring schools and the Local Authority already recognise us as one of the best providers of alternative education in the area and would like to place more students with us than we are currently able to accommodate. They recognise that the broad foundational academic approach and nurturing environment created by the high staff-pupil ratios is particularly effective for many of their pupils who have not thrived in other AP settings and frequently send pupils to TLG when other cheaper options have failed.

Key Features of Our School

As an AP Free School, TLG Bradford will provide 27 FTE places for boys and girls aged 11-16 years. We expect that typically 18 of these will be full-time places, with a further 18 available on a part-time basis. These will be on one of two programmes:

The Engagement Programme

This part-time programme is an early intervention designed to support re-engagement with learning, leading to successful transition and reintegration back into full-time mainstream school. It is aimed at pupils who may have experienced fixed term exclusions, but have not yet been permanently excluded from their referring school. Pupils attend TLG part-time and continue to attend the referring school for the rest of the time. TLG and the school work in a close partnership to deliver a broad, balanced and appropriate curriculum and to provide additional educational and pastoral support for each pupil while at TLG and in school. The structure of this TLG-school based collaboration means that pupils do not lose touch with the challenges of mainstream school-life, while on placement at TLG. In particular:

- Pupils are able to develop their skills and make progress in key areas of learning during the days at TLG whilst continuing to access and make improved progress within their school-based curriculum. Through the partnership with school, this will include TLG working with the pupil on some aspects of their school-based curriculum including coursework and coverage of examination criteria.
- Pupils can implement behaviour and attendance targets and strategies learnt at TLG almost immediately at school and will be supported to evaluate and modify them, celebrating achievement when back at TLG.

- The small, familial, nurturing setting of TLG supports particularly vulnerable pupils, creating an environment where they feel known, accepted and understood. The TLG-school partnership ensures that pupils do not simply grow their confidence in the isolation of a 'safe place' but are also able to test and develop it in the stretching context of 'real world' school.

The Engagement Programme gives schools an additional early intervention strategy which allows for the particular needs of pupils to be addressed intensively off-site, while not excluding them fully from involvement in the mainstream environment. This inclusive form of respite benefits the school by working with the pupil to improve their engagement, leading to improved attendance, attitude to learning and attainment.

This part-time model is one we already implement in our existing Independent School in Bradford. Experience confirms that where a placement at TLG runs alongside attendance at school, the continuity made possible by this partnership is a significant factor in improved attendance, re-engagement with learning and successful long-term reintegration to full-time mainstream education⁸; particularly for vulnerable pupils who experience emotional and behavioural difficulties.

The Development Programme

The full-time Development Programme is designed for pupils who have already been permanently excluded, or who need a period of time completely outside of the mainstream setting. For these pupils, a part-time programme can often create more complexities than opportunities, with commissioners needing to make up a full-time programme of appropriate activities from a number of different providers all of whom may vary greatly in type and quality. The Development Programme offers a coherent and complete solution, providing excluded pupils with the consistency, stability and intensive support needed to regain focus and achieve outcomes that will lead to further education, training and employment.

Pupils on the Development Programme will have a five-day curriculum. During four of these, an on-site curriculum will be delivered which is broad, balanced and appropriate to the needs and learning stage of each pupil. On the fifth day, pupils will engage in compulsory transition activities, some of which may be off-site. These will be tailored to the needs of each pupil and will enhance their individual curriculum and opportunities for onward progression. They may include work placements, specific vocational or subject-based training, confidence-building or team-building activities and educational field trips or visits.

TLG will work closely to support pupils and their families as they transition into TLG, during what is often a traumatic period following an exclusion from school. This is to ensure that pupils are settled in quickly and disengagement from learning arising from the exclusion experience is minimised. It is expected that onward progression will be to a broader range of contexts including mainstream school, college, vocation-specific AP, apprenticeships, training or employment. Individual Learning Plans will identify this and the on-site, transition curriculum will be personalised to provide the learning pathways and experiences each one requires.

Our Curriculum

TLG's curriculum consists of a broad and balanced academic and personal development approach. It is designed to support but not duplicate any learning taking place within mainstream settings as well as providing flexibility to meet a wide range of learning needs including social and emotional ones. Its aim is to provide each pupil with appropriate skills and qualifications that will help them make progress towards life as a functional and employable citizen. Our curriculum has four main blocks:

⁸ 96% of our 2011-2012 cohort have remained in full-time education since the beginning of this academic year.

Skills for Learning	Skills for Life	Skills for Success	Skills for Work
Covering English (including literacy and communication), Mathematics and ICT.	Covering PSHCE, physical education, creative and aesthetic subjects.	Covering SMSC and Social and emotional aspects of learning.	Covering employability, single-subject based learning and vocational learning.
Courses and qualifications will be available in each block from Entry Levels to Level 1&2 (including GCSE's).			

A range of courses and accreditation will be on offer in each block, providing a variety of levels of learning and course sizes in each area. Individual Learning Plans will identify the appropriate curriculum pathway for each pupil and their timetable tailored to fit. For example, within the Skills for Learning block, one pupil may be working towards a GCSE in Mathematics and English, while another may be aiming for Functional Maths at Entry 3 and Functional English at Level 1.

Use of Individual Learning Plans (ILPs)

While we expect all of our pupils to have behavioural needs of some kind - based on experience from our existing School- we also know that every pupil will have a different set of circumstances, issues and needs that make up their individual profile. Because of this, ILPs will play a critical role in helping us work with the pupil, parents/carers and commissioners, identifying all relevant factors. This will enable us to set, monitor and review SMART targets and plan the strategies and interventions that will be used to support each pupil to make progress, achieve and move on to further education, training or employment.

A Small School with Small Groups

Based on our current experience, we expect that many of our pupils will have experienced a difficult transition from primary to secondary school, either as a result of or leading to disengagement from learning. We know that most of them will have complex behavioural needs that require additional levels of attention and support. We also expect that the majority of our pupils will experience instability in their home circumstances. To address these needs, a key feature of TLG Bradford is that it is a small school, where pupils are taught in small groups, with a high level of individual learning and pastoral support. Each group of 9 pupils will be taught and mentored by a core team of 3 staff. This team will be attached to the same group throughout each day they attend the School, providing continuity and stability and allowing relationships to develop. In addition, each pupil will be allocated a Keyworker from within the core staff team, who acts as the main point of contact between TLG, home and the referring school. With support from the Principal, Keyworkers coordinate and monitor the implementation of a pupil's ILP and their progress towards targets. In this close, familial environment each pupil is known, understood and cared for individually and opportunities for social and emotional learning are optimised.

The high staff-pupil ratio allows for a high level of effective individual pastoral and learning support. It also provides opportunities for flexible groupings and one-to-one teaching as required to meet the range of needs and pathways being addressed within the group. At times, additional specialist volunteers or sessional workers are utilised to extend the scope and range of one-to-one opportunities being offered, for example, a specialist in a particular subject area may be brought in for an hour a week to work individually with a pupil who is gifted and talented in that subject.

Partnership with Local Church

Our existing Independent School was set up in response to a desire from a local church to bring education alongside their existing work with families, young people and children. Our on-going partnerships with a number of local churches across the Bradford District mean that our school

is already well connected into each locality across the city it serves. Our pupils and their families benefit from the opportunities provided for them to be linked in with a range of local activities taking place where they live, beyond the school day, e.g. youth clubs, mother and toddler groups and family support services. The school also benefits from being able to access a wide and committed volunteer base whose support extends and enhances both the scope of our curriculum and the pastoral support we can offer our pupils.

Our Track Record

The existing TLG Centre in Bradford is one of two alternative provisions currently registered as Independent Schools in Bradford, the other of which has recently been judged as 'satisfactory' by Ofsted. The Centre is audited and approved under Bradford Council's Quality Assurance Evaluation Framework and inspected under Bradford District PRU's Ofsted. Advisors to the Head of the PRU have recognised TLG Bradford as the best provision currently commissioned by the Local Authority and have suggested it should be seen as the "flagship" within the district.

The TLG Centre in Bradford first opened in 2000 when it began taking referrals from schools and the Local Authority onto part-time placements. In September 2003 it registered as an Independent School and was judged as a "good" in its first full inspection by Ofsted⁹ and '*good with outstanding features*' in its most recent inspection. The report, published in May 2010, praised the school for its '*personalised and appropriately balanced curriculum*', its '*good teaching*' its '*high expectations*', its '*outstanding SMSC development*' and '*robust partnership with parents and placing authorities*' leading to '*good progress*', with '*behaviour being changed at home as well as at school*' and students being '*well prepared for life after school*'¹⁰.

Becoming an AP Free School will help us achieve stability, allowing us to invest in a wider and more qualified staff team, enabling us to deliver a more stretching curriculum, leading to improved opportunities, progress and outcomes for all our pupils.

We already know that what we are currently doing makes a difference, with 96% of our 2011-2012 pupils continuing in education at the beginning of this academic year (see fig.1), and all pupils completing a placement at TLG having the opportunity to achieve at least one recognised qualification (see fig 2 and 3).

Fig. 1 - Destinations for pupils finishing TLG programmes at the end of 2010/11 (27 pupils)

Pupils continuing in education, training or employment at the start of this year:	96%
Returned to mainstream school (6 pupils):	22.22%
At FE college studying full-time Level 1&2 vocational courses (9 pupils):	33.33%
Moved onto other AP with a vocational focus (2 pupils):	7.40%
Further placement at TLG (8 pupils):	29.62%
On work-based training programme (1 pupil)	0.37%
Currently NEET (1 pupil)	0.37%

⁹ CJ's Training Base Independent School Inspection Report, published 5th November 2007.

¹⁰ The Lighthouse Group Bradford Independent School inspection report, published 13 May 2011.

Fig. 2–Breakdown of qualifications achieved by 2011/12 cohort by subject:

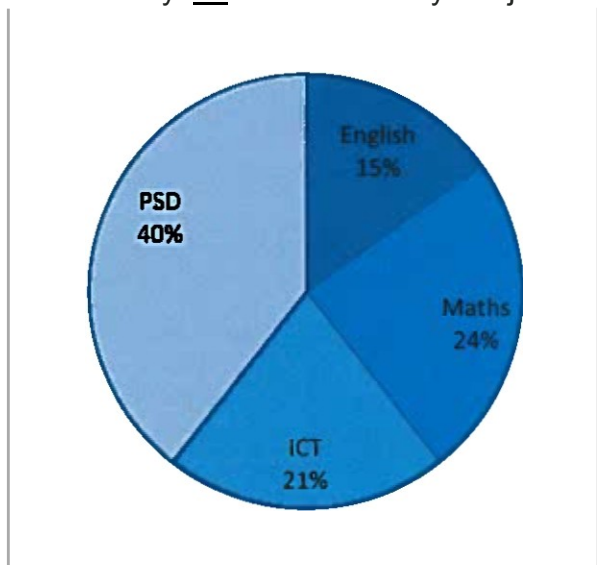
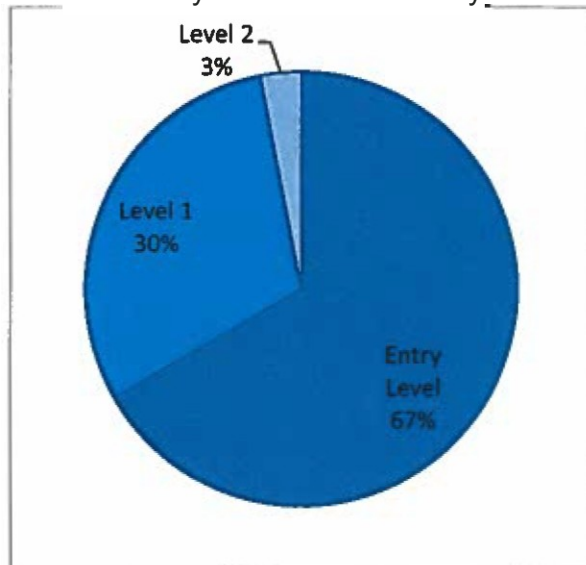


Fig.3 Breakdown of qualifications achieved by 2011/12 cohort by level:



NB: Placements varied in length (min 1 term, max 1.5 years) and days in-centre (min 2 days per week, max 4 days per week). Pupils ranged from Year 8 to Year 11. The type, levels and numbers of qualifications achieved were suitably proportionate to each pupil's time at TLG and age.

Our existing referrers, parents and the pupils themselves recognise the difference coming to TLG has made: One referrer recently said: [REDACTED] A recent pupil, said: [REDACTED] A parent of one of our pupils has said: [REDACTED]

Our Ethos

TLG Bradford will be part of a family of schools set up and supported by TLG Education, a Multi-Academy Trust. The MAT and the school share the same values, vision and ethos that underpin the common aims we will work towards.

Our Core Values

1. We believe that each young person should know that they are valuable, unique and gifted and are able to achieve both now and in the future;
2. We believe that partnerships with local organisations, communities and individuals hold the key to unlocking great education and support for our pupils and their families, both in and out of the classroom;
3. We share a distinctive Christian ethos. In practice, the values of respect, care, love, acceptance and belonging for all will be upheld and encouraged among our staff, pupils and throughout our community.

Our Vision

Our Aims and Objectives: *(References 1a, 1b etc. link directly to core value 1 above and so on.)*

1a. To address the individual social, emotional and learning needs of young people and develop their self-esteem;

- i) Our broad curriculum will balance literacy, numeracy, PSHCE/SMSC and a wide and flexible range of subject/vocational areas with opportunities for social, emotional and behavioural learning, including Life Leadership and individual mentoring.
- ii) Each day, our staff and pupils will engage together in structured social times as well as in taught sessions helping to create a nurturing, family-like environment in which pupils feel known, understood and valued.

1b. To engage young people on pathways to learning with accredited outcomes and recognised qualifications that are building blocks for the future;

- i) Pupils will be able to access a variety of accredited courses in each of our four curriculum blocks (Skills for: Learning, Life, Success and Work). ILPs will help us ensure that each pupil follows a challenging and appropriate pathway that provides the foundation needed for their next step in education or employment.
- ii) Through the Skills for Work curriculum block and Transition Days, TLG will create opportunities for pupils to explore vocational areas including developing links with college and experiencing work placements.

1c. To challenge and help modify inappropriate behaviour and improve attendance, helping young people to make appropriate choices that facilitate reintegration into schools, further education or employment;

- i) By closely supervising pupils at all times, including during breaks, TLG staff will consistently deal with inappropriate behaviour working closely with them to develop appropriate strategies and skills for dealing with challenging circumstances.
- ii) Pupils on the Engagement Programme will receive on-going mentoring from TLG as they practice modifying inappropriate behaviour during days in school.
- iii) By using individual attendance profiles, we will identify and implement interventions to enable pupils to improve their attendance.

2a. To collaborate with referring schools, academies and Local Authorities in delivering a tailored curriculum and providing support for transition and reintegration;

- i) By joining up our Skills for Work curriculum with subject areas pupils are accessing in school and by working in partnership for their delivery, pupils will be able to achieve a broader range of qualifications and benefit from a linked school-TLG timetable. (For example, a referring school may provide an outline scheme of work in GCSE Geography and an exam registration, while TLG delivers the course content in one-to-one sessions and provides suitable space as a satellite exam site.)
- ii) By TLG staff carrying out in-school mentoring visits to pupils to assist with re-integration, pupils will feel supported during their transition back into mainstream.

2b. To develop strong partnerships between the pupil, parent carer and staff at the school, encouraging effective communication and active participation in achieving positive outcomes for the pupil;

- i) By making regular contact with parents/carers to discuss attendance and how a pupil's day has been, whether positive or negative, TLG staff enable parents/carers to feel involved and informed in all aspects of their son or daughter's placement.
- ii) By involving pupils, parents/carers and referrers in half-termly review meetings where attendance, progress, targets, ILP's and other plans for supporting the pupil and their family are discussed, all parties will feel strengthened and united in improving outcomes for the pupil

2c. To involve organisations, volunteers, agencies and businesses from the local community in working with us to provide extended support for the pupil and their family;

- i) By utilising the time and skills of a wide range of local partners, TLG can offer our pupils broader experiences and opportunities. For example. Pupils studying Hospitality visit several local hotels to learn about the hospitality industry in a professional context; staff from

the local drugs and alcohol team will visit to do teaching sessions with all pupils on drug and alcohol awareness; pupils can be referred for one-to-one support at 'Mosaic' a local sexual abuse and exploitation counselling service.

3a. To employ committed staff who share our vision, values and ethos and model them through all relationships in school and in the wider community;

- i) Staff will work closely together in teams where the structure of leadership and balance of educational and pastoral expertise will serve to support and strengthen relationships and excellent practice.

3b. To provide hope and another chance for pupils for whose options in other educational settings have run out;

- i) Through TLG's small groups and high staff-pupil ratios, all pupils will receive intensive and highly effective pastoral and learning support. Because of this, many pupils will succeed at TLG where they have previously failed in other larger, less personal settings.
- ii) ILP's will ensure that each pupil is following a curriculum that is directly relevant to their age, level and individual needs, including their specific social, emotional and behavioural needs.

3c. To create an environment filled with opportunities both in and beyond the classroom, where pupils and their families know they are loved, cared for and supported;

- i) Positive relationships built up between staff and pupils during each day in the classroom will develop a firm foundation of trust. In addition, by engaging with optional after school, weekend and residential activities, pupils will be able to feel fully part of the local, wider and global community.
- ii) Through local partnerships, TLG will offer family support services to all pupils' parents/carers.
- iii) The partnerships between TLG Bradford and local churches will continue to be a significant source of family support volunteers.

Aspirations and Outcomes

There are many areas where we will set, monitor and review targets for our school and the individual pupils within it. These are dealt with in detail in Section 05. The following are four areas that will serve as Key Performance Indicators. These directly link to the distinct issues and make-up of our anticipated pupil intake, allowing us to assess our level of success in improving outcomes for these pupils.

1. Successful Transitions

We expect that all of our pupils will previously have experienced issues during transition that are the result of or have led to disengagement. We aim to challenge and help modify inappropriate behaviour and improve attendance, helping pupils to make appropriate choices that facilitate reintegration into schools or further education, training or employment. We also aim to collaborate with referring schools, academies and Local Authorities in providing support for transition and reintegration.

A key indicator of how successful we are in achieving our aims for onward transition will be in the proportion of pupils who move onto, settle into and become established in positive destinations following a TLG programme. A positive destination will be defined as continuing in education, training or employment. By gathering information on previous cohorts in the short, medium and long term (for example, on leaving TLG, after 3 months and after 6 months), it will be possible to build up a picture of our success with preparing pupils for transition and our long-term impact on NEET figures. Whilst we are very keen to see successful transition sustained further, our experience is that it becomes increasingly difficult to keep track of pupils' whereabouts and it is therefore unrealistic to measure beyond this period.

In our existing TLG Education Centre in Bradford, 96% of pupils (representing 26 out of 27) moved onto education, training or employment at the end of July 2012 and are still there, three months on.

Successful Transitions Targets for 2014/15

	Pupils in positive destinations
On leaving TLG:	97%*
3 months on:	94.5%-
6 months on:	94.5%-

* In a cohort of 36 pupils (18 full time and 18 part-time), 97% represents 35 pupils.

**In a cohort of 36 pupils (18 full time and 18 part time)t 94.5% represents 34 pupils.

2.Re-engagement in Learning, including Progress and Attainment

Prior to starting a TLG programme, we expect that all of our pupils will have disengaged from learning in some way for a whole variety of reasons. Often this will have led to them making little or no measurable progress in school and consequently having significantly reduced chances of gaining qualifications that will allow them to move forwards into further education or employment.

A second key indicator therefore will be to assess the extent of each pupil's re engagement with learning. This will be evidenced in two ways - by progress made and by qualifications achieved. Both of these areas are outlined below and expanded considerably in Section 05.

Progress

Progress will be measured in terms of distance travelled. Baseline assessments will be carried out upon entry and at termly intervals using an assessment tool that provides a standardised result (e.g. GOALS). Assessments will ascertain current levels in English and Maths, and will typically link into Qualifications & Credit Framework (QCF) and National Curriculum levels (including P Scales where appropriate). We will also require commissioners to provide us with baseline information from KS2 assessments so that we can map expectations over the course of KS3 and 4. On-going teacher assessments will allow us to keep track of individual progress and respond as required. Our expectations will be high and we will set challenging targets for our pupils.

Progress Target for 2014/15

In English and Maths we will expect our pupils to progress by one full NC level, or equivalent, in one year.*

*This expectation will be proportionately adjusted depending on the length of placement.

Attainment

We want to ensure that pupils at TLG in Bradford are not disadvantaged by being in Alternative Provision and are able to achieve equivalent qualifications to their peers in mainstream schools. With this in mind, our target for individual attainment needs to reflect the aspiration that most pupils should achieve 5+ A*-C GCSE's or equivalent, including English and Maths after two years of study in KS4. This equates to a minimum of 200 performance points. Our placement lengths will vary; therefore, any individual target must be adjusted by a value that is proportionate to the size and length of the pupil placement. For example, if a pupil is with us full-time for the duration of Years 10 and 11, our aim for that pupil would be that they achieve at least 200 points which include qualifications in English and Maths. If a pupils with us part-time (0.5) for 1 year in either KS3 or 4, our aim for that pupil would be that they achieve at least 50 points, which include qualifications in English and Maths.

Whole school targets for attainment can be worked out by full-time equivalences. In Bradford in 2010/11, 47.5% of pupils attending maintained schools achieved the equivalent of 5+ A*-C GCSE's including English and Maths at the end of KS4. Nationally, the figure was 58.4%, with pupils eligible for free school meals, or with SEN, significantly lower (FSM: 34.6%, FSM/LAC: 33.8%, SEN -statement: 24.7% and SEN +statement: 8.5%)¹¹. Our whole school target reflects our desire to give our pupils opportunities to achieve outcomes equivalent to their peers in mainstream school and our commitment to improving outcomes for pupils who are disadvantaged by individual circumstances.

Targets for Attainment in 2014/15

Individual:	Each pupil on a full-time, two-year placement will achieve at least 200 performance points, including qualifications in English and Maths. Pupils who are part-time or on shorter placements will achieve a minimum number of points that is proportionate to placement size and duration.
Whole school:	50.5% of pupils will achieve 5+ A*-C GCSE's or equivalent (minimum 200 points, including English and Maths).

3.Improved Attendance and Behaviour

On arrival at TLG, a significant proportion of our pupils have poor prior attendance due to a range of complex issues and significant behavioural difficulties. Attendance and behaviour are directly linked to attainment, and therefore it is vital that our third Key Performance Indicator addresses this. This is discussed in more detail in Section 06 of this application.

Individual Attendance Targets

Because pupils' individual circumstances vary so much, a realistic approach is to set individual attendance targets for each pupil. These will be agreed by TLG, the pupil, parent/carer and referrer at the beginning of a TLG programme and although they will take into account prior attendance, they will be aspirational recognising the additional support each pupil will receive at TLG. Targets will be reviewed at least each half-term and increased as appropriate.

Whole School Attendance Targets

In 2011-12, the existing TLG Alternative Education Centre in Bradford was recording overall attendance at 84.36%. Recognising that many pupils' reasons for poor attendance are complex and cannot often be removed, a target of 90% for whole school attendance in 2014/15 would be aspirational, would represent significant work carried out with individuals to negotiate around barriers and could lead to a 15% improvement in pupil outcomes (see Section 06 for more details). This target will be reviewed each year.

Whole School Attendance Target for 2014/15

Whole school attendance in 2014/15:	90%
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Personal Progress Targets, leading to improved behaviour

On arrival at TLG an initial assessment will also be made of each pupil's attitude or ability to engage with learning and this will cover aspects of emotional literacy and factors affecting their behaviour. TLG have developed a bespoke tool for this purpose (discussed in more detail in Section 06). Following the initial assessment, staff will set one or more targets that are specific to the pupil's immediate needs. An example might be 'to use alternatives to swearing'. These will be reviewed daily with the pupil. Our expectation is that pupils will move a minimum of 1 level in targeted areas each half term. Due to the nature of these behaviours it is not a simple progression as in NC levels, rather the purpose of this assessment is to prepare the pupils for re-integration into mainstream school or progression to other provisions.

¹¹ DfE SFR:GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11

Personal Progress Targets for 2014/15

At least one level of improvement in each targeted area each half-term.

4. Supporting Families

We would expect that the majority of our pupils will have experienced significant instability within their family structure including bereavement, breakdown of relationships or parents or siblings in prison. In these situations parents/carers often need additional support in order that they can begin to feel empowered to engage with their son or daughter's learning and support their progress. Through our partnerships with local churches and links to local organisations and agencies, TLG will aim to offer family support services to the parents/carers of all our pupils during the induction process and would expect that around half of them will accept it and continue to receive on-going support.

In addition to this, we will set targets for the frequency of contact made by TLG staff to parents/carers. This would primarily be through phone calls to update parents/carers on their child's progress and behaviour (both positive and negative) while at TLG.

Targets for Supporting families in 2014/15

Parents/carers offered family support during entrance interview:	100%
Parents/carers being regularly supported through partner church and other local organisations/agencies:	50%
Frequency of contact made with parents/carers by TLG staff per FTE pupil:	Minimum of 2 contacts per week

Section D: Education plan – part 2

Curriculum Aims

Our Curriculum aims to support the young people who attend the TLG Bradford AP Free School with:

- Engagement in learning and life
- Experiences that build success
- Improvements with achievement and behaviour

The curriculum will build on our strengths as an existing provider of alternative education provision in Bradford. These include our:

- High expectations,
- Personalisation,
- Provision for students' personal development, particularly their spiritual, moral, social and cultural development,
- Giving young people access to a range of activities
- Raising levels of re-engagement in learning
- Focussing on support for families
- Building key partnerships

Curriculum Context

TLG Bradford AP Free School expects each year to work with up to 45 young people of secondary school age (27 full time equivalent places). This is not an increase in our capacity but will continue the existing provision of offering a mix of full time places (the Development Programme) and part time places (the Engagement Programme) building on our current model of provision that has made us a popular local school with a waiting list for places.³ staff – a Teacher, Youth Development Worker and a Learning Mentor- will work with up to 9 young people. Each group will be made up of young people of different ages and be based in an innovative, bespoke classroom created to support their needs.

Many of the young people are disaffected with their schooling and have considerable barriers blocking their progress and need to be provided with education programmes in alternative settings, such as ours. For our young people there is often an urgent need to provide support in different ways to those already tried and at the different stages of learning and at different times in the year.

Our young people are often excluded or at risk of exclusion. Official data for Bradford indicates that exclusion rates at secondary age in Bradford have steadily dropped over the past 3 years¹². TLG has contributed to this improvement by responding to an increase in demand for places from schools and the Local Authority, offering early intervention programmes for pupils at risk of exclusion and full-time placements for those already excluded. The impact of exclusions has a considerable effect on young people and their families. The Prince's Trust¹³ identified clear links between educational underachievement and young peoples' health, wellbeing, employment opportunities, family relationships and increased engagement in criminal behaviour. Young people tend to arrive at the school with low attainment in English and Mathematics and other school subjects often because their education has been disrupted and there are gaps in their learning. Typically our young peoples' self-esteem is low and their life skills are not well- developed. Their prospects for the future are limited by the low levels of employment skills and competition from others who have been more successful with their education. The proportion of our young people eligible for free school meals is significantly higher than the national average

¹² DfE Exclusion data for schools 2010/11. Statistical First Release.

¹³ The Cost of Exclusion, Prince's Trust, 2007

which reflects the higher levels of need typically experienced in the families of young people attending our school.

At present, we are finding ourselves working with young people who typically have the following needs:

- Attention Deficit Hyperactivity Disorder (ADHD).
- 50% have experienced significant instability in the family structure, including bereavement, breakdown of relationships or parents or siblings in prison.
- 70% will have special education needs – 30% on or applying for a statement. Majority of others have some other learning difficulties such as weak literacy, autistic spectrum disorder (ASD), EBD or diagnosed mental health concerns.
- Attendance issues – complex issues including being carers at home.
- Mental health within families and issues in the community.
- ASBOS or in trouble. Progress inhibited particularly around attendance with 60-70% levels over the last few years.
- Transition to secondary school is a traumatic time. We see bullying issues towards the end of Year 6; there is pressure with SATS; behaviour decreases and poor information sharing during transition can lead to disengagement by Year 7 and poor attendance.
- 100% young people are at risk of fixed term exclusion. 70% at risk of permanent exclusion.

The Local Authority provision for pupils who are excluded in this area in Bradford is based in the KS3 but for long term options. Our curriculum offer will differ in that we propose to offer full time and part time places built around single term programmes. We are currently commissioned by the Local Authority to deliver KS4 provision. We are seeing an increase in the number of young people attending our school due to the limited number of places in EBD provision

Other provision is available locally with projects nearby offering mechanics, music, sports and construction. In October 2007, Ofsted carried out its first inspection and in April 2010 a light touch inspection, both outcomes being 'good' with elements of outstanding in the second inspection.

Local schools operate their own Inclusion Units to support pupils. We find that a large number of our young people have been in these, before attending our school as the next step. Our existing school has become an established part of the process. The main reason why schools refer young people is because of the work done by our school to support emotional and behavioural difficulties and the impact this has with improving the way that the young people respond when they are back in school. The TLG nurturing and academic approach differs from the typical specific curriculum interests approach taken by other providers. As an AP Free School we intend to continue this valued approach, working with local schools to offer more provision.

Across TLG our Independent schools were established in the first place in response to the local church or faith group partner's desire to bring education alongside their existing family, children and youth work. This aspect of our work will not change when we become an AP Free School but we believe that it will be secured and developed by the opportunity to work with the DfE. Our proposed curriculum reflects the need to continue supporting the relationships that exist, operating within the partner's buildings and maintaining the continuum of activities that are being provided within the communities being served by the school.

Curriculum Rationale

We anticipate that the proposed AP Free School's work will need to form a coherent part (rather than the entirety) of a young person's overall education experience. We have developed an alternative curriculum model that does not follow all the aspects set out in the National Curriculum in order to successfully ensure this. The unique features of our proposed curriculum

are based on what we have learnt from our existing school and the nature of the changes anticipated with becoming an AP Free School. They include being:

- Built on single term programmes
- Having a strong personal development component
- Programmes that can run consecutively and over years
- Qualifications that can be built over time – from Entry Level to GCSE
- Part time and full time programmes
- Part time programmes that start 6 times each year (multiple entry points, but not roll on, roll off).

TLG Bradford AP Free School will also build on the successful curriculum provided by the current TLG Centre, a registered Independent School providing alternative provision since September 2003. The school was judged as 'good with outstanding features' in our most recent inspection by Ofsted¹⁴. The school's purpose as described by Ofsted is 'to transform the lives of the young people so that they can create futures for themselves as well as fulfilling their ambitions'

Ofsted (April 2010) said that *"The curriculum is personalised to meet the needs of individual students. It is based on their interests and it is appropriately balanced so that students develop a range of key skills". "Students' SMSC development is outstanding"*.

The monitoring, development and progression of the curriculum will be supported through our family of schools. The Trust provides support for staff development, quality assurance and curriculum development through centrally employed staff who make regular visits to the school. The Trust plans to ensure that the Principal and senior staff have significant experience with curriculum design and can readily access information that enables them to keep up to date with national and local changes or initiatives that might have an impact on the curriculum.

Our existing Independent School has built a reputation and evidence base of success with the typical cohort of young people that it works with now. We recognise that this cohort may be similar to those that the proposed AP Free School will work with initially and that the characteristics of this group of young people may well change as the school's role within the broader educational provision in Bradford develops. We believe that the aspects of our provision identified here represent the best practise that we currently offer as well as reflecting the changes that we are seeking through becoming an AP Free School and, therefore, having an opportunity to work with more young people.

Curriculum Principles

In order to meet these requirements, we have identified the following key principles of our curriculum:

- Tackle barriers to learning
- Build resilience, confidence and self-esteem
- Accessible for those with needs
- Inclusive
- Focussed on individuals
- Improve young people's outcomes
- Support families, parents and carers
- Core provision
- Partnership

¹⁴ The Lighthouse Group Bradford Independent School inspection report was published 13th May 2010.

Tackle Barriers to Learning

For our young people, the barriers to learning come in many forms. These include limited learning or life achievements, relational breakdown at home or at school, behaviour problems, physical or emotional needs as well as needs attracting support (SEN). These barriers can lead to underachievement in school (and beyond) and have often contributed to a young person's overall confidence and self-esteem. It is often the case that experiences in seeking help have been hampered by the barriers or haven't led to significant or sustained improvements. Sometimes the responses to accessing help have taken too long and the young people have been left behind in relation to the achievements of their peers. 'One particularly strong aspect of the school's provision is the way that staff support is tailored to students' individual needs.' (Ofsted report, April 2010)

Build Resilience, Confidence and Self-esteem

Our experience of working with disaffected young people has helped us to anticipate the range of issues that will emerge and given us the experience across the Trust of most situations that arise. We have developed our provision around the importance of engaging young people in seeking to improve things for themselves. This happens as a result of carefully managed activities, opportunities that emerge day to day and holistic relationships. The role of the curriculum is to plan and provide these opportunities and for the school to ensure that young people have the chance to participate. 'The attendance of many students improves dramatically, often from exceptionally low levels.' (Ofsted report, April 2010)

Accessible for those with Needs

The premises at the school have been built to meet the requirements of the School Premises Regulations and were checked by Ofsted as part of the recent inspection. The unique classrooms are furnished to ensure resources enable the learning and social aspects of our work can be combined. They provide stimulating and safe environments. Space is also available for 1 to 1 work, meetings and activities. These facilities provide ideal community resources for use beyond the school day. The premises are accessible and appropriate for young people with different needs.

Inclusive

Inclusion is particularly important with young people who have experienced exclusion. The consequences of repeated exclusion events leave young people with fewer options for their lives as they have not been able to secure all the learning and skills necessary. The impact of exclusion can be traumatic for young people and their families, often becoming a crisis point. Our staff will keep trying to manage behaviours, attitudes and actions that could precipitate exclusion knowing that if we fail then the options for our young people are even more limited. We seek to balance rewards with sanctions and treat each case individually in order to avoid permanent exclusion from our schools. Our staff will use appropriate and challenging learning resources, set high expectations, motivate and encourage young people in order to help them succeed. 'Teachers' expectations of what students will achieve are high and they set challenging targets.' (Ofsted report, April 2010).

