

Free Schools in 2014

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information available [here](#).

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to **alternativeprovision.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed under the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application Checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Harlow Education Consortium Ltd Harlow Study Centre Netteswellbury Farm Harlow Essex CM18 6BW
3.	Email address: [REDACTED]
4.	Telephone number: 01279 446725
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An Academy chain <input checked="" type="checkbox"/> A federation or cluster of schools <input type="checkbox"/> An existing provider <input type="checkbox"/> A state maintained school/Academy <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: The Harlow Education Consortium Ltd (HEC) is a not for profit company limited by guarantee owned and controlled by 38 state maintained schools (32 primary, 5 secondary and 1 special school) in the district of Harlow, Essex. It has been in existence as unincorporated organisation for 20 years and as a company since 2005. Our group includes 5 Outstanding schools, 2 of which (Burnt Mill Academy and Passmores Academy) are academy sponsors. HEC AP Ltd has been established as a separate company limited by guarantee to become the Academy Trust which will establish and run the APFS.
9.	Is your group seeking to open more than one Free School in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

10.	If Yes, please provide more details:	
11.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>We have had some assistance from Place Group in providing critique and challenge to this submission during its drafting. Place Group has no official role going forward but may be asked to tender for any Project Management support services as required by the Trust.</p>	
Details of company limited by guarantee		
13.	Company name: HEC AP Ltd	
14.	Company address: Harlow Study Centre Netteswellbury Farm Harlow Essex CM18 6BW	
15.	Company registration number and date it was incorporated: 8337776. December 20th 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
Company members Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	

Company directors	
<p>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.</p>	
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: ██████████
	2. Name: ██████████
	3. Name: ██████████
21.	Please provide the name of the proposed chair of the governing body, if known: ██████████
Related organisations	
22.	<p>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.</p>
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23.	<p>If Yes, please provide the following information about each organisation:</p> <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.
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>None</p>
Existing Providers	
25.	Is your organisation an existing provider wishing to <input type="checkbox"/> Yes

	convert to a Free School?	<input checked="" type="checkbox"/> No
25.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
26.	Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above questions, please provide your six digit unique reference number here:	
29.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	
30.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p>	
31.	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:	

32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:
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**Please tick to confirm that you have included
all the items in the checklist.**



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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	ASPIRE Academy
2.	Proposed academic year of opening:	2014 – 2015 N.B Given the present circumstances of WECSS explained in the text of which DfE and LA are aware, it would be possible to commence provision from September 2013, purely on the basis of known Harlow commissioned places alone, if this is desired by DfE.
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input checked="" type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input type="checkbox"/> Other If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below) If Other, please specify: Hard to Place pupils – coming into the area from elsewhere in UK or abroad who may have had little previous schooling and for whom a mainstream place is not immediately in their best interests.
5.	Proposed number of pupils when at full capacity:	Full time (FT): 55 Part time (PT): 42 fte Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.

6.	Date proposed school will reach expected capacity in all year groups:	September 2016
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	
11.	If you have a preferred site, please give details, including the post code:	, [REDACTED], Harlow, [REDACTED]
12.	Please tell us how you found this site:	[REDACTED]
13.	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority area in which the proposed school would be situated:	Essex

16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Hertfordshire
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

Please refer to page 19 of the alternative provision 'How to Apply' guidance for what should be included in this section.

Our Vision is to provide the highest quality, most inclusive, Alternative Provision Free School which will stand as a beacon of excellence for other alternative provision providers locally and nationally, a driving force for a significant step change improvement in the outcomes and life opportunities for the most vulnerable and challenging children and young people in Harlow and across West Essex and a strategic vehicle for the co-ordination of a number of present separate strands of alternative provision into a coherent cost-effective, sustainable, rigorous and innovative tapestry of alternative education provision. Our vision encompasses the recommendations in Charlie Taylor's report "Improving Alternative Provision".

Our vision is to provide 'leading edge' education which will evidence how it is possible to take the most vulnerable, challenging and apparently unsuccessful Children and Young People (CYP) in our area and transform their lives. In turn this will help support the wider Troubled Families and Families with Complex Needs agenda in our area, break inter-generational cycles of low skills and worklessness, reduce youth and adult crime and enhance community cohesion.

At the heart of our vision is a passion and belief that if we can equip such CYP with sufficient basic learning and personal skills (literacy, numeracy, social skills, perseverance, inner controls) then we will have built a foundation for future learning, access to level 1 and 2 qualifications, progression, employability and good citizenship.

The socio-economic context of Harlow in which ASPIRE Academy will operate and from which it will draw a majority of its CYP, is the 2nd most deprived district in Essex on IMD and is ranked 121 of 354 authorities nationally. 9 of Harlow's 54 LSOA's are in the 10% most deprived in Essex. Child poverty stands at 24%. Harlow scores lowest out of 13 districts in Essex on 8 out of 14 JSNA measures. None of these factors are necessary determinants of educational failure and our vision is that the CYP we provide for, will thrive and achieve despite such factors. However, we accept that such factors will influence the nature and degree of the task we are setting for ourselves and we relish that challenge.

Our Mission is that every child and young person attending ASPIRE Academy will receive a standard of education, have opportunities and attain outcomes which are at least as good as they could have received and attained in any outstanding and good mainstream school or academy, including at KS4 access to a full range of Level 2 qualifications.

Unlike a number of present alternative education providers, our aim will always be to maximise the possibility of each CYP at KS1, 2 & 3 being able to return successfully to mainstream provision. To facilitate this, our curriculum design is explicitly planned to ensure that our pupils do not fall behind mainstream

peers in the essentials of the National Curriculum whilst their behaviours and issues are being addressed.