Focussed on Individuals

By focussing on the needs we are seeing with our groups of young people and those we have experienced in the past, we can tailor our curriculum to provide a number of ways for young people and groups to engage with our programmes. We have created choices for programme starts, ends and duration in order to meet needs. We use programmes of study that are relevant and engaging, often looking at aspects of life that young people enjoy discovering about. There is opportunity to attain outcomes that match young people's levels of learning and help them be equivalent to their peers. 'Students of all abilities make good progress during their time at the school.' (Ofsted report, April 2010). Within our curriculum offer is the opportunity for a unique curriculum to be available for each young person.

Improve Young People's Outcomes

There are a range of outcomes that we seek to identify and improve. Typically these are linked to each young person's circumstances and impact on the progress that they make. We believe that these outcomes include personal development as well as educational achievement. It is essential that we capture key information about our young people in order to improve their outcomes. This must involve conversations at the start with young people, parents, referrers and commissioners in order to understand as fully as possible where the needs are. Other information provided in Individual Education Plans, CAF reports, Statements etc ensures a fuller picture of need. Using this information is crucial to offering bespoke provision. As programmes progress, it is vital to continuously capture and analyse further information, using it wisely to ensure appropriate provision to secure success.

Careful planning of provision matching needs and abilities means that young people who find themselves placed at our school would be able to access programmes of learning that allow them to make appropriate levels of progress from their starting points and gain qualifications. It is quite possible with our curriculum design for young people who attend our school to achieve equivalent to 200 points (5A*-C) through a combination of GCSE and other outcomes offered by the school.

Support Families, Parents and Carers

Engaging with families is vital for establishing an expectation of success and ensuring that key messages are passed between individuals involved. Often the opportunity to report achievement can lead to changes in attitudes that have a significant role in shaping success. Our school recognises that it acts as a catalyst for shaping expectations with families and our staff will go out of their way to ensure parents, carers and other family members are kept informed and involved in any discussions about their children. Our staff seek opportunities for families to be involved, inviting them to events, phoning, texting or emailing and catching them for a chat when dropping off or picking up young people. Parents and carers will receive information about events and activities taking place through the curriculum, such as trips and visits or upcoming test and exams.

Each young person will be linked with a 'keyworker' from within the staff team, whose role is to be a key point of contact for the pupil (and their parent/carer and referrer) and to ensure that the pupil is being supported to achieve their targets.

Through our partnership and links to statutory agencies (such as Connexions and Social Services), we will aim to offer family support services to the parents/carers of all pupils during the induction process. We will also provide 1:1 support during formal meetings, home visits and help to organise and attend residential weekends and other activities which will help to promote positive parenting skills and help parents deal with anxieties or problems.

Core Provision

Key features of our Core provision include:

- Full time and part time programmes
- Entry points throughout the year
- Long and short term referrals
- Programme components – core, additional and booster
- Teaching and learning

Full time and part time programmes

We are proposing to establish 2 programmes with our AP Free School -the Development Programme which is full time and the Engagement Programme which is part time. Young people can be placed on programmes that suit their needs, circumstances and local demand.

Our experiences help us to manage the issues that arise with these patterns of provision, such as learning progression, information sharing and safeguarding arrangements. However, we firmly believe that this is an important aspect of our work that ensures that young people will not find themselves placed indefinitely at our school and we truly operate as an alternative provision.

Entry points throughout the year

We recognise that disaffection, barriers to learning and circumstances leading to risk of or actual exclusion cannot be predicted, although the symptoms can be identified. Our view is that our provision needs to be available at the start of each term and half term in order to minimise the length of time a young person needs to wait for a placement at our school. We will offer entry points onto our Engagement Programmes at the start of each term and at the start of each half term. Effectively this represents a staggering of this programme's start and end points throughout each academic year. Young people can access the Engagement Programme at 6 entry points (new programme starts). Our proposed model is not a roll on, roll off model because we want to allow time for the establishment of relationships within groups in order to utilise these relationships to develop peer and group social skills. In practise, there are often other occasions when a young person could start at a different time depending on availability of places and the appropriateness for that young person with joining an established group. Entry to the Development Programme will be termly and dependent on availability.

Long and short term referrals

The curriculum is built around programmes that can span 10 to 15 weeks. As a result, we are able to support placements that last for the duration of a term or for multiple terms. Our experience shows that we can make a difference for a young person within a short period of time. 'Students are well prepared for life after school ' (Ofsted report, April 2010). If the route back to school can be taken sooner, we believe that it is appropriate for young people to be able to try.

Programme components

TLG Bradford AP Free School proposes to provide for each young person a:

- Core learning component
- Additional learning component
- Skills boosting component

Aspect of curriculum	Course Title	Levels of award (E=Entry)(L=GCSE) (O=Other)	Minimum time to complete unit
Core			
Personal development (inc. PSHE, Citizenship, SMSC)_	ASDAN PSD	E1, E2, E3, L1, L2	1 term
Functional Skills	NOCN Maths	E1,E2,E3,L1,L2	1 term
Functional Skills	NOCN English	E1,E2, E3, L1,L2	1 term
Additional			
Functional Skills	NOCN ICT	E1,E2,E3, L1, L2	1 term
Subjects	OCR subjects	GCSE	1 year+
Art & Design	BTEC	GCSE	1 year+
Music	Rock school	O-L1, L2	1 term
Food Hygiene	City & Guilds	O-L1, L2	1 term
Skills boosting			
Phonics		N/a	Intervention
Reading		N/a	Intervention
Spelling		N/a	Intervention

The core learning component is a balance of personal development learning (based on ASDAN PSD) and academic subject learning (based on NOCN Functional Skills English and Maths). The balance shifts over the course of a day, week or programme in order to capture the best outcomes for young people. Our activities tend to focus on building positive relationships and confidence with young people early in a programme and we find that young people will take on more educational learning as that confidence develops.

Our core provision is modular, with additional units or courses building a higher qualification. The outcomes are measurable at Entry 1, 2, 3 and accredited at Level 1 and 2 in order for the range of young people's needs to be met. Typically completion needs to be by portfolio, end of unit exam or test that can be implemented readily (ideally without waiting until the end of a school year). This range of schemes at different levels supports awarding at regular intervals so that young people could receive certificates at the end (or near to the end) of their termly programmes.

Our personal development programmes utilise the ASDAN PSD (Personal and Social Development) schemes. The schemes cover a range of suitable topics and work can be moderated soon after completion in most cases.

Our English and Maths core provision is based on Functional Skills programmes offered by the National Open College Network (NOCN). Progress with these functional skills is supported through GOALS, an online tool that measures on-going attainment and provides support with the 'next steps' of learning.

The additional learning component enables each young person to access unique courses that can match their interests and broaden their academic achievements. Typically these courses will be available as a result of partnership arrangements, such as opportunities provided by schools or through sessional workers. We anticipate that the TLG family of schools will provide a rich source of innovation and training resources for implementing more courses of study in both core and additional components as part of the benefits of becoming an AP Free school.

TLG's current model would indicate that a partnership approach to GCSEs is the most appropriate for the Alternative Provision setting. We are aware that there are occasionally circumstances where this is not possible. It is therefore our ambition to create the possibility of delivering both Maths & English GCSE qualifications for pupils attending the development programme where the placement is for at least an academic year and a partnership with school or the local authority is not available.

The skills boosting component provides opportunities to focus learning on individually identified gaps in aspects of each young person's skills. A good example of this is with low levels in reading being tackled through the use of discrete phonics sessions. This component operates as an intervention, typically within the Skills for Learning curriculum block, and is provided when assessments identify the need.

Teaching and learning

The proposed AP Free School will adopt the existing teaching and learning strategies that have been successfully developed by the existing school. Each classroom has a team of 3 staff. The staff include a Teacher (QTS), a Youth development Worker and a Learning Mentor. There will be 9 young people placed on each programme which ensures that our high staff to pupil ratio means that we can focus on the typical issues these young people exhibit.

Classroom practise utilises a range of strategies and resources to engage young people in learning. Characteristics include:

- Appropriate support from any member of staff who is skilled in the learning needs and has high expectations as well as proficiency in the use of behaviour management strategies. Our staff act as Role Models for supporting good behaviour and managing multiple needs;
- Planning that ensures lessons follow on from and develop previous learning as well as identifying opportunities for assessment, feedback, differentiation and cross curricula themes, such as SMSC, ICT, reading;
- Resources that enhance learning progress such as use of the interactive whiteboard and ICT;
- Appropriate teaching methods allowing group learning or individual independent learning;
- A range of enrichment, intervention or break-out opportunities to enhance the routines of the classroom;
- Regular checking of work and feedback to young people to ensure the best work is done and that young people make appropriate progress.

Partnership

Building strong partnerships is essential for the effectiveness of our curriculum model. School, commissioner, referrer and parent/carer partnerships are vital for the transition (to and from) arrangements for our young people. Strong links enable the communication of details, such as improving attendance or achievement of levels in subjects, in order to make up to date decisions on progress and inform planning.

"The school insists on a robust partnership with parents and placing organisations and school. These strong partnerships ensure that student behaviour and their expectations of themselves are changed at home as well as at school (Ofsted report, April 2010)

Support for integration and transition

We recognise that we need to work closely to support pupils and their families as they transition into and onwards from our school, during what is often a traumatic period following an exclusion from school. We ensure that each young person has access to:

- Induction event or interview
- Transition activities
- Re-integration support

Induction Event or Interview

This process has been developed to ensure that pupils are settled in quickly and disengagement from learning arising from the exclusion experience is minimised. Typically we offer a compulsory 'interview' for all prospective young people and a representative of their family, the referrer and other support agency staff. This is essential because without this they lose the vital opportunity to engage different parties, particularly parents, in accepting the arrangements and context for the programme. At this event we:

- Discuss the needs of the young person, establishing what particular aspects require support;
- Seek confirmation from the young person that the programme is something they want to attend;
- Let young people view the school and meet the staff;
- Discuss the Contract for enrolling on the programme;
- Talk about the role of parents/carers;
- Provide information such as start and end date, timetable, holiday arrangements, enrichment activities, permission slips, meal arrangements and the school's prospectus.

Transition Activities

This is a huge emphasis for us. Our full time programme includes one day per week designated for transition activities. In practise this could look like anything from a normal day in the school through to a full day back at a secondary school, in a work placement or on further learning away from our school, with outreach support from TLG. The intention for setting up a transition

day is to drive our expectation that we will work from the outset to support re-engagement opportunities (at whatever level is appropriate) so that our school maintains its 'alternative provision' ethos. Transition activities maximise the work we do with our partners. For example, we have established opportunities for Key Stage 4 young people to take additional GCSE qualifications at local schools and summer activities help maintain engagement with young people. Tracking of EET and attendance on summer activities enables us to capture the impact of this work.

Re-integration Support

It is expected that our young people will have access to opportunities for onward progression. We anticipate that these can be within a broad range of contexts including re-integration with mainstream school, college, vocation-specific alternative provision, apprenticeships, training or employment. Our staff work with partners to identify appropriate opportunities and support young people to ensure they are able to access them. Typically we will visit a provision with our young people until they feel confident enough to attend independently by themselves. This approach in our Bradford school has seen 96% of our 2011-2012 cohort remain in full-time education since the beginning of this academic year.

02: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

Curriculum Expectations

TLG Bradford AP Free School will offer a curriculum for boys and girls aged 11- 16. There will be 36 young people accessing either the part time programme or the full time programme each year. Many are referred to the school with a range of needs, such as emotional, social or behavioural, and are likely to have been excluded or to be at risk of exclusion. Typically we find our young people are disaffected in their journey through education and have had few successes.

We believe that each young person should be given a second chance (third, fourth and more as well!) to learn how to get things right. This opportunity is carefully managed, but is an essential part of our work to develop positive changes. The work that we do is multifaceted as it needs to tackle the significant issues impacting on many levels in the lives of our young people. We believe that our young people can make significant improvements in their circumstances through the work of the school.

TLG Bradford AP Free School will build on the practices that currently exist with the successful TLG Centre in Bradford (a registered Independent School). However, we expect that becoming an AP Free School will enable us to double our capacity and establish our Engagement and Development Programmes as essential programmes contributing both new and additional learning pathways for young people and to those that already exist in Bradford.

TLG AP Free School believes that it will also benefit significantly from additional partnerships, such as with the DfE, commissioners and local school referrers. It is expected that these partnerships will be instrumental in shaping the way in which provision can be improved. These partnerships will reinforce the effectiveness of the work being done by acting as valued critical friend whilst working together to improve outcomes and by allowing arrangements for transition to be negotiated from a tried and trusted relationship.

Curriculum Aims

Our curriculum aims to support the young people who attend the TLG Bradford AP Free School with:

- Engagement in learning and life
- Experiences that build success
- Improvements with achievement and behaviour.

Engagement with Learning and Life

We believe that the essential way in which we can make the biggest difference for the young people referred to our school is through enabling them to make positive choices. In particular we believe that supporting them to build their self-esteem and confidence will provide a basis on which they can accomplish the learning goals and make a contribution to society. Developing secure relationships with staff (high expectations) in the first place is essential in leading to increased participation (attendance and punctuality) and engagement with the curriculum (positive attitudes).

Experiences that Build Success

The curriculum is planned to make the most of the opportunities presented through the community, partners, premises, resources, schools and pathways available in order to ensure that young people can be exposed to a range of experiences, such as work experience. Through these we can build the skills that will equip them for the next steps in their lives as well as shaping their understanding of different ways in which they can contribute and make a difference. We have built into the curriculum the expectation that young people will need to make a transition from where they are now onto new things. Our curriculum focusses on the important aspects of personal development and enriches the learning experiences through art, music and sport, trips and visits, visiting speakers and community events.

Improvements with Achievement and Behaviour

Provision of courses and activities within the curriculum is tailored to the needs of the young people and drives the potential for improvements in attainment. Overall we expect that as young people choose to engage with the learning then they will make progress. We will support their progress with appropriate levels of accreditation that set them up for success. We find that there is a strong link between purposeful learning activity and young people's behaviour in learning and expect that this engagement will support improvements in behaviour overall. Our work with families, partners and supporting agencies can provide additional opportunities to reinforce expectations around improved behaviours.

To achieve these aims our focus will be on:

- a curriculum driven by the needs of our young people
- individual learning programmes, enhanced by involving a range of partnerships
- an approach that encourages and celebrates the positives

Curriculum Model

Our curriculum has 4 main blocks:

Skills for learning

Skills for life

Skills for success

Skills for work

These curriculum blocks deliver the following subject areas:

Skills for Learning	Skills for life	Skills for success	Skills for work
Reading	PSHE	Team building	Employability
Writing	PSD	Personal development	Food hygiene
Mathematics	Citizenship	Mentoring	Science
English	RE	Coaching	Physics
Communication	Sport	Life leadership	Biology
Speaking & Listening	Music	SMSC	Business Studies
ICT	Creative		Psychology

Each curriculum block identifies an appropriate aspect of the learning that we believe is essential for meeting our overall school aims and the aims of the curriculum. The delivery of the full range of these aspects is entirely dependent on the partnerships built by the school; however, these represent the current opportunities available within the existing school and the TLG network of schools. It is our intention to continue to develop our portfolio of awards and accreditations if we are successful in becoming an AP Free School.

Learners of all ages and abilities engage with each curriculum block studying different aspects over the course of their programme. The focus on each block, however, will be tailored according to the needs of the groups and young people's aspirations. It is likely that any newly established groups, particularly on the Engagement Programme, will benefit from an initial focus on the Skills for Success and Learning blocks; groups with greater capacity for learning utilise more of the Skills for Work block. All groups will be involved with aspects of the Skills for Life block.

Progression between aspects of each block is driven initially by the timetable, but opportunities for own choices allow young people to build on aspects they are interested in or need to develop for a particular outcome, such as work experience.

The 3:1 pupil:staff ratio means that individual curricula can be supported for each young person. The planned programmes are documented within each young person's ILP (Individual Learning Plan) and evidence of achievements provides support for the next steps.

Delivery of the curriculum blocks is done through 4 structured sessions over the course of each day. Supervised breaks and lunchtime provide key opportunities to develop the social and behavioural aspects of learning and experience, and contribute to the Skills for Life block.

At the start and end of the day there is an opportunity to reflect and consider 'what next' based on learning and experiences. This ensures that the activities which follow can make the most progress, and issues such as behaviour can be addressed.

Our curriculum is also supplemented by regular input from volunteers and speakers. In our existing school we have talks from the Police, Drugs and Alcohol Counselling, Sexual Health Counselling, Social Services, local charities such as homeless support and financial advice services. Young people take part in visits, trips, outdoor activities and work experience as well as reintegration programmes in school, college or further education provision. They are encouraged to take part in activities run by the school partner which include the youth dub and holiday activities.

Curriculum Model Exemplars: Engagement Programme

Week 2 (Weekly provision part time= 11hr 40 min)

Young Person	Background/ issues/need	Core			Booster
	Hrs (cumul)	3(3)	2(5)	5%(10%)	1(11Y)
		Skills for learning	Skills for life	Skills for success	
Girl1 Year9	FX, Attend, EBD,SA+	FS E3 Ma & E3 En,	ASD-MSR L1	Life Leadership, Coaching, ASD-DS E3, Personal development	Phonics
Girl2 Year10	PX, Attend, SA+	FS L1 Ma & E3 En	ASD-MSRU	Life Leadership, Coaching, ASD-DS E3, Personal development	Phonics
Boy3 Year10	FX, MLD, EBD,SA	FS E3 Ma & E2 En	ASD-MSR L1	Life Leadership, Coaching, ASD-DS E3 Personal development	Phonics
Boy4 Year9	FX,EBD, SA	FS E3 Ma & E2 En	ASD-MSRL1	Life Leadership, Coaching, ASD-DS E3 Personal development	Phonics
Girl5 Year11	FX, SEN ,	FS E2 Ma & E2 En	ASD-MSR L1	Life Leadership, Coaching, ASD-DS E3, Personal development	Phonics
Boy6 Year 11	FX, EBD, SA+	FS E3 Ma & L1 En	ASD-MSR L1	Life Leadership, Coaching, ASD-DS E3, Personal development	Reading
Boy7 Year10	PX, G&T (Sport)	FS L1 Ma & L1 En	ASD-MSR L1	Life Leadership, Coaching, ASD-DS E3, Personal development	Reading
Boy8 Year8	FX, EBD, SA	FS E2 Ma & E2 En	ASD-MSRE3	Life Leadership, Coaching, ASD-DS E3, Personal development	Phonics
Boy9 Year8	PX,ASD, SA+	FS E1 Ma & E2 En	ASD-MSR E3	Life Leadership, Coaching, ASD-DS E3, Personal development	Phonics

Key: FX=Excluded Fixed Term; PX=Excluded Permanently; Attend=Attendance issues; EBD=Emotional & behavioural difficulties; G&T= gifted & talented; MLD=moderate learning difficulties; ASD=Autistic spectrum disorder; SEN=Statement; SA=School Action; SA+=School Action+; FS=Functional Skills; E=entry Level (1,2,3); L=GCSE Level (1,2); Ma=Maths; En=English; ASDAN PSD Units=ASD (MSR=Managing Social Relationships; DS=Developing Self); personal development = (break and lunchtime supervised activities, Circle time, Sport).

Curriculum Model Exemplars: Engagement Programme

Week 9 Weekly provision part time = 11hr 40 min)

Young Person	Background/ issues/need	Core				Booster	Additional	
	Hrs (cumul)	3(3)	2(5)	1%(6%)	1%(S)	1(9)	2(11Yy)	
		Skills for learning	Skills for life	Skills for success	Skills for work			
Girl1 Year9	FX, Attend, EBD, SA+	FS E3 Ma & E3 En.	ASD-FSC L1	Personal development	ASD-PW L1	Phonics	FSICT	Food Hygiene
Girl2 Year10	PX, Attend, SA+	FS L1 Ma & E3 En	ASD-HL L1	Personal development	ASD-PW L1	ICT	FSICT	BTEC H&B*
Boy3 Year10	FX, MLD, EBD, SA	FS E3 Ma & E2 En	ASD-FSC L1	Personal development	ASD-PW L1	Reading	FSICT	Food Hygiene
Boy4 Year9	FX, EBD, SA	FS E3 Ma & E2 En	ASD-FSC L1	Personal development	ASD-PW L1	Spelling	FSICT	Food Hygiene
Girl5 Year11	FX, SEN	FS E2 Ma& E2 En	ASD-FSC L1	Personal development	ASD-PW L1	Num	FSICT	Hasp
Boy6 Year11	FX, EBD, SA+	FS E3 Ma & L1 En	ASD-FSC L1	Personal development	ASD-PW L1	Spelling	FSICT	Hasp
Boy 7 Year10	PX, G&T (Sport), SA	FS L1 Ma & L1 En	ASD-HL L1	Personal development	ASD-PW L1	Spelling	FSICT	Sport/ PE
Boy8 Year8	FX, EBD, SA	FS E2 Ma & E2 En	ASD-HL E3	Personal development	ASD-WG E3	Num	FSICT	Sport/ PE
Boy9 Year8	PX, ASD, SA+	FS E1 Ma & E2 En	ASD-HL E3	Personal development	ASD-WG E3	Num	FSICT	Sport/ PE

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Curriculum Model Exemplars: Development Programme

Week 2 (Weekly provision full time= 29hr 10min)

Young Person	Background/ issues/need	Core				Boost
	Hrs (cumul)	6(6)	4(10)	12(22)	5(27)	2(29)
		Skills for learning	Skills for life	Skills for success	Transition day	
Girl1 Year9	FX, Attend, EBO,SA+	FS E3 Ma, & E3 En, FS E3 ICT	ASDANMSR L1	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Work exp	Phonic
Girl2 Year10	PX, Attend, SA+	FS L1 Ma & E3 En, FS E3 ICT	ASDAN MSR L1	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	School transition	Phonic
Boy3 Year10	FX, MLO, EBO,SA	FS E3 Ma & E2 En, FS E3 ICT	ASOAN MSR L1	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Outdoor	Phonic
Boy4 Year9	FX, EBO, SA	FS E3 Ma & E2 En, FS L1 ICT	ASOAN MSR L1	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Outdoor	Phonic
Girl5 Year11	FX, SEN, SA	FS E2 Ma & E2 En, FS E2 ICT	ASOAN MSR L1	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Work exp	Phonic
Boy6 Year11	FX, EBO, SA+	FS E3 Ma & L1 En, FS E3 ICT	ASOAN MSR L1	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Work exp	R
Boy7 Year10	PX, G&T (Sport)	FS L1 Ma & L1 En, FS E3 ICT	ASOAN MSR L1	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Outdoor	R
Boy8 Year8	FX, EBO, SA	FS E2 Ma & E2 En, FS E3 ICT	ASDAN MSR E3	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Music PE/Sports	Phonic
Boy9 Year8	PX, ASO, SA+	FS E1 Ma & E2 En, FS E2 ICT	ASDAN MSR E3	Life Leadership, Coaching, ASOAN OS E3, IRR E3, Personal development	Music PE/Sports	Phonic

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Curriculum Model Exemplars: Development Programme

Week 17 (weekly provision full time= 29hr 10min)

Young Person	Background/ issues/need	Core					Boost	Additional	
	Hrs (cumul)	6(6)	2(S)	5(13)	4(17)	5(23)	2(25)	4(29)	
		Skills for learning	Skills for life	Skills for success	Skills for work	Transition day			
Girl1 Year 9	FX, Attend, EBD, SA+	FS L1 Ma & L1 En, FS E3 ICT	ASD-FSC L1, HE L1	Personal development	ASD-PW L1, MOM L1	School transition	W	Food	Food
Girl 2 Year 10	PX, Attend, SA+	FS L1 Ma & L1 En, FS L1 ICT	ASD-HL L1, HE L1	Personal development	ASD-PW L1, MOM L1	School transition	FS, L1 ICT	BTEC H&B	BTEC H&B
Boy3 Year 10	FX, MLD, EBD, SA	FS L1 Ma & E3 En, FS E3 ICT	ASD-FSC L1, HE L1	Personal development	ASD-PW L1, MOM L1	Work Experience	RIW	First Aid	Food
Boy 4 Year9	FX, EBD, SA	FS E3 Ma & E3 En, FS L2 ICT	ASD-FSC L1, HE L1	Personal development	ASD-PW L1, MOM L1	Work experience	RIW	First Aid	Food
Girl 5 Year11	FX, SEN	FS E2 Ma & E3 En, FS E2 ICT	ASD-FSC L1, HE L1	Personal development	ASD-PW L1, MOM L1	Outdoor/sport	um	Hosp	Hosp
Boy 6 Year11	FX, EBD, SA+	FS L1 Ma & L1 En, FS E3 ICT	ASD-FSC L1, HE L1	Personal development	ASD-PW L1, MOM L1	Outdoor/sport	W	Hosp	Hosp
Boy7 Year10	PX, G&T (Sport)	FS L1 Ma & L2 En, FS L1 ICT	ASD-HL L1, HE L1	Personal development	ASD-PW L1, MOM L1	Outdoor /sport	W	First Aid	Sport/ PE
Boy8 Year 8	FX, EBD, SA	FS E2 Ma & E3 En, FS E3 ICT	ASD-HL E3, HE L1	Personal development	ASD-WG E3, MOM L1	Music PE/Sports	Num	First Aid	Sport/ PE
Boy 9 Year 8	PX, ASD, SA+	FS E2 Ma & E3 En, FS E2 ICT	ASD-HL E3, HE L1	v	ASD-WG E3, MOM L1	Music PE/Sports	Num	First Aid	Sport/ PE

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Curriculum Model Exemplars: Development Programme

Week 31 (Weekly provision full time= 29hr 10min)

Young Person	Background/ issues/need	Core					Boost	Additional	
	Hrs (cumul)	6(6)	2(S)	5(13)	4(17)	5(22)	2(25)	4(29)	
		Skills for learning	Skills for life	Skills for success	Skills for work	Transition day			
Girl1 Year9	FX, Attend, EBD, SA+	FS L1 Ma & L2 En, FS L1 ICT	ASD-MLT L2, HL L2	Personal development	ASD-CA L2 YMFL2	School transition	W	Food	ASD-MLT
Girl2 Year10	PX, Attend, SA+	L2 Ma, GCSE En, FS L1 ICT	ASD-MLT I2, HL L2	Personal development	ASD-CA L2 YMFL2	School transition	FS L1 ICT	BTEC H&B	BTEC H&B
Boy3 Year10	FX, MLD, EBD, SA	FS L1 Ma & E3 En, FS L1 ICT	ASD-MLT L2, HL L2	Personal development	ASD-CA L2 YMFL2	Work Experience	RNtJ	First Aid	ASD-MLT
Boy4 Year9	FX, EBD, SA	FS L1 Ma & E3 En, FS L1 ICT	ASD-MLT I2, HL L2	Personal development	ASD-CA L2 YMFL2	Work experience	RNtJ	First Aid	ASD-MLT
Girl5 Year11	FX, SEN	FS Ma E3 & En E3, FS E3 ICT	ASD-MLT I2, HL L2	Personal development	ASD-CA L2 YMFL2	Work experience	W	Food	ASD-MLT
Boy6 Year11	FX, EBD, SA+	GCSE En, FS L1 Ma, L1 ICT	ASD-MLT I2, HL L2	Personal development	ASD-CA L2 YMFL2	Transition to FE	W	Food	ASD-MLT
Boy7 Year10	PX, G&T (Sport)	FS L2 Ma, L2 En, FS L2 ICT	ASD-MLT I2, HL L2	Personal development	ASD-CA L2 YMFL2	School transition	Num	Food	Sport s/ PE
Boy8 Year8	FX, EBD, SA	FS E3 Ma, E3 En, FS L1 ICT	ASD-MLT L1, TG E3	Personal development	ASD-CA L1, FSC L1	School transition	Num	Food	ASD-MLT
Boy9 Year8	PX, ASD, SA+	FS E3 Ma, E3 en, FS E3 ICT	ASD-MLT L1, TG E3	Personal development	ASD-CA L1, FSC L1	School transition	Num	Food	ASD-MLT

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Content of the Curriculum

English and Mathematics

We propose to keep English and Maths at the heart of our learning programmes, recognising that they are essential elements of education that provide the foundation blocks to a great many skills needed by young people as they progress through life. We intend to provide a measurable foundation of learning in these areas, tailored to practical applications and supporting the typical abilities and requirements for our young people. The curriculum provides ways of enhancing aspects of these skills through booster (intervention) sessions.

Personal Development

This underpins our belief that we need to ensure that the young people typically referred to our schools and, we anticipate, to the proposed AP Free School, are given the opportunity to tackle for themselves the issues that have led to them being in our school. It is essential that we provide opportunities to demonstrate and teach appropriate behaviour, to successfully engage and re-motivate as well as affirm the qualities that lead to positive lifestyles. We will utilise learning programmes and social time to bring about the changes required to support young people. This aspect of our work threads through everything we do within and beyond the 'school gates'.

Information Communication Technology (ICT)

With the increasing role played by technology for both good purposes and sometimes not so good, we want to enable young people to access the skills and experiences of using ICT to equip them for learning now and for their next steps. Each classroom is equipped with 9 computers so that young people can enhance their own learning when needed, making access to ICT readily available and ensuring that the skills can be embedded. Learning activities ensure young people are taught about e-safety and that they can demonstrate safe use of ICT.

Creative, Aesthetic and Sport

Increasingly we find that disaffection and non-attendance mean that young people have fewer opportunities to explore the skills they have in these areas. Schools are able to draw talented pupils into bespoke curricula, but for young people who don't attend they miss out on this, no matter how gifted they are. We want to use these areas of the curriculum, such as art, music and sport, as 'hooks' for particularly disaffected young people to challenge and engage their learning, and enabling us to progress with relationship building and creating self-esteem.

Science and Languages

They are essential requirements for being an independent school, as are creative, aesthetic and sport activities. Rather than offering these as discrete programmes of study, these aspects are weaved into content already available within the curriculum. For example, ASDAN PSD 'Environmental Awareness' looks at water pollution while Units covering Identity, Cultural Diversity and Community Action lend themselves to language skill development.

Transition

A key feature of our proposed AP Free School is the focus on "transition", which describes the important outcome we are working towards with these activities.-Transition activities are designed to keep open the opportunities for young people to access school, work experience, further education, or employment, uniquely fulfilling our role as an Alternative Provider and demonstrating our commitment to bring into the curriculum the full value of partnership working.

Programmes of Study

Nationally recognised and other accreditation or awards are promoted for all curriculum blocks and subjects across all ability levels. including GSCE options as appropriate. The following example illustrates the accreditation pathways existing either within the school, or across the organisation and proposed for the TLG Bradford AP Free School.

Skills for Learning	Skills for life	Skills for success	Skills for work
PSD(ASDAN) Maths (NOCN) English (NOCN) ICT (NOCN) English GCSE (OCR) *	PSD(ASDAN) Music Practitioner – Rockscool (QCF L1)	PSD(ASDAN) Life Leadership	PSD (ASDAN) Food Hygiene (City & Guilds) Double Science (OCR)* Science (BTEC) * Physics (GCSE)* Biology (GCSE)* Bus studies (GCSE)* Psychology (GCSE)*

These programmes represent the range of qualifications currently being delivered as additional subjects in some of TLG's schools, in partnership with referring schools and Local Education Authorities. This approach represents the best practice we will embed across all TLG AP Free Schools. Young people may complete all the learning and exams in our schools, but are registered with exam boards through local maintained schools. Alternatively, young people engage in aspects of learning in the local maintained schools and sit exams there as well, sometimes supported by our staff. This already works well in our partnerships and we propose to continue this practice within our AP Free School. In essence we will focus on programmes that deliver our aims and make our provision effective with the young people placed with us, but will also drive the opportunity for accessing other qualifications within partnerships. This maintains our desire, and sets up the opportunities wherever possible for young people to return to school.

PSD(ASDAN)

The Personal and Social Development Qualification (PSD) offers imaginative ways to support young people in:

- Becoming confident individuals who are physically, emotionally and socially healthy.
- Being responsible citizens who make a positive contribution to society and embrace change.
- Managing risk together with their own wellbeing, as well as introducing them to new activities and personal challenges.

These ASDAN-accredited qualifications make a major contribution to Foundation Learning programmes, as well as rewarding achievement in the non-formal sector. The Level 1 qualification described here is approved to use within Foundation Learning programmes.

PSD Levels 1 & 2 are used by mainstream establishments for students aged 14-19, and for adults, and play a major role in rewarding achievement within the non-formal sector. These qualifications offer:

- Nationally recognised certification for Levels 1 and 2
- Accreditation for existing PSHE and PSD activities
- Opportunities to include activities both inside and outside of school and, in non-formal situations, 100% coursework and postal moderation

The ASDAN programme provides topics/units across all levels of qualification. Each topic area can be revisited, new units/challenges attempted by young people, with higher level outcomes requiring more in-depth responses. The programme comprises:

- Managing Social Relationships
- Identity and Cultural Diversity
- Individual Rights and Responsibilities
- Community Action
- Healthy Living
- Healthy Eating
- Food Safety in the Home and Community
- Preparation for Work
- Managing Own Money
- Your Money in the Future
- Making the Most of Leisure Time
- Environmental Awareness
- Parenting Awareness.

ASDAN PSD is unique in allowing schools to create their own bespoke 'challenges', which we can utilise to credit the science, art, music and linguistic content of our curriculum which is not otherwise independently assessed. This enables us to offer a broad and balanced curriculum, while giving curriculum time focussed on English and Maths and crediting as much as possible of the work done by the young people.

English, Mathematics and Information Communication Technology (ICT)

We will offer these subjects as Functional Skills qualifications accredited by the National Open College Network (NOCN). Developed and accredited as part of the QCDA-led Functional Skills qualifications pilot, they are the practical skills in English, Maths and ICT that allow individuals to work confidently, effectively and independently in life. Employers and educators have identified these skills as vital for equipping young people to succeed in further learning, employment and life in modern society. The qualifications are designed to be suitable for young people involved in GCSEs in schools to help find and progress in work. There are no restrictions on learner entry; however we will use initial assessment information to identify the levels of learning for young people in order to ensure that they will be able to follow the appropriate learning programme leading to the summative assessment. There is no recommended prior knowledge, attainment or experience needed by learners wishing to enrol on these qualifications.

Functional Skills in English covers the following:

- Speaking, Listening and Communication: this is intended to be interpreted as meaning communication, discussion and presentation and includes the use of BSL (British Sign Language).
- Reading: this is defined as the independent decoding and understanding of written language and text in a purposeful context.
- Writing: this is defined as material that includes use of words which are written, printed, on screen or using Braille and presented in a way that is accessible for the intended audience.

Functional Skills learners in mathematics or ICT would be typically expected to:

- Apply their knowledge and understanding to identify the Maths/ICT required to produce an appropriate solution to a problem in increasingly unfamiliar and non-routine contexts and situations (complexity).
- Apply a range of Maths across an increasingly wide range of situations to find solutions (technical demand).
- Use Maths skills (solve problems) with increasing levels of independence, overcoming challenges to produce successful outcomes (independence).
- Apply their knowledge, skills and understanding within non-routine and increasingly unfamiliar contexts (familiarity).

Life Leadership

This is a TLG-developed programme that enables leaders to draw the groups together at the start of a new programme where there are particular needs within the group that require this approach. The programme is currently non-accredited. Topics covered include:

- Understanding personalities
- Social aspects
- Changing attitudes
- What I want
- Priorities
- Values
- Building relationships
- Helping Others
- Healthiness
- Impact of our choices
- Habits
- Applying what we learn

Music Practitioner Award, Rockscool

Offered by sessional music workers within the TLG network of schools and designed for learners who want to develop their skills in the core elements of the Music industry. Learners choose one pathway from the four available. For non-instrumentalists the Technology and Business pathways provide a route into the production, engineering and business sides of the industry. The programme covers the following topics and skills:

- Performance
- Technology
- Composition
- Business

In order to achieve the Level 1 Award, young people need to undertake 90 hours of guided learning.

Food Hygiene

Food Hygiene (City and Guilds- Hospitality and Catering/Food Studies (3340))

These entry level 1 and 2 qualifications have been developed for learners with learning and physical difficulties. They assess skills related to all aspects of choosing, preparing and presenting food. When taken in conjunction with other basic skills qualifications they allow the learner to develop an increased level of independence.

BTEC and GCSE

These aspects of the curriculum are available through the existing partnerships within the school and network of TLG schools. We do not propose to offer these as part of our application to become an AP Free School, as they will be more effectively delivered by other schools and because we want to focus on the work that we are good at and to broaden the range of opportunities for our young people to study further through existing and new pathways with schools and other providers. We see our unique contribution to the provision in Bradford as bridging this gap for young people at a time when there hasn't been effective resources available to meet their typically unique needs.

Qualifications and Awards Point Scores

Underpinning the choice of these courses is the opportunity for them to enhance the overall qualification outcomes that a young person can achieve. The following table indicates the equivalent GCSE point scores that each course attracts:

Functional Skills (NOCN)	GCSE Points
Entry Level 1	5
Entry Level 2	6
Entry Level 3	7
GCSE Level1	12.5
GCSE Level2	23

ASDAN PSD	GCSE Points	
	Award	Certificate
Entry Level 1	5	10
Entry Level 2	6	12
Entry Level 3	7	14
GCSE Level1	12.5	25
GCSE Level2	23	46

GCSE Grade (OCR, Edexcel, AQA etc)	GCSE Points
G	16
F	22
E	28
D	34
c	40
B	46
A	52
A*	58

Music Practitioner, Rockscool		
Qualification	Grade	Performance Points*
Level1 Award	Distinction	34
	Merit	28
	Pass	19
GCSE	D	34
	E	28
	F	19

Life Leadership does not currently count at GCSE levels.

School Timetable and Calendars

The proposed daily timetable can operate for either the Engagement or the Development programmes. The timetable is built around the existing features of a typical TLG Bradford Centre day and reflects the context in which the school currently operates. Timings have been tried and tested and the proposed TLG Bradford AP Fee School will build on the experiences of the existing independent school.

The pattern of activities establishes the routine for young people and partners, embedded within a regime of support and a framework for building habits, such as good attendance and punctuality.

The timetable needs to ensure that:

- Young people can successfully engage
- Appropriate time is available for activities
- Partners can interact fully
- Planning is delivered effectively
- Lessons are productive
- Routines can be established

Organisational features of a TLG Bradford AP Free School day include:

- Locally agreed start and end times
- Breakfast
- Four lessons, each lasting one hour
- Opportunities for social interaction and development

The proposed timetable takes into account the need for some young people to travel longer distances than others and by different means e.g. taxi, bus or walk. The extended start to the morning (breakfast) means that fluctuations in bus schedules or issues around travel do not penalise young people's opportunities to achieve higher attendance rates. The provision of breakfast also ensures that all young people can start the day positively, especially those who have not had anything to eat. This breakfast time is also essential to transition young people from their often chaotic home lives to the expectations for learning in the school.

The timetable allows core subjects to be delivered within a daily 4 lesson structure. Time before, between and after lessons is fully supervised by staff and utilised for personal development opportunities, often involving planned activities that support emotional and behavioural development objectives.

Daily Timetable Model Exemplar
(Full time and Part Time Programmes)

Start	End	Block	Activity
8.55	9.10		Breakfast
9.10	9.30		Register /My Day
9.30	10.30		Lesson 1
10.30	10.45		Break
10.45	11.45		Lesson 2
11.45	12.25		Lunch
12.25	13.25		Lesson 3
13.25	13.40		Break
13.40	14.40		Lesson 4
14.40	15.00		My Day

Key to blocks

	Skills for Learning
	Skills for Life
	Skills for Success
	Skills for Work

My Day= In house personal tracking tool for pupil.

Weekly Timetable Model Exemplar
(Full time and Part Time Programmes)

Start	Activity	Monday	Tuesday	Wednesday	Thursday	Friday
8.55	Breakfast					
9.10	Register /My Day					
9.30	Lesson 1					
10.30	Break					
10.45	Lesson 2					
11.45	Lunch					
12.25	Lesson 3					
13.25	Break					
13.40	Lesson 4					
14.40	My Day					

Annual Calendar Model Exemplar
(Full time and Part Time Programmes)

Autumn-1 term (8 weeks) (new school opening year 1)

Date	Development	Engagement 1		Other
Sept week1	Induction days Wed & Th Start Fri	Induction days Thurs & Fri	(No group)	Training Days (Mon & Tues)
Sept week 2		Start Monday	(No group)	After school activity starts
Sept week 3			(No group)	
Sept week4			(No group)	
Oct week 1			(No group)	
Oct week 2			(No group)	
Oct week 3			(No group)	
Oct week4			Induction days Thurs & Fri	School Closes 3.00pm Friday
Nov week 1	Holiday	Holiday	Holiday	Holiday activities

Autumn – Term 2 (6 weeks)

Date	Development	Engagement 1	Engagement 2	Other
Nov week 2			Start prog Thurs	After school activity re- start
Nov week 3				
Nov week4				Moderation deadline
Dec week 1				
Dec week2	Reports. Review day.	Reports. Review day.		
Dec week3		Celebration event. Ends Tues		School Closes 3.00pm Fri
Dec week4	Holiday	Holiday	Holiday	(no holiday activity)
Jan week 1	Holiday	Holiday	Holiday	

Sorina-Term 3 (7 weeks)

Date	Development	Engagement 3	Engagement 2	Other
Jan week2		Induction day Mon. Start Tues		After school activity re- start.
Jan week 3				
Jan week4				
Jan week 5				Moderation deadline
Feb week 1				
Feb week 2	Reports	Reports	Reports. Review day.	
Feb week 3			Celebration event. Ends Fri	School Closes 3.00pm Fri
Febweek4	Holiday	Holiday	Holiday	Holiday activities

Sorina-Term 4 (5 weeks)

Date	Development	Engagement 3	Engagement 4	Other
Mar week 1			Induction days Wed & Thurs Start Fri	After school activity re- start
Marweek2				Moderation deadline
Mar week 3				
Marweek4	Reports Review day	Reports. Review day	Reports	
Aprweek1		Celebration event. Ends Tues		School Closes 3.00pm Friday
Apr week 2	Holiday	Holiday	Holiday	(No holiday activities)
Apr week 3	Holiday	Holiday	Holiday	Holiday activities

Summer-Term 5(6 weeks)

Date	Development	Engagement 5	Engagement 4	Other
Aprweek4		Induction day Mon. Start Tues		After school activity re- start
Apr week 5				
May week 1				Moderation deadline
Mayweek2				
May week 3	Reports	Reports	Reports Review day	
Mayweek4			Celebration event. Ends Friday	School Closes 3.00pm Friday
Jun week 1	Holiday	Holiday	Holiday	Holiday activities

Summer –Term 6 (6 weeks)

Date	Development	Engagement 5	Engagement 6	Other
Jun week 2			Induction days Wed & Thurs Start Fri	After school activity re- start
Jun week 3				
Jun week 4				
Jul week 1				Moderation deadline
Jul week 2				
Jul week 3	Reports Review day	Reports Review day	Reports	
Jul week 4	Activities week	Celebration event Ends Tues		School Closes 3.00pm Friday
Jul week 5	Holiday	Holiday	Holiday	Holiday activities

Explanation of activities:

Autumn= 14 weeks

Spring= 12 weeks

Summer= 12 weeks

(Total for year= 38 weeks including training days)

- 5 x Training Days to be allocated throughout the year.
2 days taken at start of Autumn Term.
Other days to be taken to minimise disruption to groups, but likely to be 2 days at start of Spring Term and 1 day in Summer Term, depending on Easter dates
- Holiday Activities= timetable of events agreed with Partner
- After School Activities = timetable of events agreed with Partner
- Induction Day = Open day for prospective young people, parents/carers and referrers and official signing up for programmes
- Reports = written reports reflecting progress so far or for end of course
- Review Day = End of programme open day event for young people, parents/carers and referrers
- Celebration event = End of course event held on last afternoon of the programme.

Enrichment Activities

Enrichment activities are undertaken as part of our provision, but do not run between 9.10am and 3pm on normal schooldays. These activities are essential to complement the broad and balanced approach of the school day with further opportunities to stretch, challenge and engage young people.

We are keen to utilise these additional experiences in order to support our young people's wider development including:

- Experiences of different situations, social groups and expectations.
- Opportunity to work alongside people who will act as mentors, coaches and role models.
- Non-academic/informal contexts to focus on social skills.
- Providing opportunities in which young people can be successful.

Activities undertaken by the existing school, and anticipated to be part of the provision with the proposed AP Free School include:

- Uganda trip
- Youth club
- Cooking and baking
- Sport
- Gym
- Circus skills
- Music
- Residential activities

Nature of Placement

The key features of our proposed AP Free School provision are the Engagement and Development Programmes, which offer part time and full time courses. Within the school, one classroom will host the Development Programme and another will host the Engagement Programmes; both will follow the same structure for the day and the same start and end times. Both programmes will be staffed by a team of 3 who will work with that group for the duration of the programme, enabling stability and consistency for building relationships, establishing and maintaining agreed ground rules and ensuring that young people's progress is captured and built on.

All programmes are expected to operate within the duration of a school term. For the Development Programme and for 3 Engagement Programmes they will start at the beginning of each term, the remaining 3 Engagement Programmes will start at the half term point.

Entry and Exit

Our unique feature in this AP Free School proposal is that we propose to create a curriculum that can operate for a young person on either programme to support learning, progress and achievement for one term yet be scaled up to last for multiples of terms if required. In order to manage the arrangements for choosing suitable programmes for young people, certain aspects need to be considered, ideally prior to placement. These include:

- Age and stage of learning
- Nature and severity of issues
- Degree of separation from existing provision
- Wishes of young person, their families and referrers
- Most suitable group or programme

Once an appropriate programme is selected then the expectation will be for the young person to attend for its full length i.e. the duration of the term. They will start at the same time as other members of the group and will learn the rules, participate in activities and build relationships together. Our experience indicates that establishing such a starting point is a key to getting the programmes to be more successful. This practice will apply across the Development and Engagement Programmes.

Often a young person needs to continue onto a second, and more, term of the programme. Unless there are no new members joining the group, the process of establishing relationships at the start will take place, but is tailored to the needs of the group. Thus we can mix new and existing group members in order to create the most appropriate provision. The team of 3 staff will work with young people to meet their levels of learning as before.

Young people starting a placement in September would have typically been identified and recruited in the previous July. Young people accessing the provision at Spring Bank Holiday (June half term) would complete their programme by the following October half term. In both these cases, they would be encouraged to attend the (voluntary) summer activities hosted by our partner as a means of continuing relational support over the 6 weeks holiday.

Transition Day

On the Transition day, young people will engage in activities, which for most of them will be off-site, often supported by staff when appropriate. These will be tailored to the needs of each pupil and will enhance their individual curriculum. They may include work placements, specific vocational or subject-based training, confidence-building or team-building activities, or educational field trips and visits or activities based in the school.

Year 7

Within TLG's network of independent schools we have encouraged referrers (often schools) to fully explore their range of options before placing Year 7 pupils at our schools. The nature of our curriculum and the context of the classrooms (mixed age groups, relationships etc.) is most effective with more mature Year 7 pupils, as they often have greater capacity to manage their issues, although when the need has arisen we have run Engagement Programmes where all the young people have been from Year 7. We anticipate that we will typically work with young people in Year 8, Year 9, Year 10 or Year 11; however, our proposed AP Free School would be able to work with all Key stage 3 and 4 young people (aged 11-16).

Organisation of Pupils

The organisation of young people within the proposed AP Free School intends to utilise the current strategies adopted, developed and implemented by the existing school. Evidence from Ofsted inspection Ofsted and extensive experience from other TLG schools gives a strong endorsement for this approach.

All learning and activities are undertaken by the young people together in these groups. They work together from the start and build relationships throughout the time they attend so as to maximise the stability within the context.

The make-up of each new group will reflect the young people who are at risk at that time, hence our proposal to set up the Engagement Programme with start points at each term or half term. The proposed model for organising young people, based on existing practice, is characterised by:

- Mixed groups-mixed by ages, stages, gender and needs
- Small groups – up to 9 young people
- Team of 3 staff- Teacher, Youth Worker and Learning Mentor roles
- Keyworkers
- Bespoke classroom environments – able to accommodate each group throughout a day
- Before and after school activities – such as breakfast and youth club

Mixed Groups

We propose to organise our young people into groups determined by the circumstances at that time, typically meaning that we will accommodate young people who are close to exclusion and need a placement at our school. Our strength is in being able to ensure support for all young people at the point of exclusion, irrespective of age, gender or barriers to learning. We anticipate that the group will comprise young people across a range of ages, mixed by gender, at different stages of learning (whether age-related or not) and experiencing barriers to learning that require quick intervention.

Small Groups

Because of the nature of the groups we support, we choose to work with small numbers of young people so we can manage the needs as well as providing effective individual learning plans (ILP). These smaller groups ensure that we can offer an environment geared to nurturing young people through their barriers to learning and instil the values of behaviour and respect for others.

Team of 3 Staff

A high staff to pupil ratio enables close support, which is crucial for establishing stability within a disaffected young person's circumstances: young people can be given extensive individual time for mentoring, coaching and personal development activities as well as interventions around behaviour or learning. Staff can support each other in the classroom enabling them to visit young people on placements, in transition activities or at home. The team structure allows the school to ensure appropriate arrangements for safeguarding, staff absence cover and personal planning activity time (PPA).

All young people stay together in the group of 9 throughout each day. During lessons a lead member of staff takes responsibility for the educational content of the lesson, but each young person receives support from a member of staff, appropriate to meet their needs. This often means that 3 or 4 young people at similar levels of learning will be sat at a table together, being supported as required by a member of staff.

Keyworker

Allocating each young person with a keyworker provides an important and consistent link for them. The keyworker will take the lead with pastoral support as well as oversight with attendance, behaviour, and provide transition support and reporting. They will build relationships with families and take an active role with supporting agencies and meetings involving their young person. They will champion a young person's journey with the school, keeping track of progress and learning achievements and ensuring that appropriate 'next steps'

are planned and implemented.

Classrooms

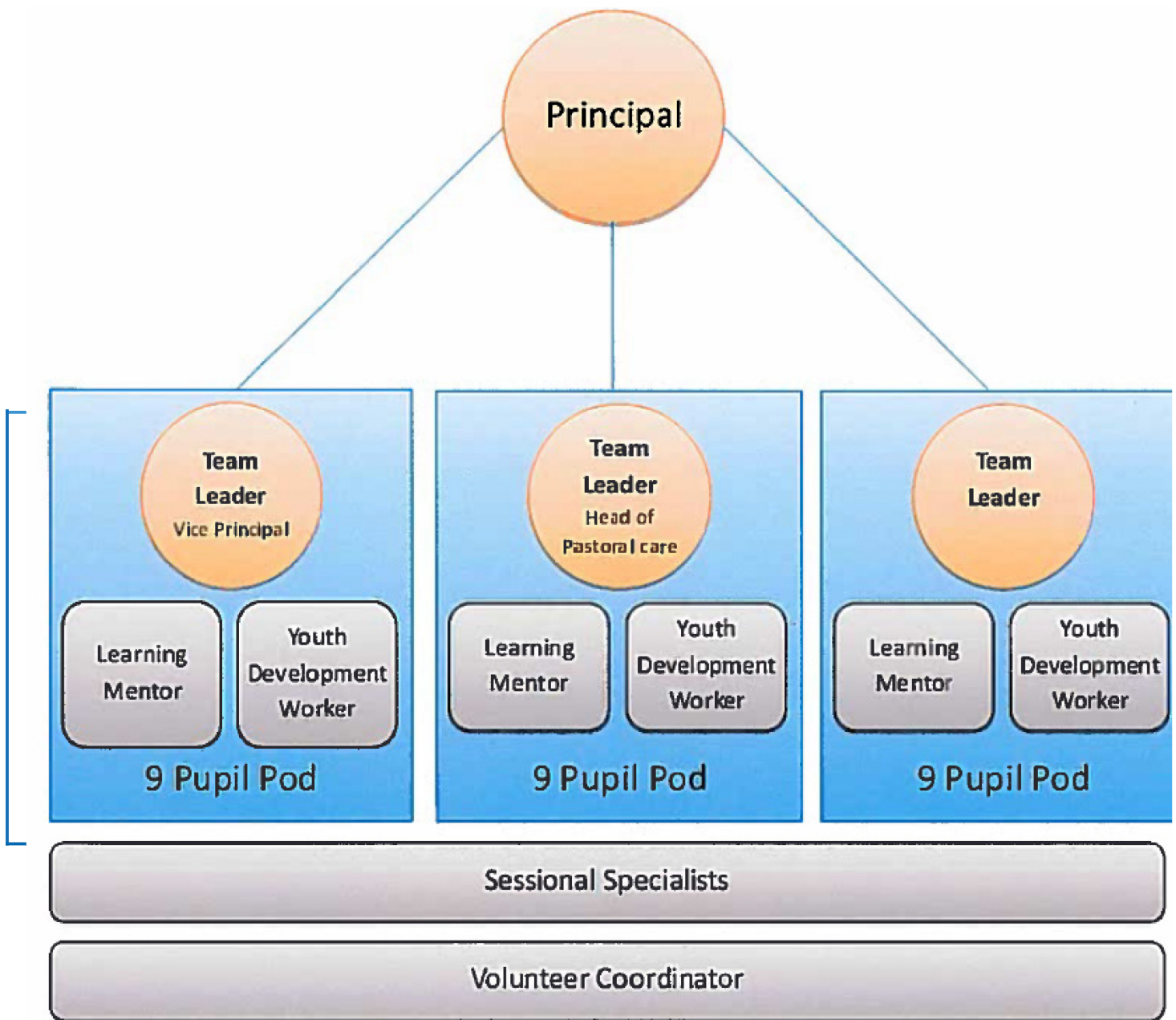
The bespoke classrooms in our existing schools have been created to provide a safe, spacious, well-resourced and stimulating environment for learning. They are characterised by zones, such as the learning area – with tables and chairs, ICT area – with 9 computers linked to a colour printer, social area and recreation area. Each feature of the classroom plays a part in the daily routine for young people and doubles up as an ideal community resource outside of the school day. Each classroom benefits from new technology linked to the Internet such as interactive whiteboards. Young people can operate in any part of the classroom that is most conducive to their learning objective. During sessions they are encouraged to move about to make the most of the range of resources.

After School Activities

Young people are encouraged to attend the breakfast activity and any after school activities. These do not form a compulsory part of the school day, but allow for time away from the school part of the day.

Breakfast is organised by the school staff, who use this opportunity to offer pastoral support. After school activities, such as youth clubs, are run in collaboration with our partner. Young people attend these on a voluntary basis.

03: Show how your staffing structure will deliver the planned curriculum.



The TLG team of three is a tried and tested formula, the deployment of which has been honed over the past 14 years. Drawing together complementary skills, talents and disciplines, young people benefit from the consistency of relationships that TLG believe to be one of the keys to success. A broad and balanced curriculum, together with high levels of one to one support, is further enhanced by the use of sessional teachers / trainers / specialists, and appropriately trained classroom volunteers.

The team of three is able to work flexibly in lessons and adopt a range of approaches to meet the needs of the group. For example, one of the team may lead a lesson while the other two provide individually tailored support for pupils as directed by the lesson plan. In another example, staff may work separately to teach up to 3 sub-groups of pupils, who may be following different levels or even courses of study within the timetabled curriculum block.

The TLG AP Free School will retain the principle of the team of three leading pastoral care and education planning for nine pupils, whilst benefiting from the broader curriculum opportunities enabled by interchange with parallel staff teams. Best practice for the parallel operation of 9 pupil pods has been developed over the past ten years in TLG's Bradford Education Centre. Key principles include:

- Separate identity for students – they understand they are part of a group of students with a core team of three staff
- Physically separate space. Although rooms may be connected by a door or corridor, each of the pods operates in a distinct and separate classroom.
- Separate entrance and exit, enabling the interaction between pupils to be well managed and relationships between the groups to be built at times and in ways that are appropriate.
- 'On Call' facilities from one team to another on the rare occasions where additional support staff are required to respond to an incident.

Key Roles

Principal- the leadership and management necessary for the school to fulfil its obligations in providing outstanding education for young people. The Principal will lead the team in maintaining and developing the culture, vision and values of the school, taking ultimate responsibility for delivering educational excellence. The Principal will:

- Line manage both team leaders and the volunteer co-ordinator;
- Lead on strategic relationships with referring schools and local authorities;
- Support the governing body to engage in the school directly;
- Lead on SEN;
- Take an active role in leading part of the Skills for Learning curriculum block across both groups (20% of time).

Team Leader (Vice Principal & Head of Pastoral Care) – leading the team delivering pastoral care and education planning for nine pupils.

- Line manage a team (Learning Mentor, Youth Development Worker, and Classroom Volunteers);
- Coordinate and supervise sessional specialists;
- Lead on individual referrals from schools and local authorities;
- Either the Vice Principal or the Head of Pastoral Care will take overall responsibility for behaviour management, with each team leader being responsible for behaviour management within their pod of nine students;
- Take an active role in leading part of the Skills for Learning and the Skills for work curriculum blocks.

In addition to the team leader role, the following areas of responsibility will be delegated: The Vice Principal will deputise for the Principal in all aspects of the leadership of the school. The Head of Pastoral Care will lead the staff team in maintaining the ethos and systems appropriate to supporting young people.

Youth Development Worker- blending formal and informal education, building relationships during and beyond the school day.

- Take an active role in leading the Skills for Success curriculum block;
- Leading the extended school programme, utilising suitably trained volunteers and partner organisations, including after schools and holiday activities;
- Supporting re-engagement in mainstream education through one to one support visits to support students in their move on context.

Learning Mentor- supporting classroom education, through supportive pastoral relationships.

- Supporting students to engage in the broad curriculum;

- Take an active role in leading the Skills for Life curriculum block;

Sessional Specialists

- The use of sessional specialists will ensure the curriculum is broad and balanced, even through periods of change within the small teaching team.
- The use of sessional specialists will introduce vocational specialisms and special interest education that complements core subjects.

Volunteer Coordinator

Mobilising members of the local community, with a specific focus on those connected to the partner church. Enabling volunteers to play an active role in supporting classroom education, helping to provide an engaging mix of beyond school activities, linking to vocational and work placements and supporting parents and carers as 'family support volunteers'.

Build-up of staff

Given the comparatively small number of referrals needed by the school, and the pre-existing referral pattern representing an average of 96% occupancy over each of the past two academic years, TLG propose to launch the AP Free School from September 2014 in line with current capacity of 27 students in three pods of nine pupils. As a result, it is proposed that the staff be appointed and inducted from September, with the full staff team in place from the AP Free school opening in September 2014.

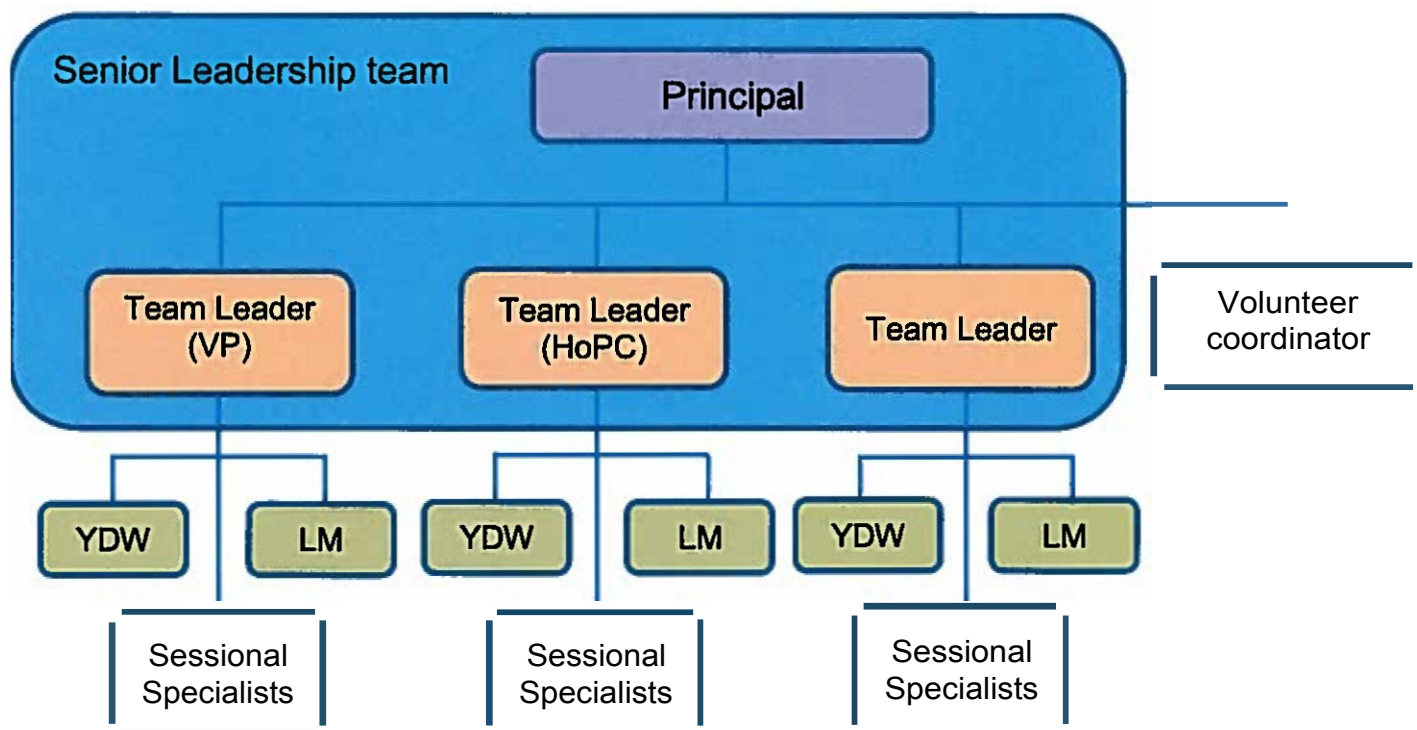
Senior Leadership Team

The Senior Leadership Team, are the key leadership group within the school, as well as having a major role to play in the day-to-day running of the school. All members of the SLT have particular responsibility for the development, delivery and monitoring of whole school systems and practices, the support and supervision of the staff team, and ensuring the appropriate discipline and culture is fostered within the school. They will play a crucial role, through the systems of line management, in ensuring that the School Improvement Plan is a working tool, which moves the school forward. This is a key aspect of ensuring that the ethos of the school is given a practical focus and it is the responsibility of the Senior Leadership Team to ensure that the vision for the school is delivered by working effectively with all staff, partners, parents / carers and students.

The SLT will represent the public face of the school, and maintain a good public profile and excellent relationships within the community. The SLT is the decision-making body of the school. Decisions will be informed, as far as possible, by the views of staff. through the normal consultative processes of the school.

The senior leadership team will consist of the Principal and the three Team leaders, which include the responsibilities of Vice Principle (VP) and Head of Pastoral Care (HoPC). In keeping with the demands of a small school, the VP and HoPC will lead responsibility in the classroom. However, given the provision for sessional specialists, work placements / classroom volunteers, any management responsibilities beyond the classroom can be accommodated.

Organogram



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

The Needs of our Pupils

Behavioural, Social, Emotional and Pastoral Needs

One of TLG's primary aims is to 'address the individual social, emotional and learning needs of young people and develop their self-esteem.'¹⁵ As an Alternative Provider for those pupils who are on the verge of, or are being, permanently excluded, it is therefore the intrinsic common factor of all pupils who attend TLG that they have behavioural needs. These may be related to a variety of factors such as socio-economic, emotional, pastoral, or clinically diagnosed disabilities such as ADHD, Autism or mental health issues. Most pupils are in some way disaffected with school. As a result they often have negative attitudes to learning, especially in traditional mainstream settings. We often find that pupils do not have aspirations because they come from families where no-one has been to college, or worked.

At TLG Bradford most pupils have social needs, such as chaotic families, one parent families, unemployment, poverty, parents on drugs or alcohol dependent and so on. Some of our pupils, are involved with the Police. Pupils with social needs often have very acute pastoral needs. Most pupils arrive with low Self-Awareness. Some have mental health issues. Often these pupils lack social skills that enable them to communicate effectively.

Special Educational Needs

Many of the students at TLG have other Special Educational Needs, which are secondary to their behavioural, social, emotional and pastoral need. For a few this may be the primary need and the BESPd may be present due to this underlying need not being met in the mainstream

¹⁵ See Section C, Our Vision ref. 1a

situation. In January 2012, the national percentage of pupils with SEN but no statement was 17% and those with statements 2.8%¹⁶. At TLG Bradford 100% of our YP are at Action Plus and 30% have statements. The profile of students varies in each cohort, but is likely to include those with:

- ADHD;
- Anxiety Disorders;
- Attachment Disorder;
- Autism;
- Asperger Syndrome;
- Conduct Disorder;
- Dyspraxia, Dyslexia;
- Vision or hearing impairment;
- oppositional Defiant Disorder;
- Pathological Defiance Disorder;
- Tourette's Syndrome.

Additional Educational Needs

At TLG Bradford the intake of pupils in autumn 2012 included 9% who were Looked After Children (LAC) and 30% who were under Social Care. 85% were on Free School Meals. Occasionally, a pupil is referred to us who has English as an Additional Language.

Gifted and Talented

We currently have 9% who have been identified as gifted and talented. 'Gifted and talented' pupils sometimes have other learning needs, whether specific or behavioural, meaning they are often disinclined or unable to perform to their maximum potential, sometimes resulting in exclusion. Examples may include:

- Good verbal skills, often with extensive appropriate vocabulary, but poor writing skills;
- High achievement in all areas, despite being disruptive and frequently out of lessons;
- High achievement in one area only;
- Ability to achieve above the average peer, but due to low motivation is not currently achieving;
- Autistic, or other SEN. which indicates high ability that is not being reached due to the other issues;
- Ability to achieve highly, whether in only one area or all areas, but unable to maintain concentration and attention long enough to manage an average lesson;
- Ability to use various strategies to disguise ability (perhaps afraid to be seen as clever) or to distract from the lesson due to boredom or other factors, yet able to achieve highly;
- Good academic ability but poor interpersonal skills.

Disabilities and Therapeutic Needs

In line with our aim to 'address the individual social, emotional and learning needs of young people and develop their self-esteem', it is possible that from time to time TLG centres will be asked to accommodate young people who have physical disabilities. However, this should be the exception, as such pupils should be appropriately catered for within the mainstream setting or a special school.

TLG works with pupils who have a range of emotional needs. Therapeutic needs are those which are primarily the emotional needs that are the underlying cause of behavioural difficulties. If the presenting behaviours are serious aggression,, self-harm, sexualised behaviours or other

¹⁶ <http://www.education.gov.uk/lrsgateway/DB/SFR/index.shtml>

behaviours that put the child at serious risk, such as persistent absconding or child protection issues, then TLG define this as Therapeutic additional needs. These pupils require additional strategies to the norm. In autumn 2012 the intake of pupils with additional therapeutic needs at TLG Bradford was 29%.

Initial Assessment of Individual Needs and Information Gathering

Referral Process

During the referral process, we identify the known individual needs of all pupils through the initial interview and through the exchange of information with the referrer and others involved with the pupil. Some pupils come with social, emotional and pastoral targets. We work closely with the school using the IEP and/or Statement. Before acceptance onto the programme the Principal will discuss with the referrer, parent/carer, pupil and any other relevant agencies the exact day-to day impact of the needs identified.

Our own Assessments

All pupils referred to TLG are considered on their own personal performance to date and the teacher based assessment of their full potential.

In order to gain a clearer and more complete understanding of each pupil, we have developed a tool for assessing emotional, social and behavioural levels, which staff complete during the first week of each pupil's placement as a baseline assessment. Emotional difficulties can be difficult to define, but the use of our assessment tool enables us to be directive about the needs. For example, most pupils arrive with low self-awareness. We can break this down and may find that the pupil is capable of discussing their general likes and dislikes but is unable to verbalise what they like about themselves. A pupil may be able to recognise their weakness but be unable to describe their strengths. The assessment can then form the basis of individual target setting.