The key outcome targets we are setting for ASPIRE Academy are:

- attendance at 92% plus
- attainment of high quality age appropriate Level 1 & 2 qualifications including GCSE
- zero NEET (Not in Employment, Education or Training) at 16 & 17 – assured high quality progression for all
- 80% success in reintegration into mainstream settings

These outcomes will build on and enhance the targets which our HEC schools and academies group already sets for itself and is already in part being delivered:

- Zero permanent exclusions
- Minimal repeat fixed term exclusions

Our Rationale is founded on a strong evidence base of knowing the level and nature of demand and on our own practice and experience of what works and what doesn't work.

ASPIRE Academy will:

- Provide **personalised support** for every pupil through a mentoring programme and curriculum reflecting for example, their age, gender, ability, home background and cultural heritage which will;
- Enable each pupil to make **excellent progress** and achievement in English, mathematics and other subjects, which reflects their ability;
- Place **each pupil at the centre** of a highly-organised and coherent programme of learning and support, involving a wide range of agencies and partners, to maximise their progress;
- Provide every pupil with **attractive and meaningful choices** in terms of their curriculum and broader school life. We will make every effort to ensure that each pupil enthusiastically participates in a course of study which is relevant, wholly engaging and, in which they are successful.
- Provide **inspiring teaching** to ensure all learning is interesting, well-paced and challenging
- Be **data-rich**. The Academy will ensure that a detailed portfolio of each pupil's prior progress, knowledge, skills, interests, needs and abilities is developed, prior to entry.
- Have a focus **on individual pupil learning**. Through the use of data, our teachers will plan learning which fully reflect pupil's earlier progress and achievements.
- Have a focus on **strong pupil development**. Using progress and attainment data, each pupil will be set clear targets in terms of their academic progress, and equally, for other areas of their school lives. For example, around attendance, behaviour or attitude.
- Have a focus on **assessment**. As a result of inspiring teaching, our pupils will have clear goals for each lesson. Formative assessment, as a result of perceptive questions and careful marking will support pupils'

understanding. Regular summative assessment will robustly record each pupil's progress.

- Have a focus on **high standards**. The Academy will have strong and clear expectations around exemplary behaviour, attendance and attitudes. Through inspiring teaching, strong mentoring and an engaging curriculum, pupils will be strongly supported to achieve these high standards. A Code of Conduct and Rewards System will further help to promote high standards.
- Offer a **mentoring programme**, which has regular (weekly) individual pupil: staff meetings, to ensure that pupils are happy, feel supported and skilfully guided to achieve their targets
- Report regularly, to inform and **involve parents**. The Academy will actively welcome and support the involvement of parents in the education of their children; through a programme of meetings and, regular reporting.
- Promote **smooth transition to mainstream education**. ASPIRE Academy's main purpose is to provide support to enable pupils wherever possible to return successfully to mainstream education. The Academy will ensure that each pupil's present school is fully informed about their progress and achievements. As part of a regular reporting programme, each partner school will receive regular, half-termly reports, so that a return to mainstream education continues to promote pupils' strong progress.
- Promote **progress and aspiration**. The Academy will work closely with employers, Further and Higher Education providers to offer a rich and diverse curriculum offer, which shows clear progression routes. Careers Education and Guidance will be an important element of this programme.
- Develop a **culture of success**. Through a programme of inspiring teaching; a curriculum which gives real choice; individual support and mentoring, every pupil will experience success. This will be clearly communicated to parents, pupils' home schools and form part of a 'portfolio of achievement'.
- Promote **pupils' confidence and independent learning skills**, so that at the earliest opportunity, they can return to their mainstream school.

Demand Our HEC schools/academies individually and collectively have been commissioners / purchasers of a variety of alternative provision for many years. This variety has encompassed short, medium and long term purchased provision from Harlow College (e.g. motor vehicle maintenance for one or two days a week for a cohort of 14-16 pupils) and from a range of local charitable and private providers. It has also encompassed purchasing provision through Essex Local Authority at its Pupil Referral Unit (now known as the West Essex Children's Support Service Centre – WECSS) based in Harlow. WECSS provides services to enable the Local Authority to meet its statutory responsibilities (e.g. for pupils with medical conditions, which preclude them accessing mainstream; for permanently excluded pupils etc.,) Schools can purchase its services via a Positive Referral system for which termly payments are made. WECSS has provided for up to 90 fte children and young people aged 5-16, some fully on WECSS roll, some on dual roll and some on a virtual roll.

Our schools/academies have found it difficult and time consuming to source high quality alternative provision and to effectively monitor and evaluate it. Outcomes have also been variable. WECSS has been in special measures since March 2012 and our schools have for a long time before this been very reluctant to purchase its services due to their concerns about quality.

Our primary schools in particular have found it very hard to source quality alternative provision – indeed until recently WECSS was the only option.

In response to the context outlined above and demand from its schools, HEC Ltd has developed, in the last two years, two strands of alternative provision itself, both of which have proved successful:-

→ **A primary short-stay / turnaround off site provision known as the Star Centre.** This is based in a stand-alone building on the site of one of our primary schools. It caters for KS1 and KS2 pupils who are either progressing down the road of repeat fixed-term exclusion and are in danger of permanent exclusion or significantly disrupting the education of their peers and making little education progress themselves. Frequently these are very troubled children, often from families with complex and multiple needs. HEC directly employs and manages the staffing of the Star Centre and designs, monitors and evaluates the curriculum provision, which is based on core KS1 and KS2 national curriculum schemes, augmented by activities and programmes specifically designed and bespoke to address the particular needs of each young person. The Star Centre also has access to counselling and Tier 2 Emotional Health and Well-being provision via the national charity: The Place2Be. The provision is overall managed by an [REDACTED] [REDACTED] [REDACTED].

This provision can cater for up to eight pupils at any one time and has provided for 26 such pupils in its two years of operation. Schools purchase places. It was originally envisaged that all provision would be short-stay but what has emerged over time is that there are two levels of demand from schools and two target groups of children. The first are those who having been extracted from their mainstream schools for a period of, for example, four weeks and received the specific interventions of the Star Centre. These have been able to successfully return to their mainstream school and sustain the changed behaviour, attitude and engagement. The second group are those whose presenting behaviours are significantly more deep seated and entrenched and require a much longer period of this alternative provision intervention. In the case of five of these long term pupils, the subsequent statementing process has led to provision being named at Special Schools out of area and has confirmed the judgement that mainstream provision wasn't appropriate in the first instance.

The provision has been judged successful by schools, parents, pupils attending and Local Authority officers who have visited.

We cite this because it demonstrates two key points:

1. The demand from HEC primary schools as purchasers for provision

of this kind is significantly higher than our present capacity to meet it. Evidence would suggest that demand could account for 20 short & medium stay places a year and 10 long-term places. This demand is based on HEC/Harlow schools alone. In addition there is evidence that the Local Authority will purchase five places a year.

2. We have the track record, capacity and capability.

→ **A Secondary Alternative Education Programme.** In response to the difficulties of sourcing quality alternative provision and the situation at WECSS, as outlined above, Harlow Secondary Schools three years ago, asked their own organisation (HEC Ltd) to broker and manage a more coherent and quality provision, mainly aimed at 14-16 year olds. To date this has provided for 54 full time and 12 part time pupils. The majority of these places have been purchased by the schools, but 5 have been purchased by the Local Authority and 2 via Social Care for looked after pupils.

The first cohort of 21 Year 11's who had received two full years of this provision 'graduated' in July 2012. The overall average attendance in the previous year on entry was 56.9%, under our alternative provision programme during 2010/2011 the average was 88% and in 2011/2012 the average was 89.5%. 19 pupils obtained Function Skills in Literacy and Numeracy, 13 to Entry Level 3. 19 obtained one or more of BTEC Certificates, City & Guilds qualifications, NOCN or ASDAN. 4 achieved a GCSE grade C in English and 5 in Maths.

Ten progressed to Level 2 courses at local Further Education Colleges, two to Level 1 courses, two to full time employment with training and three to apprenticeships.

We cite this because it illustrates five key points:-

1. The demand from HEC secondary schools/academies as purchasers for provision of this kind has consistently been in the region of 40 Year 10 and 11 pupils each year. Schools/Academies in other parts of West Essex have approached HEC with a view to buying places but HEC is presently limited in its capacity to expand further.
2. The demand from the Local Authority, purchasing provision for Year 10 / 11 'hard to place' pupils has consistently been around 5/6 per year.
3. There is a demand from our secondary schools for some similar provision for KS3 pupils, but HEC has as yet been unable to provide this in a satisfactory way. This demand is estimated at about 20fte places a year.
4. The Local Authority through WECSS is struggling to provide appropriate high quality provision for various categories of pupils and has indicated that it is likely to purchase 10 places a year from a suitable Alternative Provision Free School.
5. The outputs and outcomes of our Secondary Alternative Education Programme to date evidence our track record and capacity and capability to build upon this provision via an Alternative Provision Free School.

Our Ethos is founded on a simple belief in the ability of all CYP whatever their circumstances and starting points to make significant progress and achieve well. Our experience of working with the most vulnerable and challenging children and young people both in mainstream and alternative provision settings over many years, has been that given the right mix of a clear structure, high expectations, quality teaching and learning, flexibility in bespoke provision to specific needs, working extensively with the wider family and harnessing the support of local community groups, every child can and will achieve and can mature to become the kind of responsible citizens and adults we can all be proud of.

As set out in Section D, all children and young people attending ASPIRE Academy will receive 25 hours a week, 38 weeks per year of quality provision plus access to an extensive range of out of hours additional learning support, opportunities and educationally related activities (i.e. music, sport etc.). We will also provide family learning (via links with Essex County Council's Adult and Community Learning), parenting and family support (building on HEC's successful track record in providing support to Families with Complex Needs) and access to a variety of professional and therapeutic services.

Many alternative provision providers lack the scale and therefore the capacity to match the breadth and diversity of provision which a mainstream school can. Because our Academy will be owned and managed by our collective of schools through the vehicle of HEC AP Ltd, it will be a central part of local provision and able to enhance its provision, range and capacity by being able to access the resources and aspects of provision at our schools.

Our ethos is also founded on the belief that at the heart of quality alternative provision should be a core of quality mainstream provision. By this we mean that all Alternative Provision CYP will receive at least ten hours a week of a core curriculum built around National Curriculum English and Maths at KS1-3 and formal qualification course routes at level 1 and 2 including GCSE at KS4. Fundamental to our ethos is the belief that as a minimum, all Alternative Provision CYP must attain functional literacy and numeracy and age-appropriate verbal communication skills as a pre-condition for all other educational attainment. In doing so, we will build in them self-esteem and confidence which in turn, will enable them to tackle higher-order demands and support the raising of their aspirations.

Proposers HEC AP Ltd is strongly placed to become an effective provider of an Alternative Provision Free School because it can draw on the expertise, experience and support of the wider HEC Ltd which:

- Has a 20 year track record of effective delivery in school improvement, the provision of a wide range of front line and back office schools' support services and continuous professional development (CPD) including Governance Support and Training. More recently, it has gained experience in both direct delivery and organisation of strands of Alternative Provision across the 4-16 age range.
- Will be able to lever in access to the support and expertise of the existing

Principals and Heads of eight outstanding and good academies and schools, five of whom are NLEs or LLEs, five of whom have served as Executive Heads in 'failing schools', which were successfully turned around and one of whom was for a period involved in supporting WECSS at the request of the LA.