Whilst at TLG, all pupils are monitored for behaviour, social communication and emotional literacy. Due to the staff ratio we are able to observe pupils daily during lessons and structured social times. At the end of the school day we have a staff debrief when we discuss each of the pupils. Through thorough observation and feedback by all staff we may identify needs that have previously been missed. In some cases issues and particular needs are discovered when staff are following up persistent absenteeism.

Other Agencies

When a pupil is identified as having difficulties that have not previously been recognised, we contact the referrer and set up appropriate assessments whether with CAMHS, an Educational Psychologist, a dyslexia specialist or any other appropriate agency. Recently a mother dropped in to thank TLG for a report sent to CAMHS which led to a diagnosis for her child and appropriate strategies to be put in place by the college to which the pupil transitioned. The referring school had been convinced that the child was spoilt by the single parent and had failed to investigate the causes of the behaviours.

Most of the pupils come with a team of professionals already engaged in their programme. In cases where the pupil does not arrive with a ready-made team, we will advise appropriate referrals and encourage that a CAF is undertaken.

How We Plan Strategies for Each Pupil

ILPs and a Tailored Curriculum

Using information gathered during the referral process and through initial assessment, TLG will work with the pupil, referrer, parent/carer and other relevant agencies to draw up an Individual Learning Plan (ILP) that sets out how the curriculum will be tailored to the particular academic as well as social, emotional, moral and spiritual needs of the pupil. This will be delivered by TLG staff, and/or through partnerships with other organisations. We may seek to find a specialist in the appropriate area who might come in for an hour a week to work with the pupil and to provide advice to the team. Individual programmes and use of a variety of pedagogical styles will

provide additional support and focus in areas of particular need and extension in the areas of high achievement. We work closely in this to provide the optimum environment for the pupil.

Alongside the academic, PSHCE/SMSC and subject/vocational elements of the curriculum, TLG delivers a Life Leadership programme that aims to empower pupils with the lifelong skills needed for their entry to society. This programme seeks to develop life-long, transferable skills for success and addresses the universal underlying difficulties that most of our students have in self-awareness, self-esteem, motivation, empathy, and working with others.

Pupils at TLG will be organised in terms of their ability. As we have very small groups, it is less important to follow traditional demarcations, such as year group, and more important to ensure that the pupil is receiving teaching at the appropriate level. This may mean that a high achieving maths KS3 pupil is better placed with a KS4 group, or the opposite for a low achiever in maths. Pupils are entered for national exams when they are ready, not according to age. TLG works with individuals from different schools in the main, so the pupils tend to be less concerned about the questions of age, year, key stage and more concerned with how they perform individually. Nonetheless, at the start of the day all pupils will attend the first session and generally all will attend the final session, thus ensuring that they are all an active part of the TLG community.

Target Setting and Review

Following the baseline assessment of emotional, social and behavioural levels, keyworkers set one or more targets that are specific to the pupil's immediate needs. An example might be 'to follow simple written instructions' or 'to use alternatives to swearing'. These are by definition personal and individual and need to be reviewed at an agreed interval with the pupil. This is often daily, but will not be any longer than every six weeks at the pupil's review. Some of the targets set will be intentionally short-term and may therefore last only a few days. We have found that pupils with the behavioural profile common to our cohorts respond better to very SMART targets. For example, one pupil might target collecting several 'trophies' (part of the behavioural management strategy in our centre) in one day with a reward at the end, whilst another might target no red cards during the day.

Using the Their Day tool (explained in detail in Section 06), our staff write messages to the pupils daily to encourage and to develop targets at a personal level.

Agencies and Partners

TLG works closely with external agencies to help identify, provide support for and review provision for pupils' individual needs. We work with YOT, Social Care, Educational Psychologists, CAMHS, GPs, Paediatricians, School Nurse and other health professionals where appropriate, Barnardos, Children's homes, Police, Connexions, CAP, the Drugs and Alcohol Team, 'Off the Record' counselling and others. Pupils or their parents/carers can be directly linked up with the services of external agencies either in or outside of the school environment. In addition, staff can access advice and guidance from external professionals that helps them ensure pupils' needs are being met appropriately in school. For example, where a pupil has mental health issues, we work closely with the medical profession and other agencies to ensure that individual needs are being met through adapting the delivered programme, the staffing, teaching rooms, target setting and other requirements. Where pupils are Looked After (LAC), we work in close communication with Social Care, contacting the Carers on a daily basis and referring to the named social worker when changes are to be implemented. Where staff or social workers have identified a pupil as having significant emotional or therapeutic needs TLG would facilitate a referral to a paediatrician or educational psychologist.

TLG aims to *"develop strong partnerships between the pupil, parent/carer and staff at the school, encouraging effective communication and active participation in achieving positive*

*outcomes for the pupil*¹⁷. Many of the parents have their own individual needs and we liaise to ensure that meeting times and styles of communication are appropriate for them (SEN CP, 2.7). In the case of statemented pupils, we work especially hard to ensure that the parents are involved in the day to day outworking of the statement. We make weekly, if not daily phone calls or texts to update on behaviour, good or bad, and to initiate two way feedback.

Through the partnerships with local churches, parents/carers are offered the opportunity to be linked to Family Support workers who can meet with them to discuss the family needs and find ways to support. For example, [REDACTED]

TLG works in close partnership with the referring school. Pupils on the Engagement Programme¹⁸ will attend the school for part of their week and TLG for the remainder. It is therefore an underpinning agreement that we will engage to communicate regularly with the school in whatever format they prefer. We use regular phone calls, reports, school visits, TLG visits from the school, email and so on to ensure that we provide an inclusive appropriate service to the child. Where pupils have specific needs and in particular, where they have Statements, TLG works closely with the referring school to ensure that these requirements are being met either within their TLG programme or during their school provision. We work with the referrer to agree how we will meet these needs in the same way as we do for those who do not come with Statements. We consider the educational needs alongside the social, emotional and pastoral needs. TLG ensures that all staff are aware of the pupil's statemented special educational needs as outlined in the Code of Practice. We monitor and review regularly the progress (SEN CP Section 8:116) and inform the referrer if we consider that the needs have changed. Where a pupil does not have a Statement, but one is in transition, we work with the school to provide reports and information as requested by them. We also attend and provide a report as required for the Annual Review of the Statement (SEN CP Section 9:1).

TLG aims *"to collaborate with referring schools, academies and Local Authorities in delivering a tailored curriculum and providing support for transition and reintegration"*¹⁹. All TLG pupils will receive support in transition to their chosen destination as we know from experience that the success is directly proportional to the communication with the destination. When a destination is identified the keyworker for that pupil will make contact with the named person responsible for the transition. A meeting will be set up with the contact/s and the pupil to discuss the needs of the pupil, to ensure that the curricular pathway chosen is appropriate and relevant. For students with Autism we work to produce an appropriate package such as photos, written instructions, maps, timetables, contact names and numbers, prompt cards, Social Stories and so on. We may do home visits, or transport the parent and child to the destination. An action plan will be put in place to ensure that all eventualities are considered. Transition may be through familiarisation with the new school/college/alternative provision, which may need to be supported by staff at TLG. We work in conjunction with Connexions so that support is consistent. TLG records data about the pupil on the 'Lighthouse' system, and this will be used to generate appropriate reports and transfer of information to the new provider. For pupils who have needs over and above those of the average pupil, TLG will ensure that there is an appropriate IEP/ILP/Statement or other means of identifying and outlining these individual needs. TLG aims to keep in close contact with other parties involved with the child. In this way,

¹⁷ See Section C – Our Vision ref.2b

¹⁸ The Engagement Programme – See Section C, Key Features of our School

¹⁹ See Section C – Our Vision ref.2a

transition is merely an extension of the regular communication and inclusive model that we use. We believe that working with other agencies develops confidence, motivation, and self-awareness.

Teaching and Learning Approaches that Inform Planning for SEN

Although there are tried and tested strategies linked to certain diagnosis many of the strategies are similar and in addition, each individual has their own need. In brief:

- ADHD- clear concise bitesize instructions, routines, time-out cards, kinaesthetic learning opportunities, eye contact to ensure they are listening, minimal wall displays.
- Autism/ Aspergers - visual instructions, quiet room, timetables, routines, clear structure, bitesize instructions, literal vocabulary.
- Conduct Disorder- quiet Room, signal to time-out, praise for appropriate behaviour, immediate and consistent consequences, daily feedback.
- Dyspraxia - appropriate tools such as thicker pens, games to practise hand to eye co-ordination, avoid disturbing once engaged in a task, avoid fluorescent lights or fluttering lights, uncluttered walls and rooms, space to move in.
- Dyslexia - use of different pen colours and background screens, additional reading help such as "toe-by-toe", no reading out loud, regular spelling practice, encourage speaking words/maths problems out loud, write notes to communicate home, handwriting practice.
- EAL- Additional lessons with a trained specialist, word games, "my story", flexible approach, repeat and restate.
- ODD - clear structure, contract of expectations, clear statement of consequences before they occur, seating in pairs and teaching group as small as practical, routines, earned rewards, never engage in verbal battle but use clear directions.
- PDA- allow pupil to 'help' others, responsibility, introduce goals gradually, praise, avoid confrontation using distraction, use role-play.
- Physical impairment- appropriate aids such as thicker pens, slip-mats, larger working area, position in room to allow easy access.
- Tourette's Syndrome- Sit where the child does not feel as though he is being stared at, time-out card, quiet room, agreement with staff of a discreet signal to leave to release a tic.
- Hearing- written instructions, face the pupil when speaking, check communication, speak slowly, repetition, point to the person speaking in a group setting, stand still when speaking, use body actions.
- Visual- Clear handwriting/printed sheets with larger letters, black pens on white board or yellow background e.g. Powerpoint, avoid lights that cause glare, setting work not too 'busy', minimal written instructions.

Examples of other adaptations may include a change of room to accommodate pupils with claustrophobic tendencies or splitting lessons in half with a short break for those with attention difficulties, 1:1 support, minimal wall displays and clutter, routines, designated place for things like books and so on. All these adaptations will be discussed at the interview and included in the Individual Learning Plan as being in addition to what is customarily offered to pupils. We work with the pupil to hear their views on their own needs and the support that they would like (COP 3:1, 3:2). We do this through 1:1 interview, ongoing discussions, our online '*Lighthouse*' system, feedback for meetings and where appropriate attendance at meetings.

We will use visual communication in addition to verbal, break tasks down into very small bitesize instructions, allowing extra processing time, support during movement from room to room or area within the room and so on. Pupils with ADHD may need breaks in the session to allow them to refocus. Those with PDA may need to be allowed to control as much of their task as possible through choice. Those with anxiety disorders may need to have their own designated place for working. Those with autism may need headphones while they work on a task.

Resources Including ICT

We use a variety of resources that support our curriculum as outlined in Section 01&2. In addition, for pupils with reading difficulties we are currently using Alpha to Omega and/or Toe- by- Toe.

- ICT is used across the curriculum and is a particularly useful tool in engaging and supporting pupils with special needs. For example;
- Dyslexia - coloured screens e.g. 'BKSB' (used within Functional Skills teaching) has this option and we encourage pupils to find the screen they like best.
- Visual impairment- differentiated work in large letters and easy to read (e.g. comic sans) fonts.
- Writing difficulties- use computers to speed up process and develop confidence. There should still be some handwritten elements to ensure that pupils can make themselves understood through this medium.
- English - use spell and grammar checkers to help them feel they have completed tasks that are not intentionally testing these areas.
- Emotional Needs - ICT allows a non-threatening and non-judgemental environment, is more motivational if used appropriately, and broadens the opportunities for success.
- For pupils with PDA and other associated disorders it allows pupils to have some autonomy and control of their learning.
- For pupils with ADHD and associated disorders it provides instant responses/assessment outcomes etc.

In addition:

- ICT Allows pupils to work on manageable tasks without the peer pressure.
- IT support team allows for adapting for left-hand, or physical difficulties with mouse speed etc.e.g. dyspraxia.
- ICT offers repetitive activities but in different settings to enhance learning.

How SEN is planned for in Whole School Approach

Physical environment

Our classrooms are small enough to be intimate but large enough to avoid claustrophobia. We use an informal setting for some group teaching, with sofas and a whiteboard. We have found that many pupils prefer this and learn better than when sat at tables. Pupils can have their 'own' computer, which aids learning for those with PDA, OCD and often those with Attachment Disorder.

Research indicates that a cheerful, light environment is essential to learning. Natural light will be a feature, light coloured walls and good lighting are also essential. There is evidence that walls should not be cluttered with too much information to avoid sensory overload, and that displays should be coherent, ordered, appropriate and up-to-date. Many pupils and families at their initial interview comment on how peaceful the environment is. Much of this is due to a minimalist approach. The majority of pupils come from chaotic backgrounds, often cluttered and disorganised, so we have found that an ordered, uncluttered, organised approach helps them to settle. This includes a place for their work, routine within the day as well as within the use of rooms, and an easy to clean environment. Pupils are encouraged to clean up at the end of their session in preparation for the next. All centres are designed to cater for the needs of physically disabled pupils.

On arrival at TLG pupils have an induction which includes a tour. For those who need it, such as Autistic or Asperger's pupils a map is provided and games that involve visiting and re-visiting

rooms so that familiarisation takes place. A Fire Drill is done using different scenarios and pupils have to decide which the safest exit is and for the sake of visual and kinaesthetic learners, have to take the route.

Staff Roles, Organisation and Teamwork

TLG is committed to a high staff to pupil ratio, allowing for a high level of individual support. Where pupils have needs beyond our general provision we plan to provide even higher ratios through the use of volunteers, allowing for 1:1 support at least for part of their individual programme. Due to the high ratio of staff to pupils we are able to engage pupils in developmental discussion outside of lessons, thus promoting learning in all situations. For example, in a lesson for two of our G&T students, they started a 'fact off' about the planet Mars. The tutor was able to develop this with them and allow them to direct their learning for that lesson.

The core staff team will consist of teachers, learning mentors and youth development workers. In addition, we involve volunteers with specialisms such as drama, art, English to add rigour and support those who have identified specific needs. Where a pupil requires additional support for their English, we are able to access staff who are trained in EAL who can provide this service. The staff works as a team, interchanging the teaching, mentoring, named person roles. For those with extra needs, one member of staff may be identified to work in a specific area, for example a pupil whose therapeutic needs are extreme anger and aggression will have individual anger management sessions, or a pupil who is gifted at maths will have additional maths sessions.

All our pupils will have access to a keyworker to identify and target their own specific needs. The Principal will determine which staff are keyworkers for all individual pupils and will endeavour to match expertise with the appropriate needs, whether being a Looked After Child, an SEN or a pupil with additional needs. The role of the keyworker is to ensure that needs are met and to build a relationship of trust with the young person and the family. This will also apply to gifted and talented pupils.

Behaviour and Reward System

TLG recognise the belief that 'all behaviour is communication' and designs its programmes accordingly. For those with therapeutic needs this requires consistency of behaviour management such as our reward system and Lighthouse feedback; high staff input with a ratio of 1:3; structure and clear boundaries, such as our pupil contract. These strategies are explained fully in Section D6. Staff receive on-going guidance for the pupil's management, use of external professionals, and regular debrief and review. We have become practised in discerning the appropriate level of rewards for individual pupils in terms of short-term/long term, type of reward, private/public and so on. All TLG staff work together as a team to use the agreed plan for each individual with social, emotional and pastoral needs.

How we Monitor Needs to Ensure Pupils are Progressing

Staff Observation, Communication and Follow-up

All staff are expected to monitor the progress of the pupils. Good monitoring involves constant observation and due to the staff ratio we are able to observe daily. At the end of the school day we have a staff debrief when we discuss each of the pupils and plan follow up and strategies. We will discuss the individual needs and the Principal or keyworker will refer to the specific issues for each pupil. Regardless of the specific needs, we expect all pupils should make consistent progress.

Pupils are given choices throughout the day and throughout their programme. We have found that success occurs most readily where pupils feel involved in their learning. Monitoring is more

successful when communication is frequent and involves the pupil. Feedback to pupils, through their preferred communication method, enables further progress and development of more strategies, alongside developing the skills within the child to take responsibility for their own progress. TLG has its own bespoke online programme called My Day, which gives pupils a forum at the start and end of each day to communicate online with the staff. For some pupils this is a way of informing us of issues, sharing confidential information and for some it is simply their easiest way of communicating.

Staff monitor and track progress using our emotional, social and behavioural assessment tool (discussed previously above). Staff will identify specific targets and work with the pupil at progressing so that they are then able to move on to developing self help strategies. It is the intention that pupils will move a minimum of 1 level in targeted areas each six weeks. Due to the nature of these behaviours it is not a simple progression as in NC levels, rather the purpose of this assessment is to prepare the pupils for re integration into mainstream school or progression to other provisions. We develop this through a 'Retracking booklet', which follows their journey.

In addition we have regular half termly Reviews with the parent/carer, referrer, child and any other appropriate person, such as social services. At the meeting we discuss how needs are being met, what progress is being made, and what targets need to be set for the next period.

Role of the SENCo

The Principal has this role in TLG Bradford and is supported by expertise within the Multi-Academy Trust and across the TLG family of schools. The Principal is responsible for developing effective ways of overcoming barriers to learning and ensuring that teaching is at least 'good' and effective. This requires assessment of the pupil's needs at interview, analysis of how this can be effectively incorporated into the pupil's individual programme, and monitoring outcomes. All staff are expected to set effective targets for the pupils, but the Principal, as part of the SENCo duties will monitor these targets at the review.

In addition the Principal ensures that all staff liaise with parents/carers and other professionals regarding the specified needs of the pupil. At times this will take the place of advising and supporting others in the 'team around the child'. To ensure good outcomes this will also involve overseeing the collection and recording of data and the use of IEPs or ILPs. At the end of the pupil's programme the Principal will ensure that a smooth transition takes place and that all the relevant information is communicated effectively.

The following case study is an example of how TLG was instrumental in the correct identification, implementation of strategies and monitoring and review of one pupil's specific needs:

Case Study: XXXXXXXXXX

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

Context for Pupil Achievement

This proposal for setting up our TLG Bradford AP Free School draws heavily on the current practice of our existing independent school. In this section we will talk a lot about features that we have spent time embedding in our day to day practice. Many of the essential aspects of ensuring pupils achieve and being accountable to parents, carers and referrers already exist, but the rigour required to track, analyse and monitor is not as developed within the school as would be necessary for a successful AP Free School. For this proposal, we are aiming to continue to work with the same disadvantaged young people, our school will:

- Increase its staff
- Shift emphasis from independent to maintained school (s162a to s5) requirements.

All these are significant changes that will impact on the day to day operation. By becoming an AP Free School we will be able to manage these implications and have the resources to improve outcomes as well as being able to demonstrate more clearly the differences we make. This is an aspect that we particularly want to make the most of as we often find ourselves struggling to make the case for our provision.

The nature of achievement is very variable across each young person. If we try to compare success for a pupil who has not attended school for 2 years with that of their peers and find that there is a big difference, it is not that this young person hasn't been successful. The challenge is to use the best methods for driving success, to capture and utilise the available information and to recognise the features that have improved, or not, that enable our school to make a difference.

Areas of Achievement

In order to deliver our aspirations for young peoples' success at our proposed AP Free School, we have identified the following principles to ensure the delivery of our vision:

- Offer a range of opportunities and tailor bespoke activities to meet individual needs;
- Focus on the most likely characteristics for successful learning outcomes with pupils, based on our unique experience and information gathered;
- Build on existing strengths in TLG Centres, such as positive relationships, engaging teaching, effective behaviour management, partnerships and our track record;
- Work towards the expectations of parents, pupils, referrers and the standards expected across schools nationally (such as under s5 and s621a arrangements).

These principles can be broken down into a number of key components that we will use as success measures for individual pupils and the whole school:

Achievement, including Qualifications

We recognise that achievement is captured in both the attainment and progress aspects of a young person's journey. Attainment refers to the courses, activities, targets and programmes that pupils successfully complete. We see these in a broad sense as including academic and other individual targets appropriate for the best outcomes for each young person. Wherever possible, academic outcomes would be accredited as GCSE equivalent point scores when delivered by our school. English, maths and ICT learning would be built on Functional Skills courses. Personal development attainment is through the topics and themes utilised in the ASDAN PSD programmes. Our partnerships become the key to offering 'full' GCSE qualifications. Young people will be able to continue with GCSE's offered by their referring school or as part of the partnerships to enhance the range of attainment within our school.

Progress refers to the steps of development being made by a young person. Capturing accurate attainment on entry and accurate measures of progress will drive the steps involved with planning learning. Typically academic progress will be linked to the national qualifications framework (taking into account progress in national curriculum levels or P scales where appropriate). Although academic achievement is a high priority in our school, establishing the willingness for a pupil to engage in learning needs to come first as many of our pupils are likely to be disaffected.

Teaching

This aspect is key to successful outcomes. It delivers the learning that ensures that the young people make progress and achieve their outcomes.

Behaviour

This refers to our expectations about the typical attitudes and behaviour shown by pupils. We want to develop positive behaviour attitudes and actions that are evident within classrooms, around our school and at home. We can influence and measure these more readily. However, we anticipate that these habits will go beyond our school. In our context we believe that behaviour would encompass pupil manners, bullying, discriminatory and derogatory language and extremist behaviour.

Attendance, Punctuality and Pupil Participation

We would expect to see full attendance on our programmes. Non-attendance means that no planned learning in all our contexts will happen. For a 'non-attender' we need to create the environment in which they choose to participate. It is envisaged that the importance of attendance can be built into the learning and attitudes of pupils. We also expect to develop pupils who can independently contribute to their own futures, so by holding them to account for arriving on time we can support their development. We will expect to see participation in activities during the day and after school. Young people on the Development Programme should be fully participant in the Transition day activities.

Leadership Team

This group has to ensure that the day to day activities operate fully in accordance with the expectations of all involved. They are key to role modelling the important characteristics such as managing behaviour and line managing staff. The senior leadership will seek to ensure all partners are fully involved as well as enabling the key communication with schools, referrers and commissioners is undertaken effectively.

By setting targets for staff within the school there is the opportunity to shape performance in all the aspects necessary to bring about the differences required to improve the outlooks for our young people. These targets tend to reflect personal development objectives as well as strategic objectives, often identified within the school self-evaluation process. Performance Management targets offer a means of checking that staff are up to date with the knowledge and skills required to deliver their activities as well as monitoring progress against targets.

Governance

The Trust's arrangements for governance fulfil a statutory requirement whilst delivering the key accountability context for the Principal. It is essential that the governance structure and personnel have the right knowledge to oversee the school's progress and ask the right questions about the key features. This accountability is a critical aspect for driving the actions necessary for securing the effective, purposeful and productive performance of the school.

School Self Evaluation

The Principal will hold ultimate responsibility for the School Self Evaluation (SSE) process and outcomes, being held to account by the Trust. The SSE document will ideally reflect the

characteristics of the school that are prevalent at the time as well as identifying what aspects need to be improved or developed. This document provides a distinctive picture of the school's features that can be used to monitor its effectiveness both within and without the school. Regular focus on the SSE is essential for achieving changes over time in response to the collection and analysis of key school information.

Parental Engagement

It is essential that parents/carers are involved with the work being done by the school and are satisfied that it is meeting the needs. Support at home is vital to ensure that young people see a consolidated approach being taken by different parties involved in their education. Involving parents reduces the need to explain actions, such as incidents requiring discipline measures, as a regular and purposeful dialogue builds essential trust. Parents/carers can contribute to the learning through taking an active interest in their child's work and progress and again there is the need to involve them as early as possible in the arrangements for courses and other activities. Involvement starts through the process of induction in order to secure permission for any placement to commence. Regular contact, by various means, continues the dialogue. Invitations to events also maintains the contact opportunities.

Partnerships

These are an essential aspect of our plans for the TLG Bradford AP Free School. Developing strong partnerships has a number of benefits, such as:

- Enhancing the curriculum offer
- Providing GCSE qualifications
- Adding enrichment
- Challenging and supporting standards (section 5, behaviour, training etc.)
- Trust with placement and other decisions.

Pupil Views

Since young people are the reason why we run our school, their views are essential in shaping the best practice. By understanding what works or doesn't the school can tailor its provision to meet their needs. Listening to their perspective on learning enables us to focus on strategies that are effective and devise appropriate activities.

Reporting and Feedback

Supports the requirement to be held accountable to young people, their parents and carers and demonstrates the work being done to commissioners and referrers. Evidence collected will drive the planning at classroom level and beyond as well as contributing to the information used to monitor and assess the overall effectiveness of the provision for the Principal, Governors, DfE and Ofsted.

Pastoral Care and Pupil Well-being

Because of the issues that the majority of our young people experience in their lives, we believe that the TLG Bradford must continue the successful work around supporting emotional and behavioural needs that characterise the existing school's work. The individual challenges for each pupil attending our school needs experienced understanding and careful handling as well as a robust set of actions that create a sense of direction and ensure relevant support. We already make this difference in partnership with local schools. Our inclusive school ethos drives our work towards ensuring that the skills and resources needed to support the needs of pupils can be accessed and deployed. We value the personal and social development learning in order to support young people to make safe choices and be able to identify risky situations. Our staff strive to ensure that young people feel cared for and safe within the school.

Environment

We will invest in our premises to provide bespoke, attractive, efficient and safe places for young

people to learn as well as compliance with prevailing School Premises Regulations. Using our knowledge of community centres, youth work and holiday activity provision to shape our environments for multiple activity use.

Staff Morale, Development and Retention

We recognise that ensuring the best practices within the school, so that we can achieve the best outcomes for our young people, require our staff to be up to date – but this can change over time. There is a vital link between the way teachers use their knowledge and skills and the impact this has on overall outcomes. We need to ensure that subject knowledge, contextual knowledge (such as the latest treatments with first aid or practices in safeguarding), system knowledge and innovations can be embedded within our school.

We expect our staff will be given the support to enable them to flourish in our school. We will focus on individual support through the school staff system and wider Trust arrangements. We will seek staff views and ensure that they have the resources and skills needed to be successful and have access to suitable professional development.

Overall Aims

We believe that these areas for pupil achievement will enable us to provide young people, who attend our proposed AP Free School, with the skills, experiences and opportunities to make a difference in their own lives. We have based them on the work that we are currently doing in our existing independent school. They have been developed within the context of our current part time programmes. This proposal intends to continue these successful outcomes within the proposed Engagement and Development programmes utilising the new curriculum.

We want our pupils to be able to:

- Play an active role in addressing their individual social, emotional and learning needs and develop their self-esteem.
- Access pathways to learning with accredited outcomes and recognised qualifications that are building blocks for the future.
- Understand and modify inappropriate behaviour and improve attendance, helping them to make appropriate choices and to facilitate reintegration into schools or further education or employment.

Our proposed AP Free School will continue the work of the existing school towards ensuring that we:

- Collaborate with referring schools, academies and the Local Authority, as well as the new opportunity to work with the DfE, in delivering a tailored curriculum and providing support for transition and reintegration.
- Develop strong partnerships between pupils, parents and carers and staff at the school, encouraging effective communication and participation in achieving positive outcomes.
- Involve organisations, volunteers, agencies and businesses from the local community in working with us to provide support for our young people and their families.
- Employ committed staff who share our vision, values and ethos and model them through all relationships in school and in the wider community. To provide hope and another chance for pupils whose options in other educational settings have run out.
- Teach effectively to secure appropriate progress in learning and development the various skills appropriate for the context and capabilities of each young person.
- Create an environment filled with opportunities both in and beyond the classroom where pupils and their families know they are loved, cared for and supported.

Types of Assessment

We propose to continue the processes for assessment that we have established in our existing

school. We have chosen these systems with the nature of the work that we do and the context that we find ourselves in. They have been experimented with and adopted because they provide the best approaches that we require. We are confident that they can deliver the quality and outcomes needed to assure learning is credibly rewarded as we develop our AP Free School. However, we anticipate that the increase in proposed pupil numbers, increase in staffing and possibility of broadening our curriculum offer through partnerships may require these types of assessment to be enhanced further on. The following types of assessment will be used to deliver our aims around pupil achievement:

National Open College Network (NOCN)

The key features with this type of assessment are:

- Assess the Functional Skills assessments in English, maths and ICT;
- Summative assessment through written exam papers that can be sat at the school;
- Exams can be set up at any point in the year – so linked to ends of programmes;
- No age restrictions on these qualifications;
- All subjects can be assessed at Entry Level 1, 2, 3 and L1 and L2;
- E1, 2 and 3 written exams internally moderated with external verification meetings agreed with the exam board;
- L1 and L2 exams externally moderated;
- Reading and writing examined by paper;
- Speaking & listening examined by internal verifier (trained member of TLG staff);
- One paper covers all aspects of maths;
- One paper covers all aspects of ICT;
- Mark schemes can be contextualised for our pupils;
- Special/reasonable adjustments can be applied for to ensure access for all pupils, for example support with reading.

GOALS(EDI)

The key features with this type of assessment are:

- Functional skills baseline assessment tool for English, maths and ICT;
- Formative assessment through online tests;
- No age restrictions on these assessments;
- All subjects can be assessed at Entry Level 1, 2, 3 and Level 1 and 2;
- Online test result available within 24hr (mostly immediate feedback).

ASDAN(PSD)

The key features with this type of assessment are:

- Assesses aspects of PSD through a portfolio of evidence. All topics offered within the scheme provide broad range of options for study;
- Summative and formative aspects of assessment;
- Units completed mean pupils can gain Credits;
- Programmes available at Entry 1, 2, 3 and Level 1 and 2;
- All aspects moderated internally;
- External standardisation of sampled work across all levels;
- 5 x external moderation deadlines throughout the year with certificates being available within 4 weeks

Specific Targets for Pupil Achievement

If we are successful with this proposal, our TLG Bradford AP Free School would start in September 2014. Within the first year, we are led to believe that the school would be inspected by Ofsted under the arrangements for Independent Schools (section 162a of the Education Act). Once successful, the next inspection within 2 years will be carried out under the section 5 arrangements (amended September 2012).

This proposal will set targets for the school as measured under s5 which means that our existing school will need to make changes to accommodate the 'new to us' requirements. These requirements should still meet the existing s162a regulations. We believe that with becoming an AP Free School, and the support and resources available to us, we can successfully make these changes. Our school is currently judged 'good' under s162a, but we recognise that adapting the s5 arrangements is not like stepping sideways, but is a significant re-focus on a range of new challenges.

Achievement, including Qualifications

For the first inspection under s5, we want:

- 'Achievement' to be judged as 'Good' (Grade 2) by Ofsted.
- Using our assessment tools, we can show that most pupils on our Engagement Programme make gains of 0.7 National Curriculum points (0.6 GCSE points) or better each term and pupils on our Development Programme make 1.3 National Curriculum points (1.2 GCSE points) or better each term.
- Pupils are accessing programmes that ensure ambitious outcomes and are successfully completing these programmes and achieving the levels.

In order to achieve this target we need to ensure that:

- Progress is clearly evident with relation to starting points across all learning as well other aspects such as reading and writing.
- Work scrutiny demonstrates progress and depth of learning.
- Pupils and staff are aware of learning.
- Teaching is good.
- Pupils have opportunities to apply skills.

Teaching

Teaching judgements under s162a for our existing school are measured differently to teaching under s5. For the first inspection under s5, we want:

- Teaching to be judged as 'Good' (Grade 2) by Ofsted.
- At least 65% of lessons will be judged as good or better; some lessons will require improvement; no lessons will be inadequate.

In order to achieve this we need to ensure that:

- Most pupils and groups make good progress and achieve well over time.
- Teachers demonstrate high levels of expertise and subject knowledge, with the expectation that pupils will achieve well, enabling pupils to acquire knowledge, deepen understanding, and develop and consolidate skills.
- Teachers take into account previous learning and attainment to plan, manage and deliver so that pupils learn well.
- Teachers check learning using different methods and pupils know where they are at and what to do to improve.
- Teaching develops reading, writing, communication and maths as well as weaving opportunities for SMSC development into lessons.

Behaviour

The characteristics of behaviour under the arrangements for our existing school under section 162a are measured differently to behaviour under section 5. Our successes with progress and improvements in behaviour will be evidenced on an individual pupil level, where we can demonstrate that our work has changed their behaviour from whatever the starting point was. The specific targets for behaviour will be:

- **'Behaviour and Safety' to be judged as 'Good' (Grade 2) by Ofsted.**

- In at least 65% of lessons, behaviour will be judged as good or better; in some lessons it will require improvement; in no lessons will it be inadequate.

In order to achieve this we need to work towards:

- Consistently positive attitudes to learning and pupils have good manners;
- Low level disruption in lessons being uncommon and behaviour is managed well.
- Seeing marked improvements in behaviour over time.

Attendance, Punctuality and Pupil Participation

Attendance is a contributor to the judgement on Behaviour and Safety. Although we measure attendance, punctuality and participation for individual pupils we do not have a National Average level for our existing school to aim at. However, we are committed to improving attendance. For the first inspection under s5, we want:

- 'Behaviour and Safety' to be judged as 'Good' (Grade 2) by Ofsted.
- School average attendance 2014-15 = 90%

In order to achieve this target we need to ensure that:

Pupils attend regularly and are punctual to lessons.

Specific Targets for School Performance

Leadership Team

Leadership is inspected under Leadership and Management, which is not currently judged under s162a. However, we believe that the current context of our existing school has been born out of a strong TLG leadership and management culture that we will aim to build on with our proposed AP Free school. For the first inspection under s5, we want:

- Leadership and Management judged as 'good'

In order to achieve this we need to ensure that:

- Leaders have high expectations and ambitions.
- The curriculum is effective for all.
- Leaders are focussed on improving learning, self-evaluate well and plan effectively.
- Safeguarding meets requirements.
- We are working well with parents.

Governance

Governance is linked into the judgment on Leadership and Management, and is not currently Judged under s162a. For the first inspection under s5, we want:

- Leadership and Management judged as 'good'

In order to achieve this we need to work towards:

- Governors consistently communicating high expectations and ambition;
- Governors, or those with similar responsibility, systematically challenging senior leaders.

School Self Evaluation

This is linked to Leadership and Management. For the first inspection under s5, we want:

- Leadership and Management judged as 'good'

In order to achieve this we need to ensure that:

- School self-evaluation is robust and the school's actions are carefully planned, concerted and effective.

Parental Engagement

This is linked to Leadership and Management. For the first inspection under s5, we want:

- Leadership and Management judged as 'good'

In order to achieve this we need to ensure that:

- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.

Partnerships

This aspect is directly linked into the judgment on Leadership and Management, and an aspect in Achievement, though its value is felt throughout the school's provision. For the first inspection under s5, we want:

- Leadership and Management judged as 'good'

In order to achieve this we need to work towards:

- How effectively the school works in partnership with other schools, external agencies and the community, including business, to improve the school, extend the curriculum and increase the range and quality of learning opportunities for pupils.
- Effective engagement with key stakeholders;
- Utilising information provided by external organisations.

Pupil Views

These support several judgements. They are inspected under Achievement, Teaching and Behaviour & Safety. For the first inspection under s5 we want:

- All these aspects to be judged as 'Good' (Grade 2) by Ofsted.

In order to achieve this we need to work towards:

- Gathering pupils' views of learning and progress across year groups of different groups;
- Pupils' responses demonstrating sufficient gains in their knowledge, skills and understanding, including literacy and maths;
- The views expressed by pupils of their experiences of other's behaviour and attitudes towards them are good.

Reporting and Feedback

These support several judgements. They are inspected under Achievement and Teaching. For the first inspection under s5, we want:

- All these aspects to be judged as 'Good' (Grade 2) by Ofsted.

In order to achieve this we need to ensure that:

- The school effectively uses its own records of pupils' progress.
- Teaching should be understood to include feedback.
- Teachers monitor pupils' progress well and use the information well to adapt teaching.
- Pupils understand well how to improve their work.

Pastoral Care and Pupil Wellbeing

Aspects of this are inspected under Achievement (groups, SEN), Teaching (positive climate), Behaviour & Safety (responses to behaviour) and Leadership & Management (vision, promotion of safe practices). For the first inspection under s5, we want:

- All these aspects to be judged as 'Good' (Grade 2) by Ofsted.

In order to achieve this we need to support:

- The progress that the lowest attaining pupils are making;
- Discussions are happening with pupils about their work.
- The use that is made of other staff (e.g. Learning Mentors);
- Activities in and outside the classroom, such as additional support and intervention;
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- The impact of the school's work to follow up and support excluded pupils.
- The experience of particular individuals and groups, such as disabled pupils and those who have SEN, looked after children and those with mental health needs;
- The curriculum promotes spiritual, moral, social and cultural development of all pupils.
- The satisfaction of pupils;
- How well the school helps pupils prepare for life in modern democratic Britain and a global society, and to prevent any extremist behaviour;
- The safeguarding of pupils; the promotion of safe practices and a culture of safety, including e-safety.

Environment

This aspect is linked into the judgment on Leadership and Management. For the first inspection under s5, we want:

- Leadership and Management judged as 'good'
-

In order to achieve this we need to work towards:

- Improving the school;
- Operating in such a way that statutory duties are met;
- The financial resources made available to the school are managed effectively.

Staff Morale, Development and Retention

This aspect is linked into the judgment on Leadership and Management. For the first inspection under s5, we want:

- Leadership and Management judged as 'good'
-

In order to achieve this we need to work towards;

- The robustness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled.
- A strong link between performance management, appraisal and salary progression;
- The coherence and effectiveness of the programme of professional development, and the opportunities provided for promotion (based on staff needs).
- The accuracy with which best practice is identified and modelled.
- Supporting and strengthening school leadership.
- Providing challenge and hold the Principal and other leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety;
- Using performance management systems, including the performance management of the Principal, to improve teaching, leadership and management.

Purpose of Targets

The targets set out above are intended to ensure that we adopt a whole school approach for raising pupils' achievement. They have been created to ensure coherence across all the aspects we need to measure as areas of achievement. Each aspect contributes to the overall effectiveness of the school. We would anticipate that in order to be judged a 'good' school

overall by Ofsted then achievement, teaching, behaviour and safety and leadership and management each need to be 'good'.

These targets are intended to ensure that there is appropriate, accurate and detailed information available about the different aspects of the school that are needed for:

- Self-evaluation for school staff
- Whole school evaluation for the Principal
- Reporting to parents and carers
- Reporting to commissioners
- Reporting to other interested parties
- Strategic planning by the governors
- Reporting to company members.

Monitoring and Reporting Systems

Purpose of Assessment

The purpose of assessment is to allow our staff to make decisions about the young people's education and enable us to capture and chart their progress. Assessment will also allow our staff to identify and support special education needs. Young people are entitled to have their achievements recognised and we use on-going assessment to ensure this happens. Every member of staff can contribute to the assessment process in order to achieve the best outcomes for our young people and influence planning.

Assessment for Learning

During our teaching activities we aim to gather information which enables staff to:

- Capture accurate levels of skills and knowledge that a young person has – baseline data;
- Evaluate and record pupil's attainments and identify strengths and areas for improvement;
- Evaluate our teaching effectiveness and plan for future teaching and learning;
- Match the work to the needs of individual young people;
- Compare individual and school levels of attainment and progress with that of the wider alternative education provider network;
- Provide reliable information to parents and colleagues about progress and development.

Classroom Practices

Assessment for learning in the classroom is carried out through the 3 key activities of marking, teacher feedback and self and peer assessment.

Marking - The purposes of marking are to:

- Marking will be consistent and young people will be made aware of the criteria;
- Marking will be completed in a way that gives clear feedback to the young people on their level of learning, their strengths and weaknesses so they can continue to learn;
- Detailed constructive comments using a praise model such as '2 stars' and a 'wish' e.g. "I like a and b, now going forward can you focus on c" ;
- Marking will be legible and in language the young people will understand;
- Marking will emphasise good presentation, spelling and punctuation;
- Records of marking and moderation will be kept by staff and in Portfolios;
- Young people are then given the time to read, reflect and feedback their thoughts.

Teacher Feedback- Staff will give regular verbal feedback to pupils both in the group and 1:1 settings. This will focus on what they have grasped really well, what they are still working towards and how staff can help the young person to achieve their various goals e.g. social improvement or academic progress.

Self and Peer Assessment- Young people are encouraged at all times to think about their work and their progress and to take responsibility for their learning.

- Young people are expected to take an active role in completing My Day;
- Informal discussions between staff and young people take place on a regular basis;
- Young people set targets and review their progress using the ILP documentation.

Assessment for Personal Development

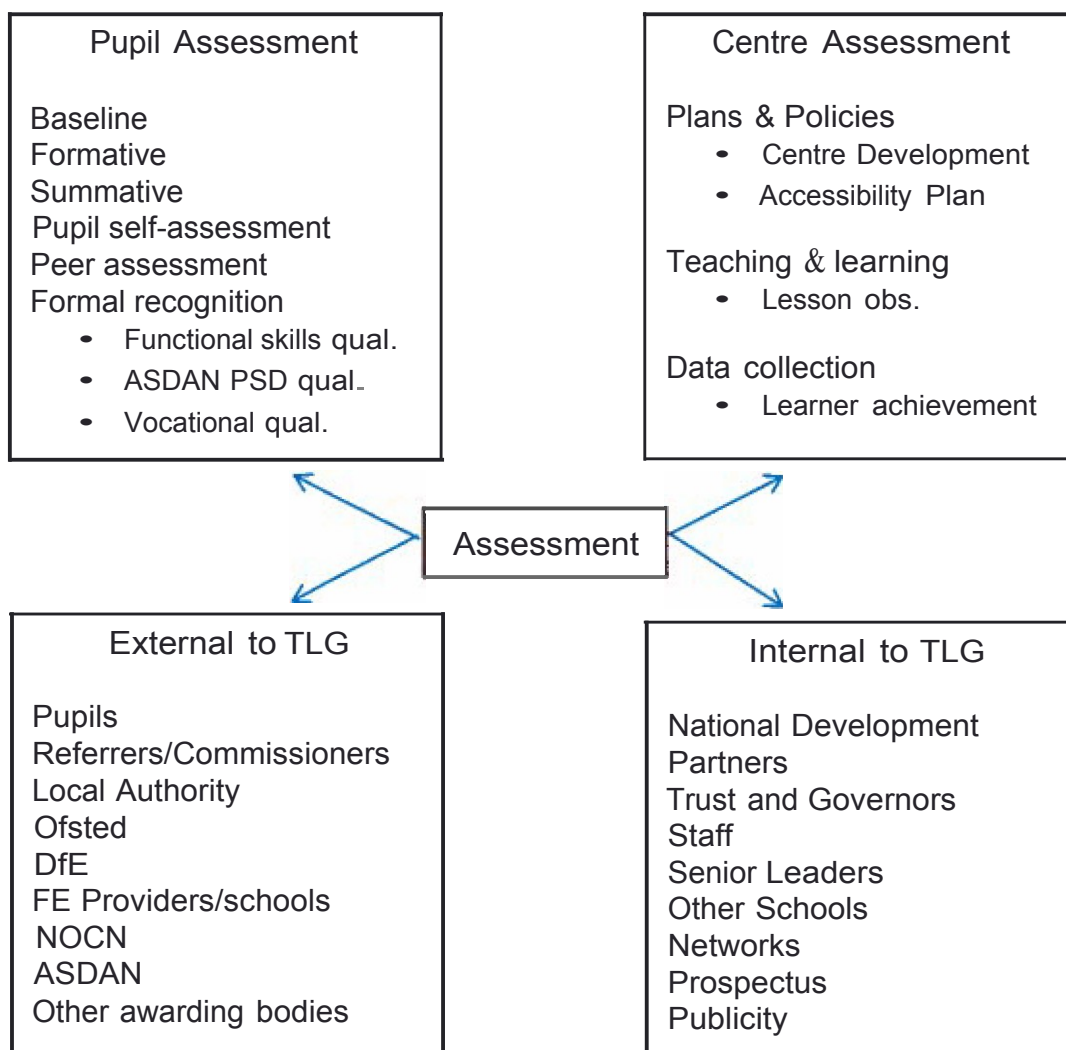
When joining a programme, young people complete a self-assessment and a simple baseline assessment using FRAME which provides a picture of where they are currently in a range of social, emotional and behavioural areas. We also gather information from referrers, parents and students during the referral process. This information is used to help students set targets for their ILP and for staff to plan the best approach for each student. An assessment is repeated when required and at the end of a programme.

Using 'My Day' every day, young people are assessed in 5 key areas: 1) Behaviour 2) Effort 3) Work with Peers 4) Work with Staff 5) Social interaction. Discussion around these targets provides feedback on successes or areas for improvement and progress as well as leading to rewards for pupils where they have made significant improvements on a daily basis.

Other assessment information is available from:

- Externally-Ofsted, DfE, Trust network, LA and external moderations.
- Narrative –referrers, parents, carers, pupils' stories.
- Questionnaires –staff, pupil, parent, commissioner and school views.

Links between Aspects of Assessment



Tracking and Monitoring Tools

We expect that our TLG Bradford AP Free School will continue using the range of tools for monitoring and reporting that we have developed for our current work context. These are:

- GOALS (EDI)-baseline assessment and progress tracking tool
- Lighthouse –in-house attendance and behaviour tracking tool
- My Day —personal development and diary tool
- FRAME –in-house basic emotional development assessment tool
- Framework of Emotional Literacy- in-house comprehensive emotional development assessment and tracking tool
- Portfolio –pupil folder/records of work and assessment information
- ILP -Individual Learning Plan for each pupil.

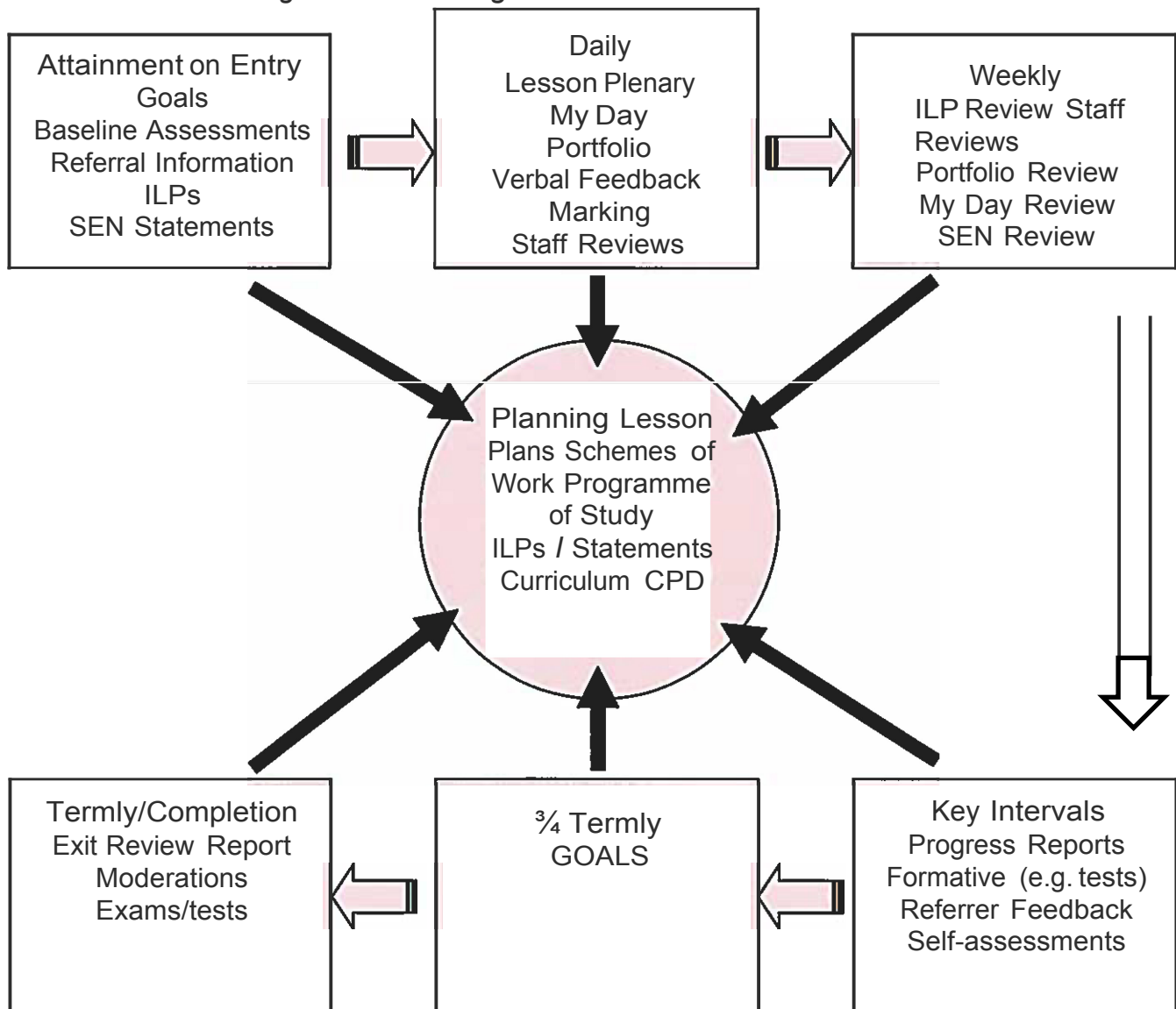
Tracking

GOALS (EDI) enables staff to track progress through their functional skills programme. It provides diagnostic information and records the progress of young people. My Day and Lighthouse provides core information to determine the patterns of attendance and behaviour success and areas for improvement for our young people on a daily basis. Information from GOALS, FRAME, My Day, Lighthouse, course work and other activities is collated onto tracking records contained within the Portfolio. These records offer a key stimulus to promote high standards, challenge improvement, reward success and celebrate achievement.

Additional progress tracked throughout the year, on both a formal and informal basis:

- On entry a young person will undertake a baseline assessment through GOALS, this will give an indication of their basic skill needs and will inform individual planning for English (literacy, reading and writing etc.) and maths and ICT;
- Through termly ASDAN internal moderation progress through the course will be tracked. This will flag any issues or concerns with progress towards achieving the qualification;
- Review of targets in the ILP will show distance travelled academically, socially and behaviourally. Daily conversations and half termly reviews with young people will allow them to tell us where they feel they are up to with their studies and their personal development;
- Witness statements and observations from staff will form a narrative picture of distance travelled. This is reported in weekly feedback during staff meetings.

Flowchart for Tracking and Monitoring



Reporting

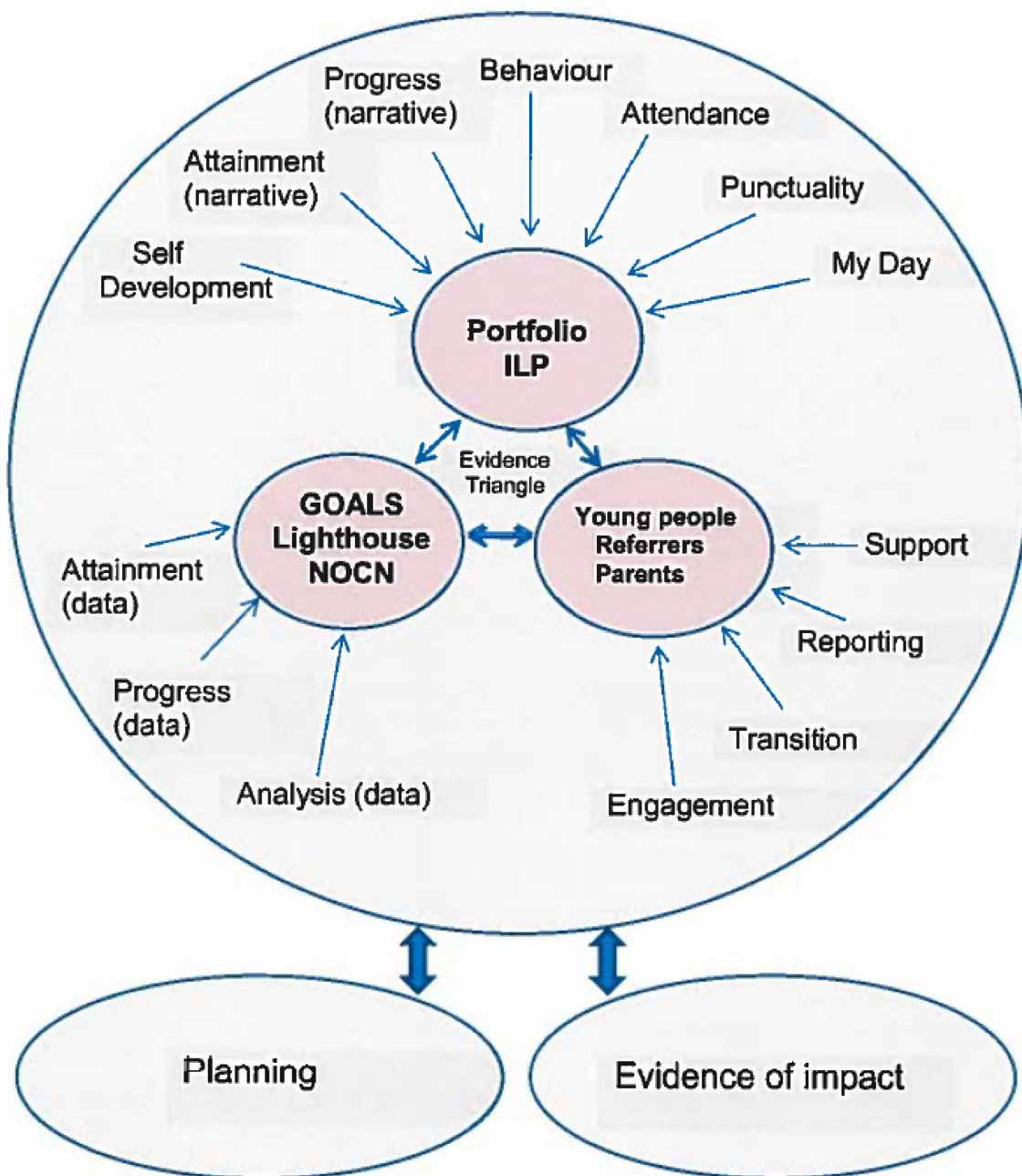
All young people on the school roll receive a termly written report which will provide parents with a clear picture of their child's achievements and progress and contain:

- Particular achievements in all subjects especially functional English, Maths and ICT;
- Targets set in discussion with the young person and comments on general progress;
- Attendance and punctuality;
- Written in readily accessible language;
- Reports should have a positive effect on pupil's attitudes and motivation;
- Highlight a pupil's strengths and weaknesses but should encourage the pupil;
- Team Leaders take responsibility for the collation of the reports;
- Accreditation and tracking reports are reviewed on a half termly basis.

Parents/carers and referrers also receive daily feedback about progress made and what pupils can do to improve further. Reviews happen each half-term or more often when needed and our staff discuss progress made and next steps with parents/carers, referrers and the pupil.

Evidence triangle

In order to ensure that the processes of identifying and capturing the steps being taken by a young person and to provide the range of appropriate information, our TLG Bradford AP Free School will adopt an overall system as set out in the evidence triangle below:



Interventions

TLG Bradford sees its targets as being attainable. Where monitoring shows variations, the following actions will be applied to ensure changes are made. Actions are listed with the first action to be applied at the top of the list. If unsuccessful, the next action on the list is applied. Where the action makes a difference, further action will not necessarily be required (though it is listed here for reference).

Pupil Specific

Specific target	School actions		
	Meet target	Exceed target	Not meeting target
<i>Achievement, including qualifications.</i>	Principal to review. Curriculum review. Strategy to get to 'outstanding'	Principal to review. Curriculum review. Strategy to get to 'outstanding'	Analysis of latest evidence by principal. Tracking analysis focus. Short term strategy e.g. interventions Further tracking analysis. Governor engagement. Lesson observations. Parent engagement focus. Commissioner involvement. Broader pupil support packages. Comprehensive review.
<i>Teaching</i>	Principal to review. Lesson obs. review. Strategy to get to 'outstanding'	Principal to review. Lesson obs. review. Strategy to get to 'outstanding'	Analysis of latest evidence by principal. Lesson observation focus. Short term strategy in place. Reviews increased. Governor engagement. Training support. Performance management.
<i>Behaviour & Attendance, punctuality and pupil participation.</i>	Principal to review. Progress review. Strategy to get to 'outstanding'	Principal to review. Progress review. Strategy to get to 'outstanding'	Analysis of latest evidence by principal. Parental engagement. Short term strategy in place. Pupil support packages. Governor engagement. Curriculum changes. Commissioner involvement.

School Specific

Specific target	School actions		
	Meet target	Exceed target	Not meeting target
<i>Leadership Team</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Analysis of latest evidence by principal. Governor engagement. Development training. Performance management.
<i>Governance</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Analysis of latest evidence by principal. Governor engagement. Short term strategy in place. Development training.
<i>School Self Evaluation</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Review by Principal. Governor engagement. Short term strategy in place. Performance management.
<i>Parental Engagement</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Review by Principal. Increase contacts with parents. Short term strategy in place. Governor engagement.
<i>Partnerships</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Review by Principal. Increase contacts with existing partners. Short term strategy in place. Additional partnerships. Governor engagement.

<i>Pupil views & Reporting and Feedback</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Review by Principal. Ensure policies followed. Short term strategy in place. Parent and commissioner engagement. Governor engagement.
<i>Pastoral care and pupil wellbeing</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Review by Principal. Ensure policies followed. Short term strategy in place. Parent and commissioner engagement. Governor engagement.
<i>Environment</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Review by Principal. Partner engagement. Short term strategy in place. Governor engagement.
<i>Staff morale, development & retention</i>	Principal to review. Governors notified.	Principal to review. Governors notified.	Review by Principal. Ensure policies followed. Short term strategy in place. Governor engagement.

Accountability and Performance Measurement

All staff are responsible for ensuring the best outcomes for young people. All staff have responsibility for progress, attainment, behaviour, attendance and safeguarding -though different staff take lead roles in these aspects, for example the Vice Principal leads on the curriculum. All staff will build relationships with partners, parents and carers, referrers and commissioners as appropriate for the best outcomes.

Arrangements for accountability (covering all staff including the Principal) will be set out within the performance management arrangements for the proposed AP Free School. This aspect is similar to the current arrangements within the existing school. The key features of our proposed performance management arrangements include:

- Setting objectives - Principal does this with the governors; staff work with the Principal or Vice Principal. Up to 3 objectives will be agreed;
- Observation -particularly classroom practice;
- Development and support - including continuing professional development;
- Feedback- through formal termly meetings or informal conversations.

If the appraiser is not satisfied with the staff member's progress, they would be transitioned to the capability procedures.

Continuing professional development opportunities provide an important strand of the on-going development of staff within TLG. We believe that this proposal will give TLG additional opportunities through new and existing partnerships to build its capability and that the Trust and network of schools will broaden the experiences that can be shared across our schools. We have robust training in place for new staff, safeguarding, teaching, behaviour management and other aspects. However, with this proposal we will need to bring a sharper focus onto aspects, such as progress and attainment. Additional staff and resources will also enable our schools to release staff for training.

Our strategy to ensure that objectives are met is:

- Understood and modelled by all leaders in the organisation;
- Based on information gathered, analysed and acted upon and the impact that this has;
- Established through well thought out policies and procedures;
- Reinforced with continuous professional development and training;

- Linked fully with performance management arrangements;
- Monitored from within and without through a range of organisations such as Ofsted, exam board partners, local authorities, school partners, educational consultants, Governors etc.;
- Driven by well qualified and experienced staff.

Engaging Parents/Carers

Working with parents/carers is an essential feature of the successful strategies that we propose to develop in TLG Bradford. Contact is on-going, often daily, weekly and termly. We are already making the most of opportunities to engage with parents in our existing school and recognise the impact that this has when working on issues such as engagement and attendance as well as behaviour. By becoming an AP Free School we expect to be able to increase our support work with additional staff and increase expertise through additional partnerships.

Parents and carers will be engaged through the following routes:

- Induction days
- Partner activities such as Mothers and Toddlers, Youth Clubs, Community events etc.;
- Prospectus, website and open days
- Daily staff updates
- Reports, review meetings, referrer meetings
- Parent questionnaires and feedback opportunities.

From induction day onwards, the role of parents and carers will be actively encouraged by the school. It is hoped that additional work in the community and out of school hours will support parents' needs as well. We are keen to see parents accessing courses or events linked to our School. This might include courses on managing finances, managing behaviour and supporting learning through developing their own skills.

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

Behaviour

TLG Bradford AP Free School will cater for pupils who are excluded or at risk of exclusion. Many of our pupils will have been identified as having specific disorders that affect their behaviour, including ADHD (Attention Deficit Hyperactivity Disorder), ODD (Oppositional Defiant Disorder), POD (Pathological Defiance Disorder) Autism, Asperger's Syndrome, Anxiety Disorders, Attachment Disorder and Tourette's Syndrome. In addition, a wide range of complex issues will contribute to each individual pupil's profile. These include instability in family structure (e.g. through bereavement, parents or siblings in prison, family members with mental health issues, drug and/or alcohol abuse within family), involvement in anti-social behaviour, drug and/or alcohol abuse, bullying or victims of bullying and difficult transitions from primary to secondary school. The resulting social, emotional and behavioural difficulties have been barriers to learning in mainstream settings and have led to disengagement with learning.

One of our main aims is to *"challenge and help modify inappropriate behaviour and improve attendance, helping young people to make appropriate choices that facilitate reintegration into schools or further education or employment"*²⁰.

²⁰ See Vision and Ethos, Section C, reference 1c.

We expect that all pupils will make improvements in their behaviour in targeted areas (see 'Personal Progress Targets' in Section C and Section 05 for more details).

Our ethos underpins our strategy for improving behaviour. Small groups and high staff-pupil ratios help each young person know that they are valuable, unique and gifted and are able to achieve both now and in the future. Pupils will receive high levels of effective individual support that will help them to develop self-esteem and begin to overcome the barriers that have led to inappropriate behaviour. Pupils will always be supervised closely while at TLG, including during breaks and outside of formal lesson times when staff will engage with pupils socially. These will be key times, when positive relationships between staff and pupils are developed and opportunities for social and emotional learning and additional pastoral support can be optimised through informal conversations and role modelling. As well as providing continuity and stability, the constant close supervision will mean that pupils' behaviour can be consistently monitored and challenged or rewarded appropriately. The high staff-pupil ratio will also allow our staff to work effectively as teams to implement strategies such as the de-escalation techniques explained below. In addition, each pupil will be linked with a keyworker from within the staff team, whose role is to be a key point of contact for the pupil (and their parent/carer and referrer) and to ensure that the pupil is being supported to achieve their behaviour targets.

Our strategy for improving behaviour includes several key elements:

- Our curriculum
- Specific approaches, including emotional/social/behavioural assessment & target setting, use of de-escalation techniques, rewards & sanctions, our approach to exclusion;
- Monitoring, recording and reporting;
- Partnerships with parents/carers and with school.

Our Curriculum

Information gathering during the referral process, robust initial assessment and ongoing monitoring all contribute to the development of Individual Learning Plans (ILPs) which will help staff plan an appropriate curriculum pathway and the strategies required for each pupil. Within each curriculum block (see sections 01 and 02 for full details), pupils may access a range of courses at any level (Entry Level, Level 1, Level 2 or equivalent). Curriculum content, level, pedagogical approach and additional support can therefore be matched to individual requirements, thus minimising the potential for poor behaviour triggered by unmet needs, or insufficient academic stretch.

Specific Approaches

Emotional/social/behavioural Assessment and Target Setting

TLG have developed a tool that allows us to assess a pupil's emotional, social and behavioural levels. Staff will use this tool within the first week of each placement allowing for baseline levels to be established and areas for improvement identified. The assessment will be repeated every 6 weeks. Levels go from one to five (see fig.1) and judgements are made in areas that cover aspects of: (i) Self-Awareness; (ii) Self-Regulation; (iii) Empathy; (iv) Motivation; and (v) Social Skills.

Fig 1:

1: Never	2: Rarely	3: Sometimes	4: Often	5: Always
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Following the baseline assessment, staff and pupils set personal progress targets that are specific to the pupil's immediate needs e.g. "to use alternatives to swearing". Progress towards targets will be reviewed daily and the assessment proforma updated to reflect this. Keyworkers will make all staff are aware of each pupil's targets and will put in place additional support required (e.g. if a pupil's target is to improve their level of awareness of the dangers of alcohol, the keyworker may arrange for a referral to a local drugs and alcohol team). Targets and

interventions will be discussed and adjusted at half-termly review meetings which are attended by the pupil, parent/carer and referrer. Pupils are expected to move a minimum of one level in each of the targeted areas every half term.

Use of De-escalation Techniques

TLG have adopted the Crisis Prevention Institute's approach of 'Nonviolent crisis intervention' ²¹ which describes itself as *"a safe, non-harmful behaviour management system designed to help professionals provide for the best possible care, welfare, safety and security of disruptive, assaultive and out-of-control individuals even during their most violent moments."*²² The approach provides strategies for three stages of crisis intervention:

Preventative Techniques -Includes learning to identify behaviour levels that contribute to the development of a crisis and choosing appropriate staff interventions for each level, including using preventative verbal and non-verbal techniques that can de-escalate behaviour.

Team Intervention -Includes using reasonable and appropriate physical control and restraint positions as a last resort due to an individual's dangerous behaviour. This is explained in more detail in the section below on Wellbeing.

'Postvention' -Includes taking steps towards preventing future crises.

All staff will be trained in Nonviolent Crisis Intervention in an initial two-day workshop, followed by refresher training each year.

Rewards and Sanctions Processes

Pupil Contract

During the entrance interview each pupil is required to read and sign the Pupil Contract which sets out expectations for their behaviour while at TLG. Pupils, their parents/carers and their referrers can identify which expectations are likely to cause issues for the pupil and consideration will be given to these when setting personal progress targets and identifying additional needed.

Principles for using rewards and sanctions

An outline of the types of rewards and sanctions used is given below in Figs 2 and 3. However, the following principles will be applied in each situation.

All sanctions and rewards must take into account the needs of the young person.

Recognition and praise for desirable behaviour helps to communicate expectations and encourages better behaviour. Verbal acknowledgment and encouragement should be given as much as possible to promote positive behaviour.

A pupil should always have expectations about their behaviour explained so that they have the chance to modify it before any sanctions are imposed.

If it is clear that in using sanction at that point in time is likely to cause irreparable damage to a relationship or an escalation leading to threatening or other serious responses, then "choose to lose" should be considered. There are always other staff, other actions and other days that might appropriately allow a sanction to be imposed.

To be fully effective, any sanction or reward needs to be appropriate for the circumstance and pupil, as well as being supported by all staff, parents and placement agency, thus carrying weight.

²¹ See <http://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention> for more details.

²² Extract from the CPI Nonviolent Crisis Intervention Training Programme Participant Workbook.

Fig.2: Table showing rewards associated with positive behaviour (I=Individual, G=Group)

Behaviour type		Rewards available
	<ul style="list-style-type: none"> stickers, buttons -term targets work, effort, behaviour, attitudenment. e.g. (Entry Level, Level 1, Level2 or equivalent)8181An accumulation of short and/or medium term rewards over a longer period of time, e.g. a half-term, term, or year. Significant or accumulated achievements. 	<ul style="list-style-type: none"> Rewards trips, e.g. Theme parks, cinema etc. (G). Certificates of achievement, often presented at Awards Ceremony (I). Physical prizes, e.g. vouchers (I).
	<ul style="list-style-type: none"> An accumulation of short term rewards over a shorter period of time, e.g. at the end of a day or a week. Achievement of medium term targets in behaviour, attendance or attainment. 	<ul style="list-style-type: none"> Smaller physical prizes, e.g. stationary items (I). Forms of entertainment, e.g. dancing bear (G). Positive phone-calls home.
	<ul style="list-style-type: none"> Moment by moment occurrences of positive work, effort, behaviour, attitude, helping others, politeness etc. Achievement of or progress towards short-term targets. 	<ul style="list-style-type: none"> Verbal praise (I/G). Collecting points, 'green ticks', stamps, stickers, buttons etc. (I). Positive My Day comment (I). Positive phone-call home (I).