- Will be able to access specific expertise in Alternative Provision from the [REDACTED], from staff in our mainstream schools who have held senior posts in Pupils Referral Units or similar, from the [REDACTED] in Harlow (rated OFSTED Outstanding) and from a number of consultants and advisers who are grounded in Alternative Provision, behaviour management, SEAL etc., and from several staff who formerly worked for local authorities in senior roles.
- Has the experience of having supported our schools, partly through the alternative provision strands outlined above, to attain zero permanent exclusions across all our primary schools and only one in our secondary schools in each of the last two years, to reduce in 2011/12 persistent absence to 3.3% in our primary schools and 5.3% in our secondary schools and reduce overall absence to 5.2% in our primary schools and 5.4% in our secondary schools, reduce repeat fixed term exclusion by 24% in our primary schools and 55% in our secondary schools and reduce overall fixed term exclusion by 10% in our primary schools and 21% in our secondary schools, from a position three years ago when all these vital statistics were worse than Essex and national averages.
- Has the background of directly providing, brokering, organising and co-ordinating successfully two significant strands of Alternative Provision in Harlow for three years now and through this, has gained a good understanding of the range and nature of the types of curriculum provision and pedagogical approaches which work.

In addition via HEC Ltd and from its own resources HEC AP Ltd will be able to provide:

- Strong and robust Governance and Leadership. We have extensive experience in planning and curriculum delivery. We can recruit, train, retain and performance manage the high-quality staffing required. We have the capacity and capability to run ASPIRE Academy and gain an OFSTED Outstanding judgement within two years.
- We have the support of the local authority and Harlow District Council. Community leaders and the families in Harlow know us and trust us to deliver the goods.
- We know the present level of demand and have carried out due diligence on likely future demand. In our documentation we believe we have demonstrated the financial viability and sustainability of our school.

Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Key Stage 1	4.0+	8.0	10.0	12.0	12.0	12.0		
Key Stage 2	4.0+	9.0	11.0	15.0	15.0	15.0		
Key Stage 3	6.0*	10.0	12.0	15.0	15.0	15.0		
Key Stage 4	42.0*	45.0	50.0	55.0	55.0	55.0		
16-19: commissioner referred	0	0	0	0	0	0		
16-19: pupil application	0	0	0	0	0	0		
Totals	56.0	72.0	83.0	97.0	97.0	97.0		

Notes

+ = this 8fte is provided for directly by HEC Ltd through its Star Centre Primary Provision

* = this 48fte is provided for via a range of providers commissioned via HEC Ltd and with overall programme co-ordination and management via HEC Ltd

Section D: Education plan – part 2

Please refer to pages 20-23 of the alternative provision ‘How to Apply’ guidance for what should be included in this section.

D1. RATIONALE

At ASPIRE Academy, every Child and Young Person (CYP) will be of equal value and worth. The curriculum & its delivery will be a powerful means of providing each pupil with excellent opportunities for achievement, attainment & progression so they can aspire to a brighter future. Our curriculum will engage all CYPs to aspire to achieve to the best of their ability, enjoy learning and appreciate that education can offer an important route to happiness and future prosperity. This will be embedded in an ethos & environment which will constantly promote CYPs’ physical & emotional health & well-being and ensure that they are kept safe.

CYPs will be welcomed into ASPIRE Academy from all schools/academies in Harlow and across West Essex. These pupils will be referred to us for a number of reasons which have significantly affected their ability to learn within a mainstream school setting:

- Vulnerable
- Excluded or at risk of exclusion
- Severely bullied
- Behavioural

Whatever the reason, we will undertake a detailed assessment of the learning & personal development needs of each CYP and, wherever possible in liaison with the commissioning body and the pupil’s parent(s)/carer(s), will draw up a provision & learning programme in the form of an Individual Learning Plan (ILP) to address those needs. This ILP will include daily, weekly & monthly targets which will be constantly monitored & reviewed.

Our expectation is all our CYPs will make excellent progress and achieve to the best of their ability. We will have a ‘no excuses’ approach to failure to meet agreed targets, but we recognise that many of our CYP will come to us with very negative experiences of education and that progress may have to be measured & celebrated in small incremental steps. We will use all our resources and expertise to try to ensure that in the shortest possible time, each pupil is effectively prepared and supported to return to mainstream education or undertake other appropriate progression.

Objectives

ASPIRE academy will:

1. Ensure that every CYP makes maximum progress in English and mathematics
2. Provide all CYPs with a broad and balanced curriculum, differentiated to most effectively challenge and support pupils’ learning
3. Provide a curriculum which will be carefully planned and flexibly applied to best support CYPs’ learning
4. Seek to capture every pupil’s interest and engagement, challenge their imagination, value creativity and celebrate success
5. Offer increasing choice and diversity, reflecting each pupil’s age and

stage of development.

Strategies

1. The National Curriculum will be taught to all CYPs.
2. Teachers will prepare lessons which reflect each pupil's prior progress, interests and needs. Each lesson plan will have clear learning objectives, a strategy for differentiation, how learning will be personalised for each CYP and how resources will be used effectively
3. Cross-curricular themes, such as ICT, literacy and numeracy will be a feature of all lessons and will be co-ordinated by senior members of staff, to ensure coherence
4. Liaison with commissioners and parent(s)/carer(s) will be an integral element in ensuring that every CYP is strongly supported to move from their mainstream school into our academy and in the shortest possible time, back to a mainstream provision.

In order to support our CYPs' smooth transfer and subsequent reintegration, our curriculum will be a mainstream curriculum adapted to the specific needs of our target groups and age groups and to the different operational working of an Alternative Provision Free School.

All CYP have a right to access and attain the highest possible educational outcomes; to promote and enable their transition and reintegration back into mainstream provision at any appropriate point of readiness (during a year, or a key stage, or at key transition points – Year 3/4 or Year 6/7) or at the end of KS4 into post 16 education, training or employment. At ASPIRE Academy this will be achieved through a range of measures which includes:

- Provision of a curriculum which is challenging, interesting and enjoyable and, for our older pupils, includes some degree of choice.
- The use of data to plan lessons which are well-paced and reflect pupils' prior progress and attainment.
- The use of data to set challenging but achievable targets for each CYP.
- A coherent assessment scheme which provides clarity around learning outcomes, targeted support to promote learning and, robust recording of tests and continuous assessments.
- Inspiring teaching, through the appointment of talented teachers and a focus on Quality Assurance and professional development
- Daily and weekly monitoring of individual pupil targets and progress
- Monthly reviews of ILPs along with pupils, referring commissioners and parent(s) / carer(s)
- A programme of individual mentoring and additional support.
- Promoting CYP leadership. All our pupils will be offered, when staff feel appropriate, opportunities to participate in leadership development both inside & outside of the Academy setting. Opportunities (such as peer mentoring or a Pupil Council) will clearly depend on the age, maturity and development of each CYP. Successful leadership activity will support the development of pupils' confidence and sensitivity towards others.

Pupil Profile and key strategies for addressing weaknesses

As indicated above, ASPIRE Academy will educate children and young people (CYP) with a wide range of needs and abilities, who need specialist care and support. The pupil profile will reflect that of Harlow in terms of

children and young people having:

- Statements of Special Educational Need (23% of Harlow CYPs have statements, compared with 14.5% for Essex¹)
- Black and minority ethnic (BME) heritage (Harlow has one of the highest BME populations in Essex² c.11.0%)
- English as an Additional Language – will reflect BME proportion
- Ability across the spectrum (Gifted, Average and Low)
- Disadvantage, that is eligible for Free School Meals (FSM) (22.5% of CYP in Harlow live in poverty, compared with 16.5% for Essex: 25% of CYPs are eligible for FSM)

The Academy will offer a highly personalised programme of learning and support for each CYP reflecting these needs. There is one significant learning need which affects a large proportion of our pupils: we know from experience) that fundamental to securing improvement for every CYP is the acquisition of functional literacy, numeracy and communication skills. Presently over 70% of the CYP at WECSS do not have reading ages matching their chronological age and disproportionately those 'failing' at mainstream have reading ages up to four years below that of their peers. Whatever other issues (e.g. behavioural, emotional and social difficulties) may be informing their behaviours and lack of learning at their present mainstream school, **it is their lack of adequate literacy and numeracy skills which prevents successful access to significant other chunks of the standard curriculum.** In our view the biggest single weakness in present alternative provision locally (and indeed nationally) is the lack of expertise amongst providers to address literacy and numeracy in an effective way – hence the frequent criticism that alternative provision CYP tend to have 'Mickey mouse' curriculum provision.

To address this identified need, our academy will provide a minimum of ten hours a week (i.e. 40% of curriculum time) on literacy and numeracy for every CYP until they have attained reading ages in line with chronological age / functional levels (i.e. equivalent of KS2 Level 4 Maths). This time allocation may be higher with younger year groups, in line with best mainstream practice.

Literacy and numeracy teaching groups will operate at a maximum pupil: teacher ratio of 6 pupils to one qualified teacher and one qualified Higher Level Teaching Assistant. These small group sizes will strongly promote a highly personalised level of support to promote our CYPs' development of literacy and numeracy skills. Our pedagogic approach to literacy and numeracy will include the use of an evidenced-based systematic Synthetic Phonics programme for KS1 and KS2, the 'Read and Write Fresh Start' for KS3 and a non-phonics approach for those pupils in KS4 (assuming they have had no prior experience of phonics).

The remainder of our curriculum will consist of:

- Personal, Social and Health Education (PSHE). PSHE covers a wide range of important skills, knowledge and understanding, which are essential for pupils to be well-informed, sensitive and tolerant

¹ Harlow District Profile, June 2012

² ibid

citizens.

- Science. This will be taught as an integrated scheme of work at KS 1 and 2, and include outdoor learning through programmes such as Forest Schools. This will move to identify separate subjects increasingly in KS3 and separate subject science (Biology, Chemistry & Physics) at KS 4 for those pupils with the ability and interest. Double and single-award sciences may also be offered.
- ICT will be taught as a separate subject and will also be a key element in all lesson planning and schemes of work, to ensure its coherent development across the curriculum.
- PE. The majority children at KS1, KS2 and KS3 will participate in a programme of sport and PE which will promote pupils' healthy lifestyles, and supports pupils' mental health, confidence and access to non-academic success. It will wherever possible, include competitive games.
- Humanities. In order to enable reintegration and progression Humanities will have an important role to support pupils' broader learning around History and Geography and will allow opportunities for visits to local places of interest as well as inviting guest speakers into the academy.
- Design & Technology will be provided for KS1 & 2. However this may prove harder to provide for at KS 3 & 4 due to specialist equipment and staffing requirements. We will seek to overcome this by close working with commissioning schools/academies.
- Creative and Expressive Arts. These are important subjects which promote CYPs' confidence and success. We will offer courses in these subjects (Art, Music, Dance, Drama) as part of our standard curriculum, our extended provision and also in collaboration with our commissioners.

The percentage of time allocated to these curriculum areas will vary according to Key Stage and to a degree, individual need, but the only Key Stage group pupils who might have a 'core curriculum' only (English and mathematics) will be those in KS4 for whom a range of high-quality vocational courses (mainly off site and through providers approved and commissioned by us) and other opportunities (e.g. structured work experience) may be more appropriate.