Fig. 3: Table showing sanctions associated with escalating negative behaviours

Level of Escalation	Examples of Behaviours	Examples of Sanctions
Low-level/ One-off behaviour infringements	Swearing, distracting other pupils, swinging back on chair.	Simple verbal, visual or body language actions to send message to stop. Verbal warnings followed if necessary by removal of one or more privilege for specified time. Yellow Card followed if necessary by Red Card and associated sanction.
Mid-level or persistent low-level behaviour infringements	Contains elements of threats, bullying or violence. On-going refusal to stop lower-level infringements.	Time-out. Removal of more than one privilege for a specified time. Phone-call home. Emergency review meeting with parents/carers and referrer. Change of group. Formal warnings – verbal and written. Fixed-term exclusion. Reduced timetable with weekly review.
High-level/ serious or persistent damaging behaviour	Serious sexual misconduct, criminal damage, physical assault.	Exclusion from current programme.

Exclusion

Permanent exclusion from a current programme is an option where earlier sanctions have failed to rectify persistent damaging behaviour or on rare occasions where a one-off incident warrants this level of sanction. Any case of exclusion will be handled with care and be agreed by all involved with suitable provision set in place to avoid repeats of the behaviour. On a case by case basis we will be prepared to re-admit a pupil onto a future programme where it is clear that the circumstances for the original exclusion have changed.

System for Monitoring, Recording and Reporting

TLG will continue to use the 'Lighthouse' IT system within which a range of functions allow staff to record and monitor each pupil's behaviour journey from a number of perspectives:

My Day- Pupils record how they are feeling at the start and end of each day. Pupils comments on My Day often highlight issues outside of school that are affecting their mood (e.g. *"have not had that much sleep and girlfriend finished me last night!"*²³). Staff view pupils' entries daily and can respond accordingly (e.g. to create an opportunity for the pupil to talk through an issue with a member of staff, to put in place a specific intervention to support, or simply to recognise that external factors that may affect the pupil's behaviour that day and to adjust their approach accordingly).

Their Day- At the end of each day staff assess each pupil's level of effort, general behaviour, attitude towards other pupils, attitude towards staff and behaviour at break-times. This snapshot is supplemented by a short piece of feedback that the pupil will read the next time they log into the system. Their Day collates this information over time and can be viewed as a graph which helps staff identify patterns and changes in behaviour. The graphs are used in review meetings to show an overview of each pupil's behaviour. Parents/carers often recognise particular dates where specific incidents at home have coincided with a dip or peak in the graph. This helps staff, pupils and parents/carers to gain a better understanding of the wider context affecting that pupil's behaviour and plan effective interventions.

Behaviour Log- This is used by staff to record specific incidents of good and bad behaviour. Separate forms contain tick boxes and prompts that ensure staff record all the necessary information (e.g. if "bullying" is ticked, the system requires that you identify the type of bullying) including the outcome or sanction and whether the incident has been resolved or not. Staff also record a written description of the incident so that all relevant details are logged. Information from the Behaviour Log is used during review meetings to help plan interventions to support pupils. Referrers can also access the behaviour log, which allows them to remotely monitor the behaviour of their pupils while at TLG.

Contact Record- This allows staff to record the content of phone-calls, meetings and other communication with parents/carers, referrers and other agencies, which are often related to behaviour.

Partnerships with Parents/carers and with School

The relationship between TLG and parents/carers is very important in establishing and reinforcing expectations for pupils' behaviour. Where parents/carers are informed and supportive, pupils recognise that their actions while at TLG are not isolated and can also carry consequences at home. TLG's relationship with parents/carers begins at the entrance interview where expectations are introduced and discussed. Through the care that TLG offers to families, beginning at interview, parents/carers can also be linked up with individuals or organisations that can help them cope with the challenges of their child's behaviour at home.

²³ My day morning entry by an existing pupil.

TLG staff will continue to develop relationships with parents/carers through regular phone calls (at least once or twice weekly), where staff update parents/carers on both positive and negative behaviour and progress towards targets. TLG staff will contact parents/carers to report specific incidents (either positive or negative) or to discuss any specific needs or concerns that arise. Parents/carers will be encouraged to contact their child's keyworker with any questions or concerns that they have.

Parents/carers will attend all review meetings, whether scheduled (each half term) or emergency (in response to a specific serious incident or concern) and through this, will be involved in all decision making regarding their son or daughter's behaviour.

Parents/carers and wider family members will be invited to join pupils, referrers, partners and TLG staff in celebrating their son or daughter's achievement at graduation ceremonies and awards evenings.

Our relationship with referrers will also be an important part of our approach to helping each pupil improve their behaviour. Referrers will attend and contribute to the entrance interview and all review meetings. Within the referral process, referrers will provide specific information on each pupil including reasons for referral, behaviours causing concern in school and other agencies involved. TLG will keep referrers informed on behaviour progress and concerns through regular reporting and through access to 'Lighthouse'. At times we will also make contact by phone to discuss specific concerns or interventions.

Where pupils are on part time placements at TLG alongside attending school, the TLG keyworker will liaise closely with the pupil's main contact at school. This is so that TLG and school staff are working together to able to effectively support the pupil to develop, implement, evaluate and modify strategies for behaving appropriately when in school, aiding the process of transition and leading to successful full time reintegration later on.

Attendance

Poor attendance at school and low levels of achievement are clearly linked as demonstrated by data from 2010 in fig.4.²⁴

Fig.4

Overall absence rate	Pupils achieving five A*-Cs
Over 50%	3%
10 20%	35%
Less than 5%	73%

Pupils whose attendance has deteriorated over time become disengaged with learning and are most likely to be NEET when they leave school, often leading to anti social behaviour and crime.²⁵

We can assume that many pupils at our AP Free School are likely to have a record of persistent absence from school prior to coming to TLG. A large proportion will also be on free school meals and/or have recognised SEN including some with statements.²⁶ A significant percentage of the school population with these characteristics are known to also be persistent absentees in 2010, 18.3% of all secondary pupils eligible for FSM were persistent absentees, along with 15.1% of all secondary pupils with statements, 22.1% of all secondary pupils with

²⁴ Information taken from DfE briefing paper: Reducing absence – ensuring schools intervene earlier, by Charlie Taylor.

²⁵ Taken from DfE briefing paper: Reducing absence – ensuring schools intervene earlier, by Charlie Taylor.

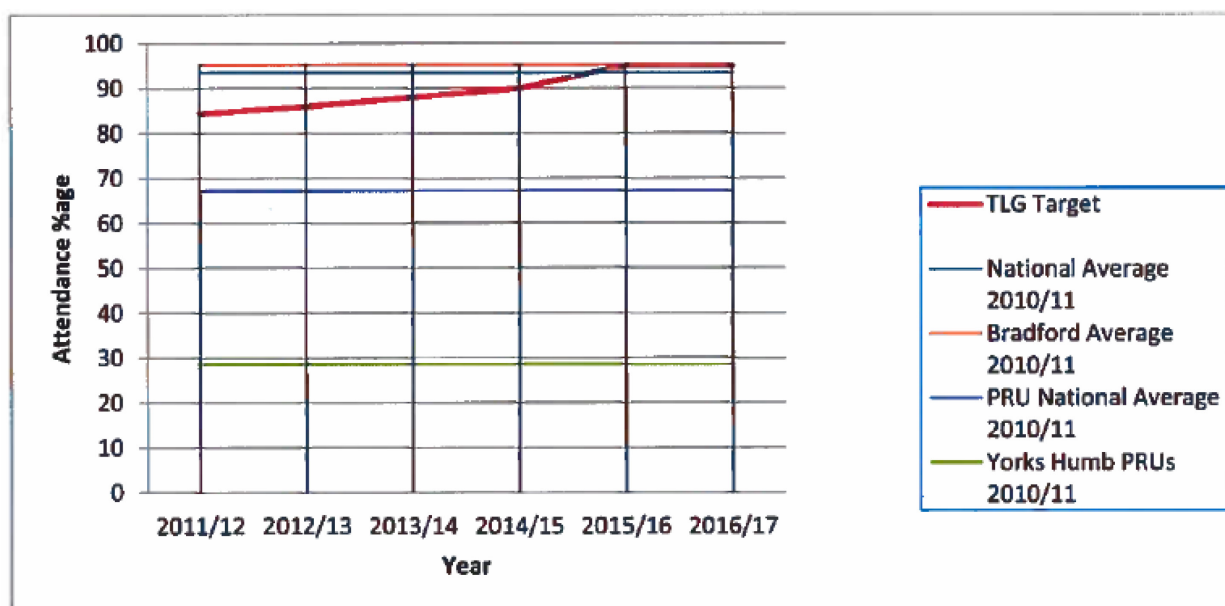
²⁶ See Section C of this application, paragraph entitled 'Our Pupils'

SEN at School Action Plus and 13.3% of all secondary pupils with SEN at School Action. ²⁷

At TLG we aim:

*"To challenge and help modify inappropriate behaviour and improve attendance, helping young people to make appropriate choices that facilitate reintegration into schools or further education or employment"*²⁸

To help us measure our success in improving overall attendance we will set a whole school attendance target of 90% for our first year of opening (2014/15).



This represents an improvement of 5.64% since 2011/12 and using comparisons of how attendance linked to attainment in 2010²⁹, the number of pupils achieving Level 2 including English and Maths would increase by 15%. The table in fig.5 shows how improvement in attendance at the same rate over time could affect achievement.

Fig.5

Year	Attendance	Pupils achieving Level 2 including English and Maths
2011/12	84.36% (actual)	63%
2014/15	90% (target)	78%
2015/16	95% (projected)	84%

Our strategy for achieving our target for 2014/15 and seeing continued improvement is underpinned by an ethos which is all about supporting pupils to know that they are valuable, accepted, will be cared for and that they belong. This is outworked through the inclusivity of small groups, relationships with staff, a nurturing environment, and an engaging and relevant curriculum that leads to pupils feeling encouraged and supported to attend and voting positively with their feet.

Along with our ethos, the main elements of our strategy for improving attendance are:

- Partnership with parents/carers;

²⁷ SFR DfE: Pupil absence in schools in England, including pupil characteristics 2010/11- Table 5.2 State-funded primary, secondary and special schools: Characteristics of persistent absentees 2010/11, England.

See Section C of this application, paragraph entitled 'Our Vision', reference 1c

²⁹ See graph on DfE briefing paper: Reducing absence -ensuring schools intervene earlier, by Charlie Taylor.

- Individual approaches, including targets, support, attendance profiles and interventions;
- Effective monitoring and evaluation at an individual and whole school level.

Partnership with Parents/carers

In our Education Vision, we outline one of our aims as:

"To develop strong partnerships between the pupil, parent/carer and staff at the school, encouraging effective communication and active participation in achieving positive outcomes for the pupil,"³⁰

Open communication will be encouraged so that parents/carers can grow to trust TLG and feel that they are supported and able to co-operate in helping their child to engage and make progress, particularly with attendance. If a pupil fails to arrive at TLG by the beginning of morning registration, a member of TLG staff will phone the parent/carer to find out what the situation is. By the parent/carer and TLG staff working together to intervene at this early stage, many cases of potential non-attendance can be reversed and the pupil successfully encouraged to attend (e.g. where a pupil has failed to get out of bed in time).

In some situations of persistent absence, there are complex factors that make attendance and punctuality very difficult for some pupils (e.g. where a pupil is acting as a carer for a parent or other family member, or where parents/carers are regularly abusing drugs or alcohol resulting in an unstable and chaotic home life for the pupil). In these cases, through partnership with local organisations, TLG is able to link families and pupils in with specific support services with the aim of helping to improve circumstances in such a way that the pupil is able attend school more easily.

Individual Approaches

Recognising that each pupil will have a different starting point with their current levels of attendance, each pupil will be set an individual attendance target. This will be monitored by the keyworker, who will also take a lead role in identifying and providing individual additional support for factors that are contributing to attendance. Individual targets will be reviewed at least once each half-term, as part of the half-termly review, but due to the individual nature of each pupil, it is likely that the keyworker will review and adjust the target more often. Achievement of individual attendance targets will be linked into the rewards system so that pupils receive regular immediate incentives (such as positive phone-calls home and rewards points) as well as larger rewards (such as certificates or prizes presented at awards evening) in recognition of cumulative consistency or improvement in their attendance over time.

Each pupil will have an individual attendance profile that TLG's Lighthouse tracking system will compile. This will include information on prior attendance at school and their current attendance targets. It will track attendance at morning and afternoon sessions and help keyworkers to identify patterns (such as an increase in attendance over time, the same sessions regularly missed, re-occurring reasons for absence etc.). Where there is persistent absence, the individual attendance profile will include details of the factors that contribute to this and the interventions that have been put in place to support. Lighthouse will flag up individual profiles with different levels of persistent absence using a red, amber, green, system allowing TLG staff to adopt a tiered approach in the way they monitor, analyse and intervene.

For pupils who have periods of unavoidable absence (e.g. due to injury or long-term illness), TLG will put in place additional individual interventions so that pupils can still be supported to access learning. Interventions may include a pupil accessing remote online learning from home, or for TLG staff to provide activities and materials enabling a pupil to continue with a course or project they would be working on if they were attending the Centre. In such cases,

³⁰ Section C of this application, reference 2b.

TLG will conduct additional home visits, which may include tutoring to ensure pupils are able to access learning and make progress at a level appropriate to their situation and needs.

Monitoring and Evaluation

TLG's 'Lighthouse' system will record pupil attendance and absence in line with requirements for attendance registers as outlined in the DCSF document, Keeping Pupil Registers³¹. Keyworkers will monitor and evaluate the individual attendance profiles of their pupils and use this information to set and review individual targets and plan interventions. The Principal will have oversight of attendance on a whole school level. By analysing information on pupil attendance in each tier (red, amber, green), the Principal will be able to separate data on different groups of pupils, recognise priorities and develop the overall strategy for improving attendance at every level. Through analysing the make-up of each tier, the Principal will be able to assess the impact of individual attendance on whole school targets and support keyworkers to address this on an individual pupil level.

Wellbeing

Based on the current groups of pupils that are typical in our existing Independent School we can assume that all of our pupils will be particularly vulnerable in some way, either through instability at home, having special learning or emotional and behavioural difficulties, or being part of a group that is at significant risk of exclusion. Taking action to promote the health, safety and wellbeing of any group of pupils is highly important and with our complex groups of individuals that are likely to find themselves in situations of increased risk, having robust systems and approaches is critical.

TLG's core values are all about caring for, valuing and supporting our pupils and their families and creating a climate where pupils can thrive and achieve. Safety is a basic human need and we know that when pupils feel safe they are more likely to have the confidence, self-esteem and aspirations to make good choices and achieve positive outcomes. Our aim for all of our pupils, parents/carers and staff is that they feel safe and are able to recognise risks to their health, safety and wellbeing and be able to take action to keep themselves safe.

Our strategy for promoting the health, safety and wellbeing of our pupils, parents/carers and staff includes the following key elements:

- Compliance with statutory obligations
- Curriculum
- Pastoral care and additional support for pupils and families
- Approach to bullying
- Positive handling and CPI strategies

Compliance with Statutory Obligations

As a registered independent school, our existing Centre fully complies with all statutory obligations for health, safety and wellbeing. Policies will continue to be implemented on all aspects of safeguarding, including:

- Anti-bullying (compliant with DfE advice 'Preventing and tackling bullying: Advice for school leaders and governors').
- Safe recruitment (compliant with DfE guidance 'safeguarding children and safer recruitment in education')
- Child Protection (compliant with DfE guidance 'dealing with allegations of abuse against teachers and other staff')

³¹ Keeping Pupil Registers - Guidance on applying the Education Pupil Registration Regulations, June 2008

- Health and safety and The health and safety of pupils on educational visits (compliant with DfE advice 'Health & safety: Department for education advice on legal duties and powers for local authorities, head teachers, staff and governing bodies')
- Complaints procedure (compliant with regulation 7 of the Independent School Standards)
- First aid and Medicines

All policies relating to safeguarding will continue to be reviewed annually. A summary of our range of safeguarding policies is given to all pupils and parents on admission to TLG and full versions of policies are available on request.

All staff and volunteers that are new to TLG will undergo an induction programme, where they will become familiar with policies and procedures relating to safeguarding and welfare issues. All staff undergo annual safeguarding training and health and safety training. In addition, staff receive initial and refresher training in First Aid, Positive Handling of young people and Fire Safety.

TLG Multi-Academy Trust will provide central services and support to the TLG AP Free School that assists the school in implementing robust policies and procedures relating to health, safety and wellbeing.

- A central Human Resources team carries out all aspects of staff recruitment, vetting and record keeping in line with statutory requirements. This team also arranges and provides access to specialist training and development for staff in TLG AP Free Schools.
- Specially trained Lead Persons for Child Protection have responsibility for raising awareness of issues relating to the welfare of children and young people. They offer advice to any designated officer/named person within the TLG family of schools.
- Specialists in Health and Safety oversee and support representatives in each TLG AP Free School to implement requirements locally. They provide training for all staff and carry out an annual health and safety review of each School.
- The IT-based information management system 'Lighthouse' is provided and developed centrally. This system allows the TLG Multi-Academy Trust and each TLG AP Free School to maintain and manage records relating to aspects of health, safety and wellbeing, including those relating to pupils (e.g. records of bullying incidents, medical information etc.) and staff (records of checks made during recruitment, training etc.).

As well as having access to the central support provided by the TLG Multi-Academy Trust, designated members of staff at TLG Bradford will have specific responsibilities for which they will be specially trained. The Principal will be trained to act as Child Protection Designated Officer and as well as taking advice from the central TLG MAT Lead Persons, they will liaise closely with the local safeguarding board on all child protection issues. An appropriate number of staff members will be trained to act as First Aiders and at least one member of staff will be trained to act as a Fire Marshall.

Curriculum

We recognise that pupils attending TLG Bradford are likely to have particular social, emotional and behavioural needs and be more at risk than many of their peers attending mainstream schools. Alongside a clear emphasis on English and Maths and access to a range of subject/vocational based programmes of study, at least 1/4 of our taught curriculum each day will be designated to activities that improve the health, safety and wellbeing of our pupils. These will take place within the Skills for Life and Skills for Success curriculum blocks (explained in full in Section D2 of this application).

In the Skills for Life block, pupils will access a needs based PSHCE curriculum that includes topics such as: sex and relationships; drugs and alcohol awareness; weapons awareness; bullying; accessing healthcare; smoking awareness and crime and the police. Visiting

specialists from local organisations and agencies will deliver many of these sessions. This will also facilitate pupils linking up with external services where they can access additional specialist support. Pupils will follow an accredited Personal and Social Development course which includes units on: Healthy Living; Healthy Eating; Money Management; Individual Rights and Responsibilities; and Preparation for Work. Alongside this, pupils will take part in Physical Education and creative lessons such as Music and Art.

In the Skills for Success block, the focus will be on developing pupils' social and emotional aspects of learning. Pupils will access a 'Life Leadership' programme, which addresses issues of functionality within pupils' immediate social context and in broader society. This programme seeks to develop life-long transferrable skills and addresses the underlying difficulties most of our pupils have in self-awareness, self-esteem, motivation, empathy and working with others. Alongside this, pupils will take part in individual mentoring/coaching and team building activities.

ICT will be studied within the Skills for Learning curriculum block and will be embedded into many other aspects of the curriculum. As well as practicing using the Internet as a positive tool that can enhance health, safety and wellbeing (e.g. through researching healthy diets, or making contact with services such as 'crimestoppers'), through the Functional ICT curriculum, pupils will learn about the risks associated with using the Internet and how to keep themselves safe (e.g. not sharing passwords, not giving away personal information, only using social networking with people known to them etc.).

Pastoral Care and Additional Support for Pupils and Families

The structure of our school day and the nature of our small groups and high staff-pupil ratios are factors which enhance the pastoral care of our pupils. Staff teams work with the same group of nine pupils throughout each day they are at the school. Staff engage socially with pupils during break-times, lunch-times and before and after the day formally begins and ends. Through this and the high levels of individual support given to pupils during lessons, trusting relationships between staff and pupils are able to develop, creating an environment where pupils feel safe, cared for, accepted and encouraged to achieve.

Structured social times (i.e. breaks, lunchtimes etc.) provide an opportunity for staff to engage pupils in one to one conversations, allowing pupils to share what is going on in their lives and to feel supported and listened to. Often, issues can be addressed and resolution found through simple informal conversations, however, where needed, this also can flag up a need to intervene further (e.g. through facilitating a restorative conversation with another pupil in the group where a fall out has occurred, or by arranging for a pupil to access an external service such as bereavement counselling).

Each pupil is linked with a member of staff who acts as their keyworker. This member of staff will make a point of checking in regularly with each pupil assigned to them. The keyworker takes a lead in monitoring a pupil's attendance, behaviour and progress, communicating with the parent/carer and referrer and putting interventions in place, so is likely to have a fuller understanding of that pupil's situation than the rest of the team. Because of this, a pupil may have a closer relationship with their keyworker than with other staff members.

A pupil may disclose information to any member of staff because of the trusting relationship they have formed with them and the opportunities presented to talk during structured social times. Pupils may also let staff know that something has happened through the My Day reporting system, which pupils complete twice each day, but can also access remotely via the Internet. They can do this without any other pupils being aware there is an issue and staff will follow this up by ensuring a private conversation takes place. All staff are trained to receive disclosures, including those involving other members of staff, and are able to handle and action them in a way that protects the pupil and is in line with the school's child protection policy.

Additional support will be available to our pupils and their families through the partnerships that exist between TLG Bradford and local organisations and services. Where appropriate, the school will refer pupils to services such as CAMHS, drugs and alcohol counselling services, stop-smoking teams and healthcare advice specialists and support them to attend arranged sessions. Through the partnerships with local churches across Bradford, parents/carers can access family support services such as parenting courses, mother and toddler groups and also be linked into specialist services depending on their needs. Pupils and their families can also be supported beyond the school day, through the wider church network of youth clubs, holiday clubs and social activities.

Approach to Bullying

Bullying will not be tolerated in any form at TLG Bradford. The school's anti-bullying policy sets out the different types of bullying that can occur and the school's approach to preventing and tackling bullying. Approaches include:

Raising the profile of anti-bullying (e.g. through specific inclusion within the PSHCE curriculum, regular use of the 'Anti-Bullying Charter' which is on display in each classroom, staff induction and training, discussion of concerns during regular staff meetings, encouraging open communication between pupils, parents/carers and staff about bullying issues, promoting positive relationships between pupils, parents/carers, staff and others);

Opportunities through which pupils, parents/carers or staff can report bullying (e.g. Informally through conversations with staff, privately through the My Day system and formally through the Complaints Procedure);

Challenging and sanctioning all incidents of bullying (e.g. through constant vigilance and supervision of pupils by staff, sanctioning in line with behaviour policy, use of permanent exclusion for most serious and persistent cases);

Recording all bullying incidents (e.g. through behaviour record on 'Lighthouse' system—for each incident recording the type of bullying, action taken and outcome);

Monitoring the effectiveness of the policy and sanctions being used (e.g. regular analysis of bullying data by Principal—success will be indicated by declining numbers of bullying incidents over time, less repeat offences than first-time offences and no unresolved cases of bullying.) Where success is not being achieved, the Principal will intervene by increasing the emphasis on raising the anti-bullying profile and by reviewing and improving sanctions being used to deal with incidents.

Positive Handling and CPI Strategies

In the section above on 'Behaviour', we introduced the Crisis Prevention Institute's approach of 'Nonviolent crisis intervention'. The CPI approach has been developed with a core philosophy of maintaining care, welfare, safety and security and it is for these reasons that TLG has adopted its strategies for use with our vulnerable pupils. As a last resort, where a pupil's behaviour has escalated to present an imminent danger to themselves or others, CPI trained staff at TLG Bradford may use physical 'Team Intervention' techniques to restrain or manoeuvre a pupil into a position of safety. The interventions used are designed to be non-harmful, non-invasive and to maintain the individual's dignity. Interventions will always be followed up by restorative 'postvention' techniques which include taking steps to de-brief, re-establish relationships and allow the individual involved to re-gain control and dignity.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Key Stage 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Key Stage 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KeyStage3	27	41	3	44	27	41	3	44
KeyStage4								
16-19: commissioner referred	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16-19: pupil application	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals	27	41	3	44	27	41	3	44

Section E: Evidence of demand-part 2

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

There are many and varied circumstances that may lead to a young person being referred to TLG. The most common is that the young person has disengaged with the mainstream curriculum which has resulted in relationships with school breaking down. This type of referral is usually short term and more often than not the young person is re-introduced back into mainstream at the end of 12 weeks.

Young people are often placed with us when they are LAC and have moved into the area. This kind of referral can be any length of time as the young people often have complex issues.

TLG is often commissioned by PRU'S to work with pupils who have been permanently excluded from mainstream. In this scenario, the young person is likely to stay with us for a full academic year in preparation for moving on to college. Our full time Development Programme offers those learners opportunities to gain qualifications that will support their continued further education. Our Engagement Programme allows commissioners to identify short term need for learners to support re-engagement with learning, and lead to successful transition and reintegration back into full-time mainstream school. It is aimed at commissioners who may have pupils who have experienced fixed term exclusions, but have not yet been permanently excluded from their referring school. In this scenario, TLG and the school work in a close partnership to deliver a broad, balanced and appropriate curriculum and to provide additional educational and pastoral support for each pupil while at TLG and in school. The structure of this TLG-school based collaboration means that pupils do not lose touch with the challenges of mainstream school-life, while on placement at TLG.

Young people with mental health issues are becoming more and more common. Because we work with small groups and have a high staff ratio it is felt, by our commissioners, that we can efficiently support each individual. This kind of referral can be any length of time as the young people often have complex issues.

Our stringent referral process ensures the best possible outcome for the young person. Partnership working is a key element in our work with each individual. Partnerships between parents, referrers, TLG and the young person are formed at the outset during the initial introduction. At times it is necessary to work with multi agencies and include them in the discussions at the time of referral but in all cases clear expectations are given from all parties on how to move forward. The designated named person from the referring school/authority will be a key member of this partnership. Regular weekly phone calls and half termly meetings regarding the progress of the learner, which can be instigated by either party, will ensure consistency of approach and links between partners.

Our two programmes - The Development Programme (full time) and the Engagement Programme (part time) will offer 18 places on each. The Engagement Programme is expected to have a higher turnover as pupils will tend to be attending TLG for blocks of 12 weeks and be more likely to be reintegrated back into mainstream school within 1 or 2 terms. Staggered starts with designated entry and end points for each programme throughout the year will ensure this process is managed effectively.

The referral to TLG is made as follows:

Enquiry Stage

1. Enquiry by email or phone to check availability of places on up and coming programmes. This is essential to avoid unnecessary work on the part of the referrer in completing the referral paperwork, and also avoid the expectations being raised of students or parents / carers that a place on a programme may be possible, when in fact there isn't any available capacity.
NB. Online access to availability on programmes is currently a feature but would be something TLG believe would support referrers with this first step
Where referrers have made a forward commitment to buy places on a programme, this first enquiry stage will not be required as capacity will be allocated to a student from that particular institution.

Referral Form

2. Completion of the referral form enables essential baseline information to be provided including medical and educational needs, educational levels and targets, specific issues / concerns / risks to be communicated.

Interview

3. TLG then conduct an interview with the learner, their parent/carer and the school/referrer. As part of the interview, learners will have the opportunity to visit the TLG Centre so that they can begin to become familiar with the learning environment.
4. TLG engage the parent/carer to give consent to allow their child to participate fully in the TLG programme. In addition, the possibility is discussed of a TLG Family Support volunteer working with the family during the course of the placement. This optional and is currently taken up by almost fifty per cent of families where it is offered.
5. TLG, the learner, parent/carer and school referrer, agree objectives and an action plan for the placement.
6. Prospective learners are made aware of the Code of Conduct (behaviour) and will be required to sign in agreement of its conditions prior to acceptance on a programme.

Confirmation

7. If a learner poses any significant risk that is not covered by TLG's existing risk assessments, TLG will, with the help of the school referrer, prepare a specific risk assessment for working with that learner.
8. If the referral is successful, TLG will place the learner in an appropriate group and inform all parties of the proposed start and induction date.

The referral to TLG is accepted on the basis of the following clearly agreed expectations of the school, made clear in a service level agreement.

1. The school/ referrer will identify and supply contact details for an appropriate person within school who will act as the primary contact. They will be expected to be involved in on going liaison with TLG and support for the learner.
2. The named person will attend the referral interview along with the teacher and their parent/carer.
3. The school/ referrer will supply TLG with information about the learner such as details of prior attainment and attendance, current and predicted levels/grades, details of any specific learning difficulties, Individual Learning Plans, Individual Behaviour Plans, SEN Statements, Care Plans, details of any convictions or pending court appearances, as appropriate. All information provided will be treated with an appropriate level of confidentiality in line with data protection and information sharing guidelines.
4. The school/ referrer will inform TLG of specific personal or social difficulties, including extreme or aggressive behaviour, truancy, poor attendance, involvement with drugs, use of weapons, etc. Where appropriate, the school will assist TLG in the preparation of a risk assessment for that learner. All information provided will be treated with an appropriate level of confidentiality in line with data protection and information sharing guidelines.
5. The school/ referrer will inform TLG of any safeguarding issues that are relevant to the learner. All information provided will be treated with an appropriate level of confidentiality in line with data protection and information sharing guidelines.
6. There will be regular contact between the named person and TLG regarding the learner's progress and any issues that may arise. This contact will be in the form of regular phone calls, daily if there are issues, but as a minimum, once a week if feeding back on progress. Contact can also take the form of regular meetings agreed and arranged at the beginning of the programme offering on-going support between the referrer and TLG and for reintroduction back into school.
7. The named person will attend half-termly review meetings and any additional meetings as appropriate and arrange for any agreed actions in school to take place.
8. The named person will lead the agreement of a reintegration plan and co-ordinate the learner's reintegration back into school or onto another appropriate education or training programme when they leave TLG.
9. Occasionally it may be necessary to remove learners from the TLG Centre at short notice. It remains the responsibility of the school/referrer, which retains the primary duty of care for learners, to support that learner during the academic day. In cases where it has not been possible to obtain parental consent to release a learner from the TLG Centre, it is the responsibility of the school/referrer to arrange for transport and supervision for that learner until parents can be contacted.

The process has four core elements. Whilst there are examples of these steps being completed very quickly, TLG would typically expect to allow:

- Enquiry Stage: up to 1 day to respond to emails/phone calls to confirm availability;
- Referral Form: This depends upon the institution completing the form. TLG would require up to 1 day processing the referral form and considering any information that would need further exploration at interview;
- Interview: Depends upon availability of parents/carers, and referring staff. Due to the significant impact on education of the student when families are engaged, supported and included, TLG are willing to allow up to 5 days scheduling the interview at a time that is

- appropriate to the family. TLG are currently available within 2 days, and the increased flexibility of a larger staff team operating the AP Free School, will reduce this period further;
- Confirmation: Typically an email confirmation of a place being offered will be made within one day. Exceptions occur when the risk assessment indicates further consideration and control measures are required.

E2: Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free School for pupils of compulsory schoolage and, if appropriate, students aged 16-19 and would pay the per pupil rates you intend to charge. Existing providers hoping to expand their pupil numbers will need to demonstrate evidence of demand to support this expansion.

Steady State Pupil Numbers

The steady state will be 27 FTE pupils. It is expected that these will be divided into 18 full time pupils on the 'Development Programme' and 18 part time pupils (9 FTE) on the 'Engagement Programme'.

It is anticipated that TLG will achieve the steady state pupil numbers for the following reasons:

- The reputation of the existing centre registered as an Independent School in February 2003;
- The habits of referrers in using TLG's provision which have resulted in an annual occupancy level of over 90%;
- TLG's experience in managing the fluctuations in demand for placements, i.e. Regular review that ensures referrers are required to plan ahead, established systems of referrer engagement at key times in the academic year;
- The strong evidence of demand for more provision;
- The comparatively small number of additional referrals needed to achieve full occupancy.

The balance of short-term part-time placements, with longer term full-time placements, enables the TLG Bradford to mitigate the impact of pupil turnover as reintegration is supported for some pupils on a termly basis, whilst others are engaged for a longer period of time. The potential for some pupils initially referred for one term, to stay on for a subsequent term, will mean that there are fewer new pupils needed than would otherwise be the case. Our experience suggests that this is often likely to be the case for as many as half of pupils on each programme. However, retaining a focus on a placement for a term does enable everyone to work towards reintegration at the first possible opportunity.

Evidence of Demand from Commissioners

We have received letters from several current and prospective commissioners expressing support for our proposed AP Free School and indicating the number of FTE referrals they would like to make in our first and second year of opening. Their letters clearly state that they would be willing to pay the per pupil top-up funding that we plan to request. Copies of these can be found in Annex A.

The table below summarises the demand evidenced in our letters of support

Commissioner Name	FTE Referrals in 2014	FTE Referrals in 2015
Current Commissioners		
Bradford Council (District PRU) *	18 92	18 92
Titus Salt School	6 ✓	3 ✓
Thornton School	4 ✓	5 ✓
Hanson School	2 ✓	2 ✓
Leeds West Academy	3 ✓	3 ✓
Priesthorpe School	1-5 ✓	1-5 ✓
Buttershaw Business and Enterprise College	3 ✓	5 ✓
Subtotal:	41	41
Prospective Commissioners		
St Joseph's Catholic College	1 ✓	1 ✓
Belle Vue Girl's School	2 ✓	2 ✓
Subtotal:	3	3
Total:	44 MAX	44 MAX

TLG's Appeal to Prospective Commissioners

In approaching prospective (and past although not currently referring) commissioners for support for our proposed AP Free School, we were able to draw on our already established good reputation and track record for providing quality alternative provision for pupils Bradford since 2000. Our marketing materials outlined the key features of our proposed provision and we were able to discuss these further through email, phone conversations and visits. During these conversations, potential commissioners identified their main requirements for alternative provision. The table below shows what these were and how TLG's proposal will address them.