Certain aspects of curriculum provision (in particular Technology, Creative and Expressive Arts and PE) will require both additional staffing expertise and specialist subject resources which would not be sensible / cost effective to fully provide ourselves. To overcome this, we have undertakings from our schools that they will commit to provide subject experts and access to their resources / sites to facilitate children and young people full curriculum provision. This will be achieved by the common structuring of timetables and curriculum planning between us and the specific schools making these commitments.

Similarly, to ensure efficient working, we will be able to provide access to Modern Foreign Languages tuition for any CYPs for whom this is appropriate.

ASPIRE academy will strongly promote the achievement and progress of every CYP, to provide a powerful 'springboard' to support their reintegration back into mainstream education. This will be achieved by:

- A focus on core subjects of English and mathematics
- The allocation of a greater proportion of curriculum time to these two core subjects
- The allocation of additional teaching and learning support assistant resources to provide greater support
- The provision of teaching which is carefully planned and accurately targeted at most effectively promoting pupils' progress through the extensive use of data
- The provision of a curriculum which replicates pupils' mainstream curriculum choices enabling smooth return to their 'home' school
- Consistent and effective assessment, recording and reporting, which gives clear information to parents and 'home' schools
- The production of a 'portfolio of learning and achievement' which pupils will take back to their mainstream school. This digital portfolio will provide an accurate record of pupils' learning, progress and achievements and, wider successes.

Promoting successful transition and reintegration

The strong and collaborative relationships which exist with all schools/academies in the Harlow Education Consortium, between HEC and Essex County Council and between HEC and other schools / academies in West Essex will prove to be an important factor in ensuring CYPs' smooth transfer into our AP and subsequent reintegration back into mainstream provision. Through a carefully-coordinated range of protocols and strategies, every pupil will be fully supported to move into and out of ASPIRE Academy, with the minimum of stress and interruption to their learning. At all times, the aim of trying to ensure pupils' speedy return to mainstream education, will be strongly promoted.

- **Early engagement.** As soon as it seems likely that a CYP is likely to need the support of our Academy, a meeting will be agreed between the commissioner and us to discuss the needs of the particular pupil, their present curriculum and progress. The CYP's parent(s) / carer(s) will also form an important part of this early engagement, to seek their involvement, advice and support.
- Where ever possible, early assessment / observation work will take place via our Outreach team in the CYP's mainstream school as part of the referral process.
- **Strong parental engagement.** The active involvement and continuing support of parents and carers is an important factor, as parents will provide the single, continuous support for the CYP, as s/he moves between school and us. Recognising that this move may also be a stressful and uncertain time for parents, we will take every opportunity to provide parents with information, help, support and guidance. This will be provided through a range of measures which will include: meetings at key points and regular intervals and, regular reports on their child's progress. These reports will be provided in a format which best supports the parents, so it could be through meetings, or regular weekly 'phone calls, or paper-based report, or via the Academy's website. We

will establish a 'Parents' Portal' which will give password-protected access to a secure part of the Academy's website, where parents can confidentially view information on their child's progress.

- **Accurate assessment.** Prior to each CYP's arrival at ASPIRE Academy, detailed records will be obtained about each pupil's progress, curriculum, interests and needs; to help prepare lessons which actively promote each pupil's progress. On entry to us, each pupil will participate in an induction assessment, designed to confirm and where necessary, enhance information obtained from the pupil's 'home' mainstream school. Suitable tests could include: Cognitive Ability Tests (CATs) in several areas (Verbal, Non-Verbal and Quantitative), assessment of Reading Age (RA) and an appraisal of a pupil's learning styles (Visual, Auditory or Kinaesthetic VAK). The results of these tests will be clearly communicated to our staff, to enable them to best prepare lessons and support pupils. A coordinated programme of formative assessment and summative assessment will further promote pupil's learning and progress.
- **Regular reporting.** At all times, our Academy will recognise that for the majority of CYPs, their time with us will only be of a relatively short duration. We will inform commissioners on a regular basis about the progress of pupils, using our assessment, recording and reporting strategy.
- **Return to mainstream school.** Using the principles described in the first section (Early Engagement), we will ensure that as a result of its regular reporting and programme of reintegration, which will involve meetings between school staff/commissioner, parent(s)/carer(s) and the pupil, all relevant information on the pupil's achievements, progress and curriculum will be provided before s/he returns to their 'home' school.

Promoting achievement and progress

As a result of a number of supporting elements: inspiring teaching; a curriculum which is enjoyable, relevant and interesting; a programme of target-setting and monitoring; and a detailed assessment, recording and reporting programme, all CYPs will be strongly enabled to make excellent progress and attainment.

Through the assessment, recording and reporting protocols, CYPs' success will be robustly captured and celebrated. Where pupils are with us at times when national tests (e.g. SATs) and/or examinations (e.g. GCSEs) are to take place, we will work hard to effectively prepare pupils to achieve success. Examples might include booster lessons, catch up & revision sessions, individual tuition and use of digital tutoring programmes.

In addition to any formal qualifications, we will prepare a detailed digital 'record of achievement' or portfolio which will collect all the data on the progress, achievement & attainment made by each pupil in their time with us. If & when pupils return to their mainstream school, this information will be communicated prior to their return, as part of a carefully co-ordinated programme of re-integration & transition.

We will ensure all our staff participate in a full training and development programme, which is linked to the CPD programme for all schools which HEC

organises. This is important to ensure that our Academy staff stay up to date and au fait with mainstream educational thinking and do not become isolated as has happened previously in some PRUs.

D2. CURRICULUM PLANS

Introduction

The provision of a curriculum at ASPIRE Academy which is relevant, interesting and challenging, is a major tool in promoting our children and young people's re-engagement with learning. Every lesson will be carefully planned to ensure it is well-paced and motivating. Through inspiring teaching and high-quality learning we believe our CYPs will be most effectively re-engaged with the excitement of learning, recognising the importance of education in their lives. An engaging curriculum provides a powerful incentive for our CYPs to set themselves high standards of achievement, positive attitude and exemplary behaviour.

ASPIRE academy will:

- Have a strong focus on every CYP achieving maximum progress and highest levels of attainment in all subjects, but especially in English and mathematics.
- Provide a broad and balanced curriculum, to enable all CYPs to move smoothly back into their own schools and support onward progression
- Provide each CYP with a curriculum which reflects their interests, prior progress and stage of development
- Provide each CYP with increasing choice, which reflects their age and maturity
- Develop skills appropriate to their age around personal and interpersonal competencies, which includes Emotional Intelligence, PSHE, and employability
- Provide opportunities for every pupil to be successful as part of their academic studies, but equally, through a range of sports, creative and performing arts.
- Be data-rich. As a result of careful collaboration, every CYP will be well-known, with their prior progress, understanding, attainment, skills and interests robustly recorded and sensitively shared with staff.
- Provide consistently inspiring teaching. Through the appointment of excellent practioners, high-quality lesson planning, extensive reference to pupil data and a focus on Quality Assurance, the Academy has a strong aspiration to make all teaching judged 'Good', with a strong aspiration that the majority will be 'Outstanding'.
- Provide strong and extensive personal/pastoral support, mentoring and additional needs service to support learning and personal development, to build aspiration and promote progress. Where appropriate, specific additional learning needs will be supported by services such as speech and language.
- Have a strong assessment focus. Through strategies such as 'Assessment for Learning', every CYP will clearly understand the outcomes for each lesson and be skilfully questioned to confirm and extend their understanding. A marking policy which is formative, will further help pupils to improve. Regular testing will provide confirmation

around pupils' progress and understanding. Strategies such as Assessing Pupil Performance (APP) will ensure that CYPs' progress is robustly recorded.

- Make appropriate use of recording and reporting. Since our aspiration is for every CYP to return as quickly as possible to mainstream education, there is an increased demand on our staff to keep detailed, robust information on pupils' progress and attainment, which can be regularly shared with schools and parents.

A flexible response to support learning

ASPIRE academy will provide each CYP with a carefully co-ordinated programme of high quality teaching & learning and additional support to ensure that each will have their needs met. Specific features will be:

- Group sizes. These will be much smaller than normal, to provide a much higher degree of personal support and challenge for each pupil
- A curriculum which reflect each pupil's interests and prior attainment. While most pupils will participate in subjects which are mandatory, certainly at KS1, 2 and 3, teachers will make full use of assessment data to ensure all lessons are well-paced, challenging and motivating
- Increasing curriculum choice. To reflect their increasing maturity, as pupils get older they will have greater choice, so that at KS4 we will offer various options & courses: some proportion of learning could be off-site provision.
- Flexible days. Whilst we intend that our Academy will operate in as "normal to mainstream" manner as possible, we also recognise that for a small number of our pupils in particular circumstances, a certain flexibility in the nature & timing of provision will have to be adopted. For such CYP we will work closely with commissioners, pupils and their parent(s)/carer(s) to organise a programme of learning which will prioritise English and mathematics and provide as much relevant other curriculum as possible. Even where for example we have to organise different start or end of day times or home-based learning, one day a week to accommodate certain circumstances, we will always be striving to still provide the standard 25 hours of provision & always keep such special arrangements under review.
- Flexible school term. Whilst we will operate a standard academic school year (190 days over 38 weeks), we will also cater for CYP who may have previously missed significant periods of learning time, through learning recovery & catch up programmes, which will take place additional to the normal academy working day & year.
- We will operate a Breakfast Club from 7:30am every day and provide out of hours activities and learning opportunities on 4 evenings a week, weekends and over holiday periods.
- Use of ICT. The academy will ensure that all CYPs have access to a website which offers access to an engaging range of digital programmes: high-quality information podcasts, marked assignment programmes, 'live' internet-based teacher support and secure web-based group collaboration tools. This will enable pupils to learning more

independently and both secure and extend their learning away from the Academy.

Key Stages 1 and 2

The curriculum is planned on 25 hours a week with break, lunch, registration and assembly time additional to this. The whole curriculum plan is compulsory and all provision will take place on the ASPIRE Academy site, the STAR Centre, except for some structured and agreed use of our primary school partners for specific activities, enhanced Personal, Social and Health Education (PSHE) experiences (e.g. outdoor pursuits), educational visits and activities such as swimming, PE & Sport.

Recognising their importance as 'keys' to the whole of the curriculum, there will be a strong focus on literacy and numeracy, with a greater proportion of time will be allocated to these two subjects, which allied to small class sizes, will promote the greatest progress for pupils.

Curriculum Summary:

Subject	KS1 %	KS2 %
English / Literacy	25	20
Mathematics / Numeracy	25	20
PHSE & RE	5	5
Science	10	15
Creative + Expressive Arts	15	10
PE	10	15
IT & Technology	10	15
Total	100	100

In Key Stage 1 and Key Stage 2, delivery will be through a framework of learning where topics and themes have been planned to build on prior learning and introduce new subject knowledge and skills. A weekly timetable will ensure that there is the opportunity for more formal teaching and learning of basic skills as well as exciting opportunities for children to apply their skills across the wider curriculum and programmes of study. Exciting approaches to teaching and learning such as "Mantle of the Expert" will allow for personalised learning. The structure of each day will allow for set breaks and lunch time but will be flexible to support extended opportunities for learning. Out of hours provision will be an important element of our offer, providing an opportunity for both learning support and extension activities as appropriate, together with a variety of enrichment activities.