Commissioner Name	Stated existing or future needs from AP	How this addressed by TLG Bradford proposal
St Joseph's Catholic College	<p>Personalised support for young people struggling to engage in mainstream education.</p> <p>GCSE-equivalent qualifications through Foundation Learning Programme</p>	<p>Maintaining 3 to 1 ratio for students at TLG and providing behaviour management support to help young people develop skills needed to access mainstream education.</p> <p>GCSE programme to run in addition to the current TLG Foundation Learning Programme to allow students increased access to nationally accredited qualifications.</p>
Belle Vue Girl's School	<p>Vulnerable Asian young ladies require tailored support.</p> <p>Muslim families requiring provision where there is an ethos and values they respect - families of pupils' referred in the past have</p>	<p>Personalised learning and mentoring opportunities allow vulnerable young ladies extra support at TLG.</p> <p>TLG will sustain the Christian ethos and continue to work closely with members of other faiths to encourage respect for all</p>

E3: N/A

E4: Demonstrate how you intend to reach out to the wider community.

Making the School Known

The need for TLG Bradford was uncovered in 1998 when discussions with a local school with regard to one at risk young person, led to a request for support off site during the school day. The subsequent expansion of provision was in direct consultation with potential commissioners, with the Local Authority commissioning packages of Education from 2002 onwards.

The changing needs of pupils in the Bradford district since 1998 has therefore been the subject of on-going discussion through our strong referral relationships. Key themes in the feedback from commissioners which has directly influenced our Educational Plan are:

- Broader range of GCSE level qualifications;
- Greater staff flexibility for review meetings with commissioners and parents, previously restricted due to the essential teaching role of team leaders and the Head Teacher;
- Greater capacity to support pupils beyond their return to mainstream school.

Our consultation and discussion with commissioners with regard to the opportunity to seek AP Free School status for TLG Bradford therefore began informally with existing referral relationships, with the schools closest to the centre and those already actively referring pupils. This was then formalised with the development of a website for TLG Education AP Free Schools www.tlgeducation.org.uk and a PDF booklet for commissioners to understand the way that our proposals would meet the needs of some of the pupils in their school. Personal letters from our Head Teacher then summarised the proposed AP Free School offer and requested a letter of support indicating demand. This letter was then followed by a number of one to one meetings with existing and potential commissioners.

Beyond the application process, some aspects of the Education Plan will require additional collaboration. One key aspect of our approach to maximising the accreditation for young people is our close partnerships with schools in teaching, preparing and supporting pupils in relation to a broader range of GCSEs than would otherwise be available directly through the TLG Centre. This approach is already proven, particularly in Bradford through our work with the District PRU, but not universally developed with every commissioning school and as such will be a focus for the pre-opening phase.

How our provision reflects the needs of Commissioners

Discussions with commissioners have informed the development of the existing TLG provision and the AP Free School educational plan. The following table shows the key needs that were highlighted and the way that the TLG provision will seek to meet those needs. The final two columns are the number of FTE places each commissioner has agreed to support in the first two years TLG is operational as an AP Free School.

Commissioners	What are their stated existing or future needs?	How is this reflected by the TLG AP Free School?	Year One	Year Two
Bradford Council	<ul style="list-style-type: none"> • Full time provision for the full academic year • 5 good GCSEs • Vocational/ Special Interest Education • Partnership working with the authority and other AP to allow for a joined up approach as part of the 'District PRU' where students attend part time in one place and part time in another. 	<ul style="list-style-type: none"> • The 'Development Programme' allowing for full time education • A broad GCSE accredited curriculum • Provision of Music, Sport, Hospitality facilities and curriculum • TLG is well established in partnership working 	18	18
Titus Salt School	<ul style="list-style-type: none"> • Part time provision • Flexibility for 12 week or longer term placements • Pastoral/ Behaviour / Therapeutic Interventions to allow successful reintegration 	<ul style="list-style-type: none"> • The 'Engagement Programme' allowing for part time AP • Engagement Programme curriculum which can stand alone for 12 weeks, or enable further progression • Low staff to pupil ratios allowing high levels of one to one support • Therapeutic nature of TLG programmes 	6	3
St Joseph's Catholic College	<ul style="list-style-type: none"> • Personalised support for young people struggling to engage in mainstream education. • GCSE-equivalent qualifications through Foundation Learning Programme 	<ul style="list-style-type: none"> • Maintaining 3 to 1 ratio for students at TLG and providing behaviour management support to help young people develop skills needed to access mainstream education. • GCSE programme to run in addition to the current TLG Foundation Learning Programme to allow students increased access to nationally accredited qualifications. 	1	1
Thornton School	<ul style="list-style-type: none"> • 5 day provision for students needing full-time respite from school. • Mentoring in development of academic and behaviour management skills. 	<ul style="list-style-type: none"> • TLG Development Programmes will run 39 weeks of the year for 5 days a week offering full-time support for students who have disengaged from school. • TLG's small groups and 3 to 1 student to staff ratio will allow bespoke 	4	5

		personalized mentoring both inside and outside of the classroom.		
Hanson School	<ul style="list-style-type: none"> Flexibility of 2, 3 and 5 day programmes Respite opportunities for students who have disengaged from mainstream education. 	<ul style="list-style-type: none"> TLG's Development and Engagement Programmes allowing flexibility of 2, 3 and 5 day placements. Increased support made available by 39-week programme. Respite support will continue to be available for students in need of time out from school. TLG Principal will have more time available to oversee respite support due to restructuring of the staff team. 	2	2
Leeds West Academy	<ul style="list-style-type: none"> In Leeds very little provision that is independent school registered Academic outcomes 	<ul style="list-style-type: none"> TLG Bradford will continue to be registered with OFSTED and will endeavour to improve on the good to outstanding reports already received. Increased academic outcomes will be available through the new TLG GCSE programme. 	3	3
Belle Vue Girls' School	<ul style="list-style-type: none"> Vulnerable Asian young ladies require tailored support. Muslim families requiring provision where there is an ethos and values they respect – families of pupils' referred in the past have respected TLG's Christian ethos. 	<ul style="list-style-type: none"> Personalised learning and mentoring opportunities allow vulnerable young ladies extra support at TLG. TLG will sustain the Christian ethos and continue to work closely with members of other faiths to encourage respect for all faiths and cultural backgrounds within TLG Bradford. 	2	2
Priesthorpe School	<ul style="list-style-type: none"> Positive outcomes for vulnerable young people. Support for students on the west side of Leeds for students who can engage in programmes in Bradford. Flexibility with the TLG programme to allow for quick respite 	<ul style="list-style-type: none"> TLG's Engagement Programme facilitates therapeutic support for vulnerable young people who can re-engage back into Priesthorpe School. Commitment to continue to allow flexible referrals process to allow for last-minute placements. 	5	5

	placements.			
Buttershaw Business and Enterprise College	<ul style="list-style-type: none"> • Flexibility in placing students when support is needed. • Successful re-integration of students on TLG programme. • Pastoral support for students from Buttershaw College. • Part-time provision allowing for students to stay engaged in College for part of the week. 	<ul style="list-style-type: none"> • Continued flexibility around placing students on a variety of different programmes for varied numbers of days. • Quality educational provision allowing students to achieve GCSE-equivalent qualifications. 	3	5
		TOTALS:	44	44

'The top up fee was primarily calculated from the costs of providing the education requested by commissioners. In each conversation with a commissioner or potential commissioner, the top up fee was discussed to confirm that it was affordable and sustainable, with all of the above commissioners confirming this was the case.

Sharing Expertise

TLG Bradford has a long history of generous support to the wider educational community, particularly supporting the development of other Alternative Education Providers within the district. We are clear that the TLG provision is appropriate for some young people, and not all. Moreover, with limited capacity and only one location within the Bradford district, we have always been keen to play our part alongside and in partnership with others. TLG Bradford have influenced the setting up of other Alternative Provisions i.e. 'YMCA Bradford', 'Wise up', 'Emerge', and Youth Services (Bradford Council, West Bowling, Bradford). This has typically included sharing resources, teaching and coaching on behaviour management, and providing copies of plans / best practice in AP classroom layouts. This support has been provided through visits and access to training, typically provided by [REDACTED], [REDACTED]. We would anticipate continuing to take this collaborative generous approach, and with the experience of a broader curriculum through the AP Free School development, will be able to make an enhanced contribution to AP in the Bradford district.

The existing team currently provide outreach support to individual young people as part of transition. The staffing model for the TLG AP Free School does allow for outreach support into mainstream schools and will be part of our strategy to ensure high levels of reintegration. This will help to ensure that the TLG offer is well understood and allows for TLG's successful strategies to be modelled into the mainstream context.

TLG Bradford plays an active role at a monthly 'Alternative Provider Manager Forum' where eight providers are represented. This is chaired by Bradford Council in the context of the 'District PRU' to ensure best practice is shared and provision is complementary, with [REDACTED] making a significant contribution to the development of the curriculum. TLG was until the past year the only AP registered Independent School within the Bradford district. There is now one other registered provider with several others progressing towards registration. In this context, TLG has been able to share significant best practice through the learning derived from Ofsted preparation and inspection. We would very much look to build on this approach as an AP Free School.

The capacity added by the proposed transition to AP Free School status would enable a similar involvement to be developed with the Leeds Alternative Provision Panel. This would further

develop our relationship with the authority and potentially support referrals of excluded pupils in West Leeds.

██████████ meets with ██████████. This group involves staff from the NHS, Police, Teachers and Social workers.

██████████ ██████████. This provides a core part of TLG Behaviour Management staff training. This course has also been delivered for the staff of Emerge, an AP Provider, and the staff of Buttershaw Family Centre, a youth project on a neighbouring estate.

██████████ ██████████. This meeting with Deputy Head Teachers of maintained schools and Academies enables emerging education policy to be discussed, with a focus on curriculum development and resources.

██████████ ██████████, ██████████

TLG Bradford has been part of the Positive Activities for Young People (PAYP) partnership in the district for each year since 2004. This enables additional funding for a programme of extended school activities which are diversionary and targeted to young people at risk of becoming involved in crime. The provision TLG delivers is available to all young people accessing TLG education, and is also made available through referrals to other young people and organisations within south Bradford.

The extensive sports facilities of TLG Bradford are used regularly with partner organisations and the local community. All of this use is beyond 5pm on schooldays, or during weekends or school holidays. With safeguarding in mind, the property was designed with a separate and distinct entrance for sport and recreational activities, enabling even out of hours use to be entirely separate from the classroom space of the school. Recent users include Manchester City Football Club's Elite children and holiday clubs for local children led by the Park Side Residents Association. The income generated is now at a steady state level and will be identified as an income stream to the Academy Trust and should be considered when negotiating the lease on behalf of the Multi Academy Trust.

The partnership nature of TLG's Education Centres as a joint initiative with a local church or churches does create significant opportunity for the capacity of the school to directly benefit and support the local community. The TLG Centre in Bradford is therefore used from time to time by St John's Bowling to enable the running of clubs for children. Similarly, Queensbury Life Church use the TLG Centre for their leadership training activities. From a safeguarding perspective, all of these activities are entirely outside of the school day.

National Influence & Sharing of Expertise

TLG has invested significant time and effort in supporting the development of policy and practice for children at risk of exclusion from school. In 2006, ██████████

██████████, ██████████ s. ██████████

We continue to act from time to time in an expert witness capacity on issues relating to education, the voluntary sector and faith.

TLG links to the Department for Education date back to 2007 and have included the opportunity in 2008 to feedback on the format of the national database for Alternative Education Providers. The Back on Track White paper in 2008 led to further discussions about the TLG model with members of the AP team, including attendance at round table consultations and the hosting of visits to TLG Centres. Since 2010, TLG have contributed significantly through round table discussions, most notably as part of [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].

TLG continues to build relationships with a range of stakeholders in the sector at a national and local level. [REDACTED]

TLG Early Intervention was developed in 2010 to train and resource teams of volunteer coaches to support children with behavioural difficulties in Key Stage 2. It contains unique behavioural and therapeutic interventions and is attracting significant attention as a high impact resource efficient approach. TLG Early Intervention now has eight centres nationally, has formed effective local partnerships and is informing DfE and local behaviour strategies.

TLG is currently in discussions with [REDACTED] in his role as [REDACTED] to explore the possibility of hosting teacher training within our centres. This would be ground breaking and a significant opportunity to share learning with other AP providers nationally, whilst equipping future teachers with the skills to support young people in this unique setting.

Section F: Capacity and capability

F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

Legal Structure and Accountability

Membership

The diagram shows the three non-exec members and TLG as a corporate member of the Multi Academy Trust. This structure enables independent accountability by non-exec members, whilst formally linking to the expertise, vision and values of TLG The Education Charity as the originator of the Academy Trust.

Directors

TLG Education Academy Trust has eight Directors, three of which are non-exec directors who are also members of the company. Two directors are employed by TLG The Education Charity to enable a strong link to the originator of the Academy Trust. Although currently vacant, one director will be employed as Head of Education by the Academy Trust in a Chief Operating Officer capacity. The directors will set the strategy and uphold the ethos, vision and values of the Academy Trust. In order to further support the connection between the Multi Academy Trust and each school, the chairs of governing bodies will appoint a representative to serve on the Multi Academy Trust board as a director, and the Principal's will appoint from amongst their number a representative to be co-opted to join the board for 12 months at a time.

Head of Education

The Head of Education will provide director level operational leadership which implements the strategy agreed by the board of directors. The Head of Education will be the primary interface between the board, Principals, and local school governing bodies. As both an Academy Trust director and a member of each local Governing Body, the Head of Education will support alignment of the interests, strategy and approach at each level of operation. Through operational line management of each Principal, the Head of Education will provide performance management on behalf of both the Academy Trust and the local Governing Body. The Head of Education will lead the technical & professional support to Principals and gain a first-hand insight to operational effectiveness by implementing audit of teaching and learning, and directly supporting school improvement.

Head Teacher Forum

Chaired by the Head of Education, the Head Teacher Forum meets six times each year. The Head Teacher Forum provides a context for the executive leadership of the Academy Trust to meet directly with all Principals to influence, advise, develop strategy and operational best practice.

Local School Governing Body

The Multi Academy Trust will delegate responsibility to a local Governing Body for each school. The Academy Trust will delegate responsibility for the operational budget, appointment of staff, operation of premises, ensuring a healthy and safe environment for children and the development of the curriculum in line with the common TLG framework set out within this application. An annual plan and operational budget will be developed by each local School Governing Body, peer reviewed within the Head Teacher Forum and approved by the Academy Trust board of directors.

The partnership with each local organisation which is foundational to TLG's well-established AP model will play a central role in the governance of each local school, supplemented by an appropriate balance of staff, local people and Academy Trust support.

Local Governing Body Roles	Responsibilities
Principal (Ex Officio Academy Trust Appointment)	<ul style="list-style-type: none"> • Accountability of the Senior Management Team to the governing body. • Implementation of the policy and approaches agreed by the local governing body.
Staff governor (Ex Officio staff appointment)	<ul style="list-style-type: none"> • Staff member elected by the school staff, can be teaching/support staff but not volunteers. • Providing an explicit link between staff and governors to aid communication and influence decision making.
Partnership Governors <ul style="list-style-type: none"> • Two positions (Ex Officio Academy Trust Appointment as agreed with the partner organisation leadership team)	<ul style="list-style-type: none"> • Ensuring the benefits of the partnership with an established community organisation is reflected within the ethos, vision, values, policies and practice of the school.
Academy Trust Head of Education	<ul style="list-style-type: none"> • Linking directly to the Academy Trust to provide support and specialist advice to the governing body.
Youth & Community Governor	<ul style="list-style-type: none"> • Representing community interests as someone who lives or works in the community serviced by the school. • Ideally providing a link to the extended school and family support activities provided through partnership for the benefit of the school.
Parent Governors <ul style="list-style-type: none"> • Two positions NB. Could overlap with other roles, providing there is a clear understanding of representing a parental perspective	<ul style="list-style-type: none"> • Parent/carer of pupil attending centre or past pupil, or parent from church partner or local community.
Co-opted governors <ul style="list-style-type: none"> • Two positions 	<ul style="list-style-type: none"> • Go-opted governors who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school, e.g. Educational, Safeguarding, Youth & Community expertise.

The protection of the interests of the Multi Academy Trust will be achieved through the independence of the three non-exec directors and members. They will be the primary source of completely independent challenge to the activities and interests of the Multi Academy Trust. The Members and Directors of the Multi Academy Trust will meet together to hold the executive to account for the operation of the Trust.

To appropriately address and manage conflicts of Interest, the Academy Trust will adopt the recommendations of the Charity Commission Good Governance 'A guide to conflicts of interest for charity trustees'. Central to this best practice will be a clear declaration of interests, the holding of a register of interests and the absention from decisions of those for whom a conflict exists.

Within the governance structure, the employment of two of the directors by the originating organisation represents a potential conflict in the event that the provision of management and educational services by TLG The Education Charity be considered by the Academy Trust. In the event of such services being considered, those directors with a conflict will declare their interest and be absent from the decision. The remaining directors will seek to satisfy themselves that any proposals represent the best solution, best value and meet clearly agreed performance criteria. In the event of TLG The Education Charity being appointed to provide such services, on-going performance reporting to the Academy Trust board of directors would be required, with the appraisal of performance considered by directors not conflicted.



F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

The following people will be involved in the educational aspects of transition to an AP Free School model during the pre-opening phase:

Name	Their role during pre-opening	Skills and experience	Time commitment
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Gap Analysis

Because TLG is already well established as an organisation supporting the delivery of good quality alternative education, many of the skills we will require during the pre-opening phase already exist within our organisation. The time that will be needed for scaling up to an AP Free School model can be built into the workloads of most of our team. However, there are two key areas that we have identified where we will need to add additional capacity and capability.

Project Management

There will be a gap in project management time and expertise between February and September 2013, when [REDACTED]. Operationally, between February and the date when the DfE announces which applications will be progressed onto pre-opening, many aspects of this role can be absorbed by the CEO, Centre Support Managers and Quality and Curriculum Leader. However, once the DfE announcements have been made, an increasingly focused strategic approach will be required so that we are able to make a good start to the pre-opening phase. During this time, we are likely to procure additional consultancy services to help specifically with guiding us through the first and important stages of pre-opening. We will be looking for someone with prior experience of successfully working with an AP group and/or Multi-Academy Trust in the initial stages of pre-opening. We are already in contact with several consultants who may be suitable and we plan to pursue conversations with them post-interview.

Head of Education Role

We intend to appoint a suitably qualified and experienced educational professional to the role of 'Head of Education' in September 2013. This will be a full-time position with considerable responsibility within TLG including being a director of the Multi-Academy Trust. The role would add increased leadership, momentum and scope to the existing team that is progressing the organisation and Centres towards an AP Free School model. Key responsibilities would include strategic educational leadership on a national and local level and operational management of the range of support services to be delivered by the multi-academy trust. TLG has secured funding and professional support through Contract Readiness Funding to help us undertake a suitably rigorous recruitment process that will include advertising the position in national press as well as through TLG's own extensive network of educational professionals.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

The following people will be involved in the financial aspects of transition to an AP Free School model during the pre-opening, phase:

Name	Their role during pre-opening	Skills and experience	Time commitment
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

Gap Analysis

Because TLG is already well established as an organisation supporting a number of independent schools, the skills we will require during the pre-opening phase already exist within our organisation. The majority of the time that will be needed for scaling up to an AP Free School model can be built into the workloads of our team.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

This section will detail the roles, expertise and experience of both Multi Academy Trust Board Members and staff within TLG The Education Charity who have the competence and capacity to deliver AP Free schools.

The Multi Academy Trust Board Members and Directors include the following:

TLG The Education Charity as a Corporate Board member, [REDACTED] and [REDACTED]
[REDACTED]

The Directors of the MAT will be [REDACTED] and [REDACTED] [REDACTED]. A new Head of Education role will also be created. This role will have direct responsibility for the

performance of the Multi Academy Trust Free Schools. A Principle from one of the AP Free Schools will also be co-opted onto the board, on a rotational basis to ensure the Principles of the Free Schools are directly influencing and shaping strategic planning. [REDACTED]. The following matrix outlines the experience and roles the Members and Directors of the Board will undertake.

Name	Their role during pre-opening	Skills and experience	Time commitment
<i>Corporate Member: TLG- The Education Charity</i>			
[REDACTED]	[REDACTED]	[REDACTED]	
<i>Members and Directors of the Multi Academy Trust</i>			
[REDACTED]	[REDACTED]	[REDACTED]	Will attend Multi Academy Trust meetings as required.
[REDACTED]	[REDACTED]	[REDACTED]	Will attend Multi Academy Trust meetings as required. Will help set the Strategic Direction of the MAT

			Will attend Multi Academy Trust meetings as required. Will help set the Strategic Direction of the MAT

Directors of the Multi Academy Trust

			Will attend Multi Academy Trust meetings as required. Will help set the Strategic Direction of the MAT
			Up to 5 days a week

			Will attend Multi Academy Trust meetings as required. Will help set the Strategic Direction of the MAT
			Up to 5 days a week

Head of Education		Head of Education Yet to be appointed	
Principal – co-opted onto the MAT		Principal Representation: role yet to be appointed	
2 x Parent Governors		Parent Governors: roles yet to be appointed	

Successful experience of setting up a new organisation or business

A number of TLG Multi Academy Trust Corporate Board members and directors as described above have experience of setting up new organisations and businesses.

_____; _____; _____; _____, with contracts with various local authorities. As _____ and _____ were both founding trustees of _____ which now turns over approximately _____.

School Governance

TLG has considerable experience of acting as the school governor for its existing Alternative Provision Schools. This includes schools in North Birmingham, Manchester and Bradford. The organisation has also trained local partners to be local governors of its schools in London, Reading, Nottingham, South and Central Birmingham, Wakefield, Newcastle and Bolton.

TLG has all the expertise to both register a school with Ofsted and then support its partners

through the process of an Ofsted Inspection. It also furnishes partners with the knowledge and expertise required to govern each school.

Human Resources

The organisation has invested a considerable amount, in terms of the development of a team with capacity to deliver an HR function both in terms of the immediate and future AP Free School opportunities. The following matrix outlines the personnel and the role they undertake or the organisation.

Name	Their role during pre-opening	Skills and experience	Time commitment
[REDACTED]	[REDACTED]	[REDACTED]	Up to 3 days allocated to People and Learning and Development in the lead up to opening and operation of AP Free Schools
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] expects to allocate up to 3 days to the opening and operation of AP Free Schools

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ICT

TLG The Education Charity have both 'in house' and contracted services to deliver ICT to Alternative Education Schools at both set up and operational stages. [REDACTED] is the IT Manager and has responsibility for both the design and maintenance of IT systems in TLG schools. The IT Manager provides the following service:

Name	Their role during pre-opening	Skills and experience	Time commitment
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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Property

TLG Partnership Manager has current responsibility for capital, refurbishment and modification work to TLG schools. In opening a new school, TLG works with its local partners to ensure all Ofsted Standards are met so the building can pass its initial Ofsted inspection. Most buildings used by TLG have involved refurbishments rather than new builds. Where there have been new builds (i.e. Bradford, Nottingham), TLG advises on the design of the school and the necessary building requirements.

Name	Their role during pre-opening	Skills and experience	Time commitment
			Works full time and expects to allocate up to 2 days per week to the opening of AP free schools

Marketing

TLG Supporter Development Manager has current responsibility for all marketing relating to TLG and TLG schools.

Name	Their role during pre-opening	Skills and experience	Time commitment

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Project Management

TLG has considerable experience in project managing the opening of new schools. TLG works closely with its local partners in producing a Gantt chart scheduling the necessary milestones required for opening a school. This is project managed by [REDACTED] and [REDACTED]. This includes two final stages: -

Implementation Stage

- Meeting with local schools and the local authority to develop referral routes
- Capital Works contract agreed, tendered and work undertaken
- Equip and furnish the TLG School including ICT fit out
- Recruitment of Principal and other members of staff
- Recruitment of Classroom Volunteers and Family Support Volunteers
- Training of governors of the school

Opening Stage

- Learning and Development undertaken for new staff
- Education Open Days for prospective referrers to visit the centre
- Civic Open of TLG School
- Initial Registration with Ofsted
- School open to receive pupils

Introduction to the Skills Gap Analysis

The following Skills Gap analysis identifies the skills that will be required beyond Education and Finance, at both pre-opening stage and in the on-going running of TLG AP Free Schools. Most of these skills are already present within the organisation. The organisation has already opened 11 Alternative Provision Independent Schools and Centres, so the skills required to transition a number of our schools to AP Free School status are transferable.

However, the organisation will need to increase capacity in a number of areas. It will also need to identify people and organisations that can deliver a select number of roles to fulfil certain functions not currently covered.

Organisational Skills Gap Analysis (non-Education and Finance) Matrix

Role	Skill present in organisation (YES)	Skill present in organisation (NO)	Additional skill required	Additional capacity required
ICT Design	YES		NO	NO
ICT Management	YES		NO	YES
Website Design / Maintenance	YES		NO	NO
Learning and Development Function	YES		NO	NO
HR Policy and Procedure	YES		YES	NO

HR Recruitment	YES		NO	NO
Property Design		NO	YES	YES
Property Renovation	YES		YES	YES
Property Management	YES		YES	YES
Property Maintenance	YES		YES	YES
Legal Services		NO	YES	YES
Project Management	YES		NO	YES
Administrative Support	YES		NO	YES
Telephone System	YES		NO	NO
Telephone Answering Services	YES		NO	NO
Marketing Support	YES		NO	YES
Publicity and Printing Services	YES		NO	NO

ICT Skill Gap Analysis

In terms of ICT Systems Design, the organisation has the necessary skills. The IT Manager has designed the "Lighthouse System", which can be used for AP Free Schools. An expansion of the systems "dashboard" may however be required, but can be delivered in house with existing systems design capacity. ICT Management is currently part fulfilled by the IT Manager and part fulfilled by an outside contractor ComBination. The organisation will need to move to a situation where the IT Manager ceases to do any day to day management and moves to manage a contract with an external contractor. The organisation may well look beyond ComBination, as additional capacity will be required to deliver the necessary standard of maintenance to the larger AP Free Schools. That process of looking for a new or additional contractor has already begun.

In terms of Website Design and Maintenance, we have an on-going contract with a website company and are confident there is enough skill and capacity to provide for the organisation needs during and beyond the launch of AP Free Schools.

Learning and Development Skills Gap Analysis

The organisation has obtained a kite mark from 'Investors in People' in recognition of its commitment to Continuous Professional Development. TLG People and Learning & Development Manager brings high level executive skills to this function, not only in the development of a learning and development strategy but also in bringing her considerable experience to the organisation. The organisation also has the capacity to deliver Leadership and Management development training for the AP Free School Staff. The senior leaders have vast experience in delivering this learning. It also has contacts and contracts to deliver training for subjects like Child Safeguarding, Diversity training, Fire Safety and Health & Safety at work. The organisation Operations Director is NEBOSH qualified, and brings Health and Safety expertise to the organisation and its schools.

The organisation also has a policy of subsidising the cost of courses that staff may need to attend to gain the necessary qualification required for them to be better equipped to fulfil their respective roles. This includes Master's Degree qualifications, diplomas and certificate qualifications of various kinds. This may be required for staff to further their qualifications in Human Resources, Facilities Management and Customer Relations. The organisation is currently seeking a kite mark to recognise its achievements in customer relations.

Human Resources Skills Gap Analysis

The organisation has invested considerable resources in this function over the last two years. A dedicated HR Manager has recently been appointed and will work towards obtaining their Advanced CIPD qualifications. The organisation has developed robust recruitment policies and processes in line with Ofsted Safer Recruitment requirements. However, where employment issues arise of a potentially legal nature, the organisation has an on-going contract with a company- EEF, who give over the phone advice as required.

The up-skilling of existing staff will be continued and required for the additional responsibility of recruiting and employing new staff for AP Free Schools. It is our view that there should be enough capacity in this function for this current round of AP Free School applications.

Property Skills Gap Analysis

The organisation does have skills in managing property design, renovation and modification. However, the current size and scale of our schools means this has been relatively simple in nature. Moving forward, the organisation will have to recruit or buy in additional and higher level skills into this area. A company called [REDACTED] have worked with us to increase of capacity of property design for AP Free School status. We will also need additional capacity and skills to manage both the renovation and the on-going management of the AP Free Schools. The renovation and management of contracts may well be done by an outside consultant. The organisation will need to make its framework more robust and develop a detailed service level agreement for the on-going property management and maintenance of its schools, even though this function will be delegated to the local governing bodies. Additional expertise will need to be recruited to fulfil this function.

Project Management Skills Gap Analysis

TLG has considerable expertise in project managing the opening of schools with its partners. The organisation may need to bring in additional capacity to deliver this service.

Legal Services Skills Gap Analysis

Although the organisation does have some legal expertise at a board level, it will and has bought in legal services from Anthony Collins Solicitors (ACS). The setting up of the new Multi Academy Trust; drawing up of Partnership Agreements, Lease Agreements and Management Agreements will all be developed by ACS who have a specialist team in the area of education. [REDACTED] is the lead solicitor dealing with our AP Free School Application.

Administrative Support Skills Gap Analysis

The organisation has the necessary skills to support the AP Free School with administrative and secretarial services. However, it is likely it will need to add to the team in terms of increased capacity. Telephone services are well developed within the organisation with the utilisation of the latest technological advances.

Publicity and Marketing Support Skills Gap Analysis

The organisation has considerable experience in producing publicity for local referrers and local authorities who may be interested in both spot purchasing and commissioning its services. The organisation has a range of publicity it already uses. An individual prospectus for each AP Free school will need to be produced for both parents and carers and schools and local authorities for pupils wishing to attend. TLG will use its existing design and printing companies.

Much of the Marketing of school places is done though relationships developed between the Principal and local schools and local authorities. This is supported by a Referral Manager who assists them in visiting potential referrers and encouraging the referral of pupils in need of Alternative Provision. The organisation may well need to add to this resource in terms an additional referrals support.

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

Plans for recruiting the school's Principal Role in the Implementation Stage

The Principal will be recruited by the MAT working closely with the local Governing Body. The TLG School will be transitioning to AP Free School Status and does have a Head Teacher in post. The current Head Teacher was appointed by two senior TLG staff and two senior representatives from the local partner organisation.

The role of Principal is broader in scope than the current Head Teacher role. It involves influencing additional stakeholders and will mean leading and managing a larger team. We will therefore advertise for the role, to satisfy the MAT and local Governing Body that we get the best candidate for the role.

The Role of the Principal

Purpose of the Role

The purpose of the role will be to lead the opening and running of the AP Free school. Bringing together a blend of skills covering classroom, human resources; financial; enterprise; leadership and management and the values of a Christian ethos to establish, deliver, manage and grow the TLG AP Free School. The Principal will lead the staff and volunteer team to establish the appropriate culture and will lead in maintaining a Christian ethos.

Context of the Role

The Principal will work with and alongside the partner organisation and local Governing Body, to establish and run the TLG AP Free School and to facilitate the engagement of young people in extended school activities provided by the partner organisation. The Principal will work closely with the MAT Head of Education and Chair of local Governing Body who will support progress against objectives. The Principal will lead the local TLG AP Free School staff team, as they provide education to pupils. The Principal will be part of the MAT team working alongside [REDACTED], including the sharing of best practice, influencing and shaping the strategic direction of the MAT including participation in training, staff meetings, and conferences. The role will include a commitment to develop and maintain the relationship between TLG, the MAT, the local Governing Body and the partner organisation, through building understanding and commitment for all stakeholders.

Tasks involved in fulfilling the Role

The Principal will lead the AP Free School staff team in the planning, resourcing and delivery of lessons and programmes for the young people inclusive of Foundational Learning: Personal Social Development; Functional Skills; GCSE's and non-accredited lessons. They will be tasked with leading the AP Free School's development through liaison and marketing with clients and stakeholders, including selling places on programmes. The Principal will line manage the Vice Principal and Team Leader in the school. The Principal will need to ensure the team is inventive around curriculum, ensuring that learning is of the highest standard and utilising best practice and current teaching methods. They will need to ensure that the staff team differentiates education to the individual/group by deploying innovative programmes for young people.

The Principal will lead the effective operation of school systems such as rewards, and advise, encourage and support young people to engage fully in all aspects of their individual programmes including extra-curricular activities. They will have responsibility for ensuring that all administration tasks such as: registration records; reports; exam portfolios; moderation

procedures and Ofsted standards are adhered to or completed. The Principal will be required to promote and safeguard the welfare of the young people with whom they engage and ensure the suitability of the environment, facilities and premises in line with health and safety policy and procedure. They will be tasked with leading the staff team in tackling issues such as: behaviour management; child protection and other social issues that prevent holistic development. The Principal will represent the AP Free School in meetings with appropriate external agencies and at other public events.

The Principal will need to work with the local Governing Body in managing the school budget. They will also need to identify and implement appropriate training for staff including TLG leadership training and facilitation of specialisms in: Special Educational Needs (SEN); Bereavement; Counselling and English as an Additional Language (EAL), in order to aid the holistic development of young people. They will also need to attend and actively participate in other staff training meeting including staff conferences put on from time to time by TLG and the MAT. They will support opportunities for young people to engage with beyond school hour activities/extended school activities run by the partner organisation. Finally, leading the staff team to foster and develop relationships with parents/carers and the referring organisation, to encourage active involvement with the individual young person's programme, will be a key part of the role.

Qualifications of the Principal

We would expect the Principal to be educated to degree level and to have a teaching qualification (typically a PGCE, GTP or equivalent), Maths and English are central to the curriculum we deliver to young people, so we expect the Principal to have these qualifications to at least GCSE Grade A*- C level.

Experience of the Principal

The Principal should have a minimum of five years relevant teaching experience. It is important that they have a clear understanding of what works in the classroom and what really engages the young people. That often comes with experience. We want them to have experience of delivering lessons and learning activities in inventive and creative ways. The Principal will need to model and support the rest of the staff team in developing these skills. They should also have had experience of working with disengaged young people and be able to demonstrate having made progress with them. Finally the Principal will need to have had experience in an environment where managing challenging behaviour has been important.

Personal Qualities of the Principal

We want the Principal to have a positive, "can do" approach to leading the school, who sees problems as challenges that can be overcome. Someone with the ability to envision, motivate and inspire the staff team to develop an outstanding AP Free School. We want someone who recognises the value of team sees the individual ability of each team member and allows them to "fly" with their strengths, while supporting them to manage their weaknesses. They need to be someone who openly rewards success and creates a school environment where people want to go above and beyond to contribute to the schools success. The Principal will need to have the gravitas to inspire confidence from local school stakeholders and parents and carers who agree to a referral to the school.

The Principal needs to have a clear understanding of the issues and barriers faced by the community the AP Free School serves. We want someone who is comfortable working with people from a variety of backgrounds and with an ability to put them at ease. They need proven skills and strategies for engaging young people within a classroom setting and beyond school hour's activities. They will need to be empathetic and have good pastoral skills to support the team, the families and the young people with the issues they face. We would want the Principal to be a good communicator, have good verbal and written skills and developed listening skills

for stakeholders, staff, families and students alike. The young people desperately need positive role models and we would want that from the AP Free School Principal.

The Recruitment Process

Introduction

HR services could be provided by TLG subject to appropriate procurement processes. In recruiting the Principal for the AP Free School, TLG's HR team will bring support and expertise to the recruitment process.

Job Agreement

A Job Agreement will be drafted and agreed between TLG HR team, the MAT and the local Governing body. The Job Agreement will contain both the job description and job specification elements of the role, setting out the key objectives and skills required for the role. This will be coordinated by the HR team.

Timescales

In terms of schedules, we anticipate the following timescales

- Job Agreement drafted and signed off - June / July 2013.
- Job advertised- Aug/ Sept 2012
- Application deadline and shortlisting - 3rd Week Sept 2013
- Interviews (two stage process)- end Sept 2013.
- Appointment to role -1st week Oct 2013
- Job start date- January 2014

In supporting this process all the relevant documents will have been prepared beforehand, to support those involved in the interview process.

Advertising and Short Listing for the Role

The HR team will arrange for details to be published on the website of the MAT and the partner organisations website. Third sector job and educational publications and websites with the desired reach, will also be used as appropriate. These may include Charity Jobs, Times Educational Supplement and the Association of Christian Teachers (ACT) publications and websites. The MAT may also attend relevant job fairs, but also host a TLG Job Fair Open Day, inviting potential candidates to explore the possibility of working for TLG. These could be hosted in half term June 2013.

Once roles have been advertised, applications received and the deadline or closing date is reached, TLG HR will conduct a pre-short list using a pro-forma, and forward copies of all applications to those involved in short-listing, including the chair of the local governing body.

The Head of Education and Chair of the local Governing Body will then draw up an initial shortlist. The Head of Education will contact candidates on the initial shortlist and conduct informal telephone conversations using telephone interview questions. The Head of Education and Chair of the local Governing Body will then draw up a suggested 2nd shortlist (max 4 for any one job) and inform TLG Human Resources which candidates have been selected for interview.

Interview Process

Role	Interview Schedule	Focus of interview	Themes to be covered and Assessment Criteria
Principle	Interview day 1: Partner Organisation/ Local Governing	Focus: local context; ethos and culture of AP Free School and synergy with partner	Meeting representatives of the Partner Organisation and Local Governing Body; the current TLG team. This will involve a tour of the school; informal conversation as well as discussion about the local context, pupil demographic and ethos and culture of

	Body	organisation	the AP Free School
	Interview day 2: TLG (TLG National Support Centre/ TLG MAT)	To focus on educational classroom delivery and ability manage the team and bring strategic leadership to the school and its relevant stakeholders	Tour of National Support Centre Meet representatives of the TLG MAT board Lesson Observation Psychometric test Group Challenge Presentation Formal interview: covering school leadership; managing yourself; managing others; challenging scenarios; conflict resolution; personal resilience; enterprise skills to demonstrate ability to maximise the demand for referrals.

The local Governing Body may further shortlist after Day 1, inviting to Day 2 only those candidates that potentially they would be happy to employ. The interview panel on Day One will be chosen by the Chair of the local Governing Body and include other members of the local governing body or partner organisation. An observer from TLG MAT will also be present as an observer as required.

The interview panel on Day Two will include two representatives from the local Governing Body and two representatives from TLG MAT including the Head of Education. Contractual matters to be covered at the second interview will include proof of identity and qualifications, hours, leave, salary, learning and development and the confirmation of accuracy of information in line with Safer Recruitment regulations.

Job Offer, References / CRB check, Induction and Storage of Information

The Head of Education and Chair of the Local Governing Body discuss pay advice with the rest of interview panel and TLG Human Resources. The Head of Education contacts the successful candidate and gives the pay offer and clarifies agreement to terms of contract. A written job offer is made subject to satisfactory references and enhanced CRB check.

TLG Human Resources (HR) compiles relevant information and requests references, ISA Children's Barred List check plus a Certificate of Good Conduct to cover any period overseas. If satisfactory, induction takes place. TLG Human Resources invites the candidate to the TLG National Support Centre induction and issues policies and a staff handbook. TLG Human Resources (HR) arranges relevant induction training including child safeguarding and for the candidate to meet other members of staff from both the local school current team and wider TLG / TLG MAT staff.

TLG's Human Resources (HR) files all master copies of the application/collated evidence and updates the CRB master and Central Record.

The Role of the Principal in the Implementation Stage

The aim will be for the Principal upon accepting the position to (where appropriate) give notice October 2013 to start in post on 1st January 2014. This will give two terms for the Principal to lead the transition of the TLG Independent School to AP Free School Status. The priorities of the Principal during this time will be as follows:

- Form a working relationship with TLG MAT representatives; Head of Education and the Chair of the local Governing Body (January- July 2014)
- Involvement in the development of AP Free School policy and procedures, including familiarising themselves with existing and transferable policies (January- April 2013)
- Working with HR team in preparation for the recruitment of the AP Free School staff team (January- June 2014)

- Recruiting and transitioning the staff team for the AP Free School including Vice Principal and other classroom staff
- Vice Principal appointed half term February 2014 and starts after Easter 2014
- Learning Mentors appointed Easter and start second half of summer term 2014
- Working with Project Management to influence and help co-ordinate the renovation of AP Free School buildings including the aesthetic design of the classroom space (Timetabled to cause minimum disruption to existing TLG Independent School))
- ICT Fit out and preparation in partnership with IT Manager and contractor company (July 2014)
- Liaising with and formalising referral routes with local schools, the local authority and other referrers in partnership and with TLG Referrals Manager (January- July 2014)
- Undertaking necessary liaison with external stakeholders including Ofsted, DfE and New Schools Network in partnership with TLG and TLG MAT educational staff
- Development of curriculum for the School in partnership with TLG Quality and Curriculum Leader (February- July 2014)
- Team development, policy and procedure training and learning & development input in partnership with HR Team (June- August 2014)

Recruiting Other Staff

The AP Free School will also appoint Vice Principal, Team Leader, Youth Development Workers and Learning Mentors to their respective roles. The recruitment process follows a similar process as described for the Principal. However we would expect the Principal working with the local Governing Body to be at the heart of recruiting the rest of the staff team. As well as advertising in the places suggested for the Principal we will also advertise in non-educational publications such as Youthwork Magazine.

Timescale for Recruiting the Rest of the Staff

Recruitment Process	Vice Principal	Team Leaders	Learning Mentors & Youth Development Workers
Job Agreement drafted & signed off	January '14	January '14	March '14
Job Advertised	Jan '14	Jan- Feb '14	March - April '14
Application Deadline	End of Jan '14	March '14	April '14
Short Listing	1st week Feb '14	Before Easter '14	Early May '14
Interviews / Appointment to Role	Mid Feb '14	Before Easter '14	Spring bank holiday '14
Job Start Date	After Easter '14	After spring bank half term '14	Beginning of July '14
Induction	After Easter '14	After spring bank half term '14	July- early Sept '14

The Role of Vice Principal and Team Leader

Purpose of the Role

The roles will bring together classroom skills, enterprise skills and relational skills with the values of a Christian ethos to deliver excellent alternative education alongside working to support the Principal in the management of the TLG AP Free School. Both roles will line manage the Youth Development Workers and Learning Mentors. However in addition to this, the Vice Principal will act as a deputy to the Principal, and may take on the wider responsibilities of the Principal as and when tasks are delegated to them. The Vice Principal and Team Leader

will support the Principal to establish the appropriate culture and will lead in maintaining the Christian ethos.

Context of the Role

The Vice Principal and Team Leader will be line managed by the Principal who will support progress against appropriate objectives. Along with the Principal, they will form the senior leadership team in the school. The roles require flexible use of time. It is paramount that the Vice Principal and Team Leader support staff that are delivering extended school activities for participating students.

Tasks Involved In fulfilling the Role

The Vice Principal and Team leader will support the Principal with liaison and marketing to clients and stakeholders, including selling places on programmes to referrers. They will ensure the suitability of the environment, facilities and premises. They will lead staff in tackling issues such as poor behaviour, child protection, substance abuse intervention and other social issues that prevent whole person development. They will help to deliver staff training and lead staff meetings. They will also be expected to represent the school in meetings and other public events. They will work with the Principal to ensure all staff are inventive around curriculum, ensuring that learning is of the highest standard; understand and implement best practice of teaching methods including lesson planning. They will also have responsibility for ensuring that all administration tasks, such as registration records, student details, reports, exam portfolios and moderation procedures are completed.

Qualifications, Experience and Personal Qualities

Qualifications required will be similar to the Principal. However, the successful candidates for either role may have come from a different professional background such as Youth Work, Social Work or be an Alternative Education specialist with more emphasis on Pastoral Care. They may possess a professional qualification from another discipline. We will be looking for this type of person in creating a balanced team in one or other of the Vice Principal or Team Leader roles, given the acute pastoral issues that arise in this context.

We would expect them to have experience of working with excluded young people. They should have a proven track record of having led the delivery of successful interventions with young people, demonstrating progress and measurable outcomes. They should also have experience in dealing with pastoral issues and can demonstrate experience of working with parents and other agencies. They should have some experience in supervising staff delivery and line managing people.

In the Vice Principal and Team leader we are looking for many of the qualities we would expect in the Principal. We want someone who has the confidence to deliver on the strategic tasks the Principal may delegate. Someone who has a strong sense of responsibility for the own specific areas of work and is supportive in both managing 'up' to the Principal and 'down' to the rest of the staff team. The Vice Principal and Team Leader should be people with the gravitas to instil confidence in referrers and external stakeholders in terms of engaging them with the school. They should be someone who is willing to support staff on their individual journey of development and inspire their individual teams in great classroom delivery and who sets themselves high standards and expects those standards in classroom delivery, parental engagement, administration, and extended school activities.

The Role of Learning Mentors and Youth Development Workers

Purpose of the Role

Learning Mentors should blend classroom skills, sessional skills and relational skills to deliver programmes and 1:1 support to pupils in the classroom. As well as the aforementioned, we would expect the Youth Development Worker to lead on beyond school hour activities for young

people in partnership with the partner organisation. The aim of both roles is to facilitate the holistic transformation of young people.

Context of the Role

The roles will be line managed by the Vice Principal and Team Leader. Both roles will deliver lessons as a team to groups of nine pupils. Additionally the Youth Development Worker will work with volunteers to deliver engaging beyond school hour activities. Both roles will work closely with volunteers from the partner organisation who are working to support engagement in the classroom and in supporting pupil's families.

Tasks Involved in fulfilling the Role

The roles will involve assisting with the planning, delivery and leading of sessions and providing 1:1 support as appropriate to bring excellence to the young people's learning experience and transformation. Work in partnership with senior team in the planning, resourcing and delivery of sessions and programmes for the young people. This will also involve after school activities including graduations. Helping to plan, develop and deliver innovative non-accredited sessions focusing on the holistic development of young people. Examples include music therapy; sports leadership; media; arts; anger management; substance abuse.

The roles will assist in team teaching including preparation of sessions. Both roles should share in identifying individual development needs and initiating appropriate responses. Fostering and developing relationships with parents or carers and encourage active involvement with their child's programme will be important to both roles. They will support the senior leadership team in tackling issues such as poor behaviour, child protection, substance abuse intervention and other social issues that prevent whole person development. They should promote and safeguard the welfare of young people, supporting the senior leadership team to ensure the suitability of the environment, facilities and premises in line with Health and Safety Policy. Both roles should be engaged in the effective operation of school systems such as rewards, advising, encourage and supporting young people to engage fully in all aspects of their individual programmes, including extra-curricular activities. Finally they should help with the administration of various records and the monitoring of outcomes as required. Examples include assessment, moderation, registration and certification of programmes.

Qualifications, Experience and Personal Qualities

Both roles require a good general standard of education including English and Maths GCSE or equivalent. The Youth Development Worker should have an Advanced Youth and Community Work Qualification or appropriate JNC qualification or be willing to work towards one. The Learning Mentor should have a Level 3 qualification or have a relevant degree.

We would expect both roles to have one year's relevant youth work, mentoring or classroom experience in effectively engaging with young people aged 11-16 years. The Youth Development Worker should have experience in creating and delivering youth programmes in an informal setting.

Many of the personal qualities outlined in the previous roles apply to these roles. Whilst we would not be looking for management experience, we do expect both roles to be filled by people who are energised by working with young people- People, who are creative, engaging, firm yet patient, bring energy to the classroom and beyond it, and will approach behaviour management in a positive way. We want them to be strong on pastoral care and be a point of reference and a positive role model for young people. These roles are all about team teaching, so working with others needs to be a personal strength.

Administration & Operational Skills and Support

While Operation and Administrative Support can be given from TLG's National Support function,

we will expect all staff to be effective in time management and have the ability to organise and prioritise own work load and that of the team, and to keep to deadlines. They should also have good ICT skills including using word, spreadsheets, PowerPoint and the 'Lighthouse' web based recording and monitoring system.

Continuous Professional Development

The following learning and development is offered to all staff.

The Leadership Track: This covers topics including the habit of highly successful people; leading up, across and down, discovering your strengths; understanding the behaviour styles of colleagues; organisational development, delegation & empowerment, creativity & innovation, time management and lifelong learning.

The Management Track: This is particularly tailored for those with management responsibility and includes covering topics such as systems & processes; coaching skills, line management skills and Key Performance Indicators.

In addition to this the organisation conducts educational Inset Days at the beginning of term. The organisation can also support staff with a level of flexible working for those who wish to complete a relevant professional qualification that will enhance their effectiveness in the school.

Recruiting Governors

The organisation has already identified a number of people who will be governors on the local Governing Body of the school. As the school transitions from being an Alternative Provision Independent School to being a AP Free School, it seems sensible for the foundation governors who were originally appointed by the local church partners to be core members of the new local Governing Body. The present arrangement is that TLG The Education Charity and [REDACTED] as [REDACTED] is the named proprietor / governor of the school.

As we transition to become a AP Free School, the role of partnership governors will be important in ensuring the benefits of the partnership with an established community organisation, is reflected within the ethos, vision, values, policies and practice of the school. These will be Ex Officio Academy Trust Appointments as agreed with the partner organisation leadership team as set out in F1. We expect these to be occupied to a new governor and a representative from one of the church partners.

In terms of the Recruiting Process, members of the MAT have already met with these individuals who have confirmed that they are happy to take up these respective positions.

Existing Governors & Recruiting Other Governors

The MAT Members and Directors and trustees of the TLG trustees board, which is a Corporate Member will bring much of the expertise required.

Expertise Required	Person who will fulfilfunction on the MAT Board
Leadership	<Redacted> <Redacted>
Education	[Redacted]
Finance Business Accountancy	
Legal	
Strategic Planning	
Safeguarding	
Human Resources	
Health & Safety	
Buildings and Estates	
Marketing	
School Improvement	

Members of the local Governing Body will bring additional skills to the AP Free School.

TLG The Education Charity is currently the proprietor and governor of the Bradford TLG Centre Independent School Alternative provision. [Redacted] being the Chair of TLG The Education Charity. If the AP Free School Application is successful a new chair of Governors will be appointed. This will be a representative from the partnership TLG has with either St Johns, Bowling Church of England Church or Queensbury Life Church. The following people have been approached in regard to the school becoming an AP Free School and asked to be on the local Governing Body for the school.

Person and Role	Expertise
Principal- TBC Staff Governor: TBC	
Partnership Governor – [Redacted]	[Redacted]

	██████████
Partnership Governor – ██████████	██████████
MAT Head of Education- TBC	██████████
Youth and Community Governor- ██████████	
	██████████
Two Parent governors - TBC	

Advertising and Recruitment

F1 sets out the requirements for governors operating as part of the local Governing Body. In addition to the Governors mentioned before, the local Governing Body and the organisation will be recruited in the following ways:

- Explore the possibility of advertising on the website of the National Governors' Association;
- Advertise by word of mouth through the local networks of the partner organisation;
- Approach known individuals who are contacts of TLG or the local partner;
- Receive recommendations of individuals from other local organisations;
- Invited as a member of the local church having relevant skills and particular expertise (e.g. legal, finance etc.);
- Invited as a member of the local community already engaging with marginalised young people and with an interest in being a governor of a school;
- Invited as a parent with a child in the school or as a parent with a child attending another school in the area (2 Appointments);
- Invited as a Staff Governor having been chosen by colleagues;
- Invited as the Principal of the School.

They will be asked to generally fulfil the following tasks:

Tasks Involved In fulfilling the Role

- To bring general skills in providing strategic leadership and accountability to the running of the AP Free School;
- Setting the schools aim, ethos and values in cooperation with the MAT;
- To act as a critical friend and support to the Principal;
- To monitor and evaluate the schools progress against KPI's set in cooperation with the MAT;
- Support the MAT in overseeing the budget allocation and its control;
- Appoint the Principal in cooperation with the MAT;
- Appoint senior members of staff in cooperation with the MAT and supporting the Principal in the recruitment of the other members of the staff team;
- Help shape the engagement with young people and their families through extended school activities and family support.

Qualifications, Experience and Personal Qualities

We will look for leadership experience in general. We will also look for them to have experience and a professional qualification in their area of specific expertise. We want to recruit governors with an interest in the plight of excluded young people. People who are passionate about delivering outstanding education to marginalised young people. We want Governors who are able to work as part of a team and individuals who are positive and encouraging, yet able to appropriately challenge things that are not going well. We will want people with a strong sense of responsibility

Section G: Initial costs and financial viability

[REDACTED]

[REDACTED]

[REDACTED]

Section H: Premises

TLG Bradford is a current provision operating in an existing suitable building that has the potential to be adapted for our proposed expansion. The site was Ofsted inspected on the 27th April 2010, when the school was rated "good with outstanding features" and it also complies with all current School Premises Regulations. Thus this is our preferred location.

The rationale for this and the building's alteration options were independently explored in a Property Feasibility Study carried out by [REDACTED] between September and November 2012, and these are given below. We have therefore ruled out uncertain searches for alternative locations in favour of one that is already proven to support good AP educational outcomes.

Address and Postcode

TLG Bradford, Bradford, Hope Park, Bradford [REDACTED] 805 BHH

Reasons for Choosing Site

The Resonance Property Feasibility Study identified the following rationale for choosing this location:

- The site is a recently completed, three storey, business administration building tailored around the TLG national headquarters and TLG Bradford Independent School.
- It is fully owned by the TLG charity.
- Operated by TLG as its flagship centre, it incorporates a fully equipped Sports Hall and importantly, a thriving business hub serving local SME's, the rental income from which supports the work of TLG The Education Charity nationally.
- It is in excellent condition throughout, with second-to-none facilities management serving the school, TLG HQ and the tenant businesses.
- The site was selected following an in depth feasibility study by [REDACTED] in 2006 and it has been successfully occupied by TLG since the building was completed in April 2008.
- The location is out-of-centre, on a well-used, newly built industrial estate easily accessed from all the city's transport services and close to motorway links. It is a self-sufficient site with food and recreational facilities available to TLG staff and pupils.
- This site is already proven to support good educational outcomes for TLG and it is immediately available to the proposed AP Free School model, with no competitor bids for the site to drive up prices and no risk of an acquisition deal falling through.
 - o Whereas outright purchase is a typically costly exercise incurring additional fees and taxes over and above a purchase price - let alone likely 'surprise' refurbishment costs - these risks are eliminated at this site.
 - o The location therefore offers a relatively low entry cost per head of pupil, where the main (revenue) commitment would be in the form of a rental agreement with the proprietor plus a modest, measured capital outlay to more adequately accommodate existing capacity as part and parcel of this AP Free School proposal.
- The capital development cost is associated with remodelling spaces more efficiently within the existing building and this is both feasible and easily carried out alongside an already functioning TLG school with little or no disruption to existing education provision.
- The relationship with both the building's other occupiers and its nearby church communities is key, providing a further context for pupils who witness charitable community work and local business taking place.

- Controlled access to outside space is important at any TLG location and whilst good quality outside space is available to pupils at this site, the location also provides an excellent full- size indoor sports hall accommodating a five-a-side football pitch and changing facilities.
- The building feasibly offers room for minor re-fit and reorganisation of the space.

Considerations

The Resonance Property Feasibility Study identified:

- On-going occupation at relatively low cost.
- Anticipate Market Rent payable by the AP Free School, at local community / education centre provision rates.
- Available now for expansion and refurbishment; this to be carried out during school holiday periods.

Outline of Current Use

As stated in the Resonance Property Feasibility Study:

- The site accommodates 27 pupils, on a staggered timetable, in a successful TLG school, TLG administrative headquarters and a modern business hub of offices, plus an indoor sports hall.
 - o The hall is booked by the general public via TLG outside of school times, and the business hub (which includes reception, cafe, meeting rooms as well as individual lockable offices) is tenanted by local firms.
- The building throughout maintains strict separation between community and business users (i.e. the general public) and TLG pupils via use of separate entrances, coded security doors, intelligent timetabling and active policies and procedures.
- Some business meeting rooms are considered 'shared', as they are occasionally used by TLG staff when available.
 - o This controlled multi-use works well and is confined to meeting rooms and sports hall -never the main teaching spaces.
 - o In addition, protected data such as pupil records, staff records and study materials are located in separately locked rooms, not in any of these notionally 'shared' spaces.
- This flagship centre also benefits greatly from having a well-equipped and welcoming Reception desk, with lobby and cafe serving all non-pupil visitors and business tenants.

Details of Current Freeholder

TLG The Education Charity, Hope Park, Bradford BD5 8HH

Registered Charity no 1074114

It is proposed that the successful relationship between TLG HQ as freeholder and the Bradford TLG School is organised on the basis of an open market rental in form of a lease agreement, terms to be negotiated.

Brief Description of Site including Size (m²) & Proposed Pupil Numbers

- TLG itself is housed in a newly built, modern, steel framed, three storey office building with a high standard of materials, design and finish.
- It benefits from ample car parking and is accessible, both in transport and DDA terms.
- TLG elements of the site are compliant with Schools Premises Regulations (2010 & 2012), both in current provision at this site and in what is proposed.
- Condition Rating: A: As new condition. No remedial works noted.

- Functional Suitability Rating: Grade 2 Good: The space is suitable for current functions.
 - o Some remodelling of the space is necessary to remedy emergent issues at the current capacity; discussed within the options detailed in the Resonance Property Feasibility Study.

Overall TLG footprint (as Proposed)

- Proposed pupil no: 27 pupils
- Proposed space = 1,299m² gross internal area (equating to 52.44m² per pupil of which main teaching spaces 645m²).
 - o Following the DfE formula for AP Free Schools, where the minimum space requirement is:
 - o No. pupils x 15 + 350 = m²
 - o i.e. 27 x 15 + 350 = 755m² gross internal area.
 - o The proposal exceeds the AP Free School minimum size.

Availability (nature of tenure)

The site is immediately available, already being occupied by TLG, and proven to successfully support education.

Proposed AP Free School tenure to be as a lease between TLG HQ and TLG Bradford (for which an appropriate legal structure is proposed elsewhere). Lease terms TBN.

How the site supports our Education Vision and why it is suitable

- Whilst accessible to all city transport networks, the building is located away from distractions typical for this pupil set e.g. arcades and shops, and local identity loyalties (e.g. gang; ethnic; postcode etc.).
- Internally, the existing TLG fixtures and fittings are of an exceptionally high standard including tailored classroom, recreational, ITC, sports, food preparation, music & multimedia production, circulation and sanitary facilities designed to support TLG's Education Vision.
- Proposed accommodation adaptations comprise minor works that build on the existing successes and best practice.
- The proximity of the business tenants, under the same roof, brings unique opportunities for pupils to engage, in structured lesson contexts, with active businesses that are happy to see their rental expenditure used for the TLG local mission and national support work.
 - o Controlled interaction actively broadens pupils' horizons and brings the potential of the working world much closer.
- Importantly, in line with the unique TLG Education Vision, the site also has a number of existing partnerships with churches in local communities in Bradford.
 - o Whilst offering strict day-to-day separation between church personnel and TLG pupils, this partnership provides an important level of vetted voluntary engagement including pastoral support and neighbourhood networking and representation.

Conclusion

In essence, this is a functionally excellent building which will feasibly support adaption whilst retaining a theoretical opportunity for some modest (third phase) growth and multi-uses outside school times.

Already owning the freehold, with business tenants to contribute to the cost of TLG The Education Charity's work, our proposed leasehold route to TLG Bradford opens up the opportunity for a logical separation between the national and local work.

Working with the existing freehold thereby averts the risks inherent in a search for new property. Our proposed remodelling plus leasehold route opens up the opportunity to continue operating with a network of highly supportive local partnerships and progress to Free School status with very low levels of disruption to current successful education provision.

Annexes

Annex A – Letters of support from existing or prospective commissioners

Buttershaw
Business &
Enterprise
College

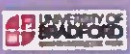


[REDACTED]

Dear Sir, Madam

We confirm that we support TLG's application. We understand that as an AP Free School TLG will continue to offer both part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-integration back into mainstream education. We understand that TLG will open in September 2014, if they are successful in their application.

Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making 3 referrals of full time equivalent (FTE) places to TLG over



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

TLG Bradford
Hope Park
Trevor Foster Way
Bradford
BD5 BHH

Support for TLG Bradford AP Free School

Dear Sir, Madam

Leeds West Academy confirm that we support TLG Bradford's application. We understand that as an AP Free School TLG Bradford will continue to offer both part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-integration back into mainstream education. We understand that TLG Bradford will open in September 2014, if they are successful in their application.

We currently have two students working at TLG Bradford, one student has been [REDACTED] and is engaging well with the staff and the lessons provided. Our other student also seems to be settled even after a short length of time. One male student that attended TLG has now returned back to full time, main stream lessons, which if I am honest, I did not think would ever happen. This was due to the dedication of the staff and their commitment to providing a provision which suits the individual student's needs. I recommend TLG to my other colleagues and will certainly continue to use this provision. It is difficult to predict how many referrals we will make to TLG, but Leeds West Academy strives to provide our students with the best possible education and provision when required and we would be more than happy to continue to send our students to TLG.

Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making approximately three referrals of full time equivalent (FTE) places to TLG Bradford over the first academic year following the school's opening and approximately three referrals in the second year. This could possibly be more as our intake of students increases each year.

Signature: [REDACTED]

Print name: [REDACTED] – Leeds West Academy

Date: 22nd November 2012

[REDACTED]
Belle Vue Girls' School
Thorn Lane
BD9 6NA

[REDACTED]
TLG Bradford
Trevor Foster Way
Bradford
BDS 8HH

Support for TLG Bradford AP Free School

Dear Sir, Madam

Belle Vue Girls' School confirm that we support TLG Bradford's application. We understand that as an AP Free School TLG Bradford will continue to offer both part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-Integration back into mainstream education. We understand that TLG Bradford will open in September 2014, if they are successful in their application.

Having worked with TLG in the past, I have first hand experience of just how effective they are with the most disadvantaged and disengaged students. I envisage that they will go from strength to strength as an AP Free School.

Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making 2 referrals of full time equivalent (FTE) places to TLG Reading over the first academic year following the school's opening and 2 referrals in the second year.

Signature:

[REDACTED]

Print name:

[REDACTED]

Date: 5/12/12

██████████
TLG The Education Charity
National Support Centre
Hope Park
Bradford
BDS BHH

Confirmation of support for TLG Bradford

Dear Sir / Madam

Bradford Metropolitan District Council confirm that we support TLG Bradford's application. We understand that TLG Bradford AP Free School propose to provide an option of both part time and full time placements for young people in Key Stages 3 & 4 with a focus on support for those with Emotional, Social and Behavioural Difficulties. We understand that TLG Bradford plan to open In September 2014, if they are successful in their application.

I can confirm that we have purchased places from TLG for a number of years and currently commission 18 FTE places.

Subject to CBMDC's comprehensive commissioning process, and based on the school's planned top up of ██████████ per full-time place per year, we could reasonably expect to consider continuing to refer 18 FTE pupils In the first two years of the school opening.

Signature: ██████████

Print name: ██████████

Date:

4th December 2012

Hanson

S C H O O L
Our Ref: [REDACTED]

Sutton Avenue, Swain House Road, Bradford BD21JP
T: 01274 776200 F: 01274 776886
E: admin@hantonschool.com
W: www.hantonschool.com

Principal [REDACTED]

23rd November 2012

[REDACTED]
TLG Bradford
Hope Park
Trevor Foster Way
Bradford
BD58HH



Dear [REDACTED]



Support for TLG Bradford AP Free School

Hanson School confirm that we support TLG Bradford's application. We understand that as an AP Free School, TLG Bradford will continue to offer both part-time and full-time placements for pupils in Key Stage 3 and 4. They will retain high levels of personalised support for pupils with social emotional and behavioural difficulties and wherever possible aim for re-integration back into mainstream education. We understand that TLG Bradford will open in September 2014, if they are successful in their application.



Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making 2 referrals of full-time equivalent (FTE) places to TLG Bradford over the first academic year following the school's opening and 2 referrals in the second year.

Yours sincerely

[REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 13 December 2012 08:21
To: [REDACTED]
Subject:
[REDACTED]

Support for TLG AP Free School

Dear Sir, Madam

We confirm that we support TLG's application. We understand that as an AP Free School TLG will continue to offer both part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-Integration back into mainstream education. We understand that TLG will open In September 2014, if they are successful in their application.

Statement of endorsement for TLG.

Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making one referral of full time equivalent (FTE) places to TLG over the first academic year following the school's opening and one referral in the second year.

Signature: [REDACTED]

Print name: [REDACTED]

St. Joseph's Catholic College Bradford

Date: 12th December 2012

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

TLG Bradford
Hope Park
Trevor Foster Way
Bradford
BD5 BHH

Support for TLG Bradford AP Free School

Dear Sir, Madam

Leeds West Academy confirm that we support TLG Bradford's application. We understand that as an AP Free School TLG Bradford will continue to offer both part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-integration back into mainstream education. We understand that TLG Bradford will open in September 2014, if they are successful in their application.

We currently have two students working at TLG Bradford, one student has been and is engaging well with the staff and the lessons provided. Our other student also seems to be settled even after a short length of time. One male student that attended TLG has now returned back to full time, main stream lessons, which if I am honest, I did not think would ever happen. This was due to the dedication of the staff and their commitment to providing a provision which suits the individual student's needs. I recommend TLG to my other colleagues and will certainly continue to use this provision. It is difficult to predict how many referrals we will make to TLG, but Leeds West Academy strives to provide our students with the best possible education and provision when required and we would be more than happy to continue to send our students to TLG.

Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making approximately three referrals of full time equivalent (FTE) places to TLG Bradford over the first academic year following the school's opening and approximately three referrals in the second year. This could possibly be more as our intake of students increases each year.

Signature: [REDACTED]

Print name: [REDACTED] – Leeds West Academy


Date: 22nd November 2012



PRIDE IN PRIESTHORPE

Priesthorpe School


Priesthorpe School
Priesthorpe Lane
LS28 5SG


TLG Bradford
Hope Park
Trevor Foster Way
Bradford
BD5 BHH


Support for TLG Bradford AP Free School

Dear Sir, Madam

Priesthorpe School confirm that we support, in principle, TLG Bradford's application. We understand that as an AP Free School TLG Bradford will continue to offer both

part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-integration back into mainstream education. We understand that TLG Bradford will open in September 2014, if they are successful in their application.

We have previously worked in partnership with TLG and together achieved very positive outcomes for very vulnerable pupils.

Based on the school's planned top up of  per full-time place per year we anticipate making referrals in line with demand. Whilst this can clearly fluctuate, we imagine this may be 1-5 pupils in each of the first two years of operation.

Signature:



Print name:



Date: 12/12/12





INVESTORS IN PUPILS



[REDACTED]
Thornton School
Leaventhorpe Lane
BD13 3BH

[REDACTED]
TLG Bradford
Hope Park
Trevor Foster Way
Bradford
BD5 8HH

Support for TLG Bradford AP Free School

Dear Sir, Madam

Thornton School confirm that we support TLG Bradford's application. We understand that as an AP Free School TLG Bradford will continue to offer both part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-integration back into mainstream education. We understand that TLG Bradford will open in September 2014, if they are successful in their application.

Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making 4 referrals of full time equivalent (FTE) places to TLG over the first academic year following the school's opening and 5 referrals in the second year.

Signature: [REDACTED]

Print name: [REDACTED]

Date: 3rd December 2012



Titus Salt School

Higher Coach Road
Bolldon
Shipley
8017 SRH

22 November 2012

[REDACTED]
TLG Bradford
Hope Park
Trevor Foster Way -
Bradford
BD5 8HH

Dear Sir/Madam

Support for TLG Bradford AP Free School

Titus Salt School confirm that we support TLG Bradford's application. We understand that as an AP Free School TLG Bradford will continue to offer both part-time and full-time placements for pupils in Key Stages 3 and 4. They will retain high levels of personalised support for pupils with social, emotional and behavioural difficulties and wherever possible aim for re-integration back into mainstream education. We understand that TLG Bradford will open in September 2014, if they are successful in their application.

TLG have for a number of years been one of the main alternative providers for Titus Salt School. Our key aim has always been to get students back into full-time mainstream classes and TLG's work with our students has always supported this. We have collaborated with staff training and curriculum development and TLG have now been formally invited to join Bradford Central Confederation Curriculum Group.

Based on the school's planned top up of [REDACTED] per full-time place per year we anticipate making up to six referrals of full time equivalent (FTE) places to TLG Bradford over the first academic year following the school's opening and 3 referrals in the second year.

Yours faithfully

[REDACTED]
[REDACTED]
[REDACTED]



[REDACTED]

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