For older pupils in Key Stage 2, when appropriate, there will be more subject-based teaching and for all pupils, literacy development will include specific lessons devoted to grammar, spelling and punctuation. At times determined by schemes of work, longer sessions will be used to allow more extended work on selected topics.

Wherever possible, the Academy will seek to follow the curriculum of the pupil's present commissioning school, recognising that this will be challenging with children attending from a range of schools. The detailed collaboration with

our pupils' mainstream schools will be a key element in aligning our schemes of work and curriculum, wherever possible.

English and Literacy

These will be at the centre of our provision, recognising the fundamental importance of English and Literacy in the development of every CYP.

While each CYP is at ASPIRE Academy, s/he will participate in a programme of English lessons which will build on their work in their 'home' or previous school. Every English lesson will be well-paced, interesting and challenging. Every facet of a pupil's literacy development will be developed through the skilful use of the spoken word, reading and writing. The aspiration of the Academy is that every CYP will make excellent, above-average progress in English and that pupils' success and sense of achievement in English supports their work in other subjects. We are very aware that CYPs will join us with a wide range of English competency: whilst some will already have English skills which are at the top of the ability spectrum and will need particular challenge and support to develop further, it is also the case that, as we wrote earlier, a large majority of our CYPs will join us with poor or below-average literacy and communication skills. Our strong focus on early assessment and the extensive use of data will help to ensure that every pupil participates in enjoyable and stimulating learning in this area.

We are aware that within Harlow families have a rich and diverse cultural heritage, which will influence Academy life in many ways: the latest available information states that Harlow has the highest ethnic population in Essex (presently around 6.5%) and it is also one of the most deprived areas of the county too. The Academy will seek to celebrate all cultures and faiths and will recognise key faith festivals such as Eid and Divali. One aspect of welcoming children from diverse cultural backgrounds is that English may not be the child's mother tongue. The Academy will make strong provision to support those CYPs who have English as an Additional Language (EAL). In KS1 and KS2, pupils will participate in English lessons every day and in the morning, alongside mathematics, to ensure each child's full attention.

Mathematics and Numeracy

We will help all pupils to become confident and competent young mathematicians: able to count, compare and order; to think mathematically in everyday situations, and to select and use the mathematics they need in problem solving and investigations.

The Academy will appoint a Maths Co-ordinator to plan and structure mathematical experiences, using the National Curriculum Programmes of Study for pupils to ensure that full curriculum coverage is obtained. Children will be helped to become numerate and think logically so that they begin to respond like mathematicians. Mathematical experiences will be practical and will encourage children to gain the confidence to apply their skills and understanding to other curriculum areas.

In view of this, children will be given opportunities to develop and use their

mathematical understanding in purposeful and enjoyable ways for example through Science and the natural world; to develop their confidence, ultimately seeing themselves as emerging mathematicians. Children will be encouraged to evaluate their own work, focusing initially on their successes, learning to appreciate the areas they need to work at and develop. In this way, we believe their enthusiasm for maths will be continued, avoiding negative connotations sometimes associated with maths and numeracy.

Science

This will form part of each pupil's core learning. Our Science programme will build on the strong foundations of the Early Years Foundation Stage (EYFS) programme; extending pupil's knowledge, understanding and skills. Practical investigations will be an important and regular feature of the science programme. We will use these experiences to make learning 'irresistible', using pupils' enthusiasm to positively influence other areas of learning.

Physical Education

Sport and Physical Education will form part of each pupil's core learning. As a minimum, every pupil will participate in a programme of activities which makes full use of the facilities available; and making best use of resources, the provision and expertise in our partner schools. Variety is a key ingredient in encouraging pupils' participation and we will work closely with partner schools to develop a varied programme which uses indoor facilities and external play spaces. Academy staff will record pupils' achievements in this area and broadly celebrate these, to improve each pupil's confidence.

Personal, Social and Health Education

Personal, Social and Health Education (PSHE) will be a core subject and at the foundation of all we do with pupils. PSHE is particularly important as it will enable our pupils to participate in an important range of subjects which will strongly support their growth and personal development – and also develop skills and competences in these areas. PSHE will be broadly based on the non-statutory National Curriculum Programme of Learning and will cover areas such as:

- Recognising and making the most of their abilities
- Social and Emotional Aspects of Learning (SEAL)
- Developing an active role as a citizen
- Developing confidence and responsibility
- Set and plan targets
- Developing healthier, safer lifestyles
- Physical and emotional changes as I mature
- Promoting good mental health
- Developing and maintaining good relationship
- Developing sensitivity and tolerance towards others
- Anti-bullying
- Managing money

Creative and Expressive Arts

The Creative and Expressive Arts will be a fundamental part of our Early Years & Primary curriculum. Pupils will be engaged in practical activities in music, drama, art, literature and also ICT. They will be given cross-curricula opportunities to explore, express and communicate their feelings whilst gaining experiences of the wider world.

Teachers will use creative arts as a stimulus for learning whether in structured play with our youngest learners or as a stimulus for learning for example with older pupils using performance to motivate a piece of writing – ICT technology will be used with pupils of all ages to explore and extend creative thought.

The learning environment will reflect the importance of the Creative Arts in our curriculum. Displays of pupils work alongside that of well known artists of all genres will be interactive and thought-provoking in order to challenge and extend our pupils' understanding and knowledge of the Arts.

ICT and Technology

Information and Communications Technology will be planned, delivered and assessed on a cross-curricular basis in appropriate contexts; a tool to enhance and enrich the learning process.

Learning activities will allow pupils in the primary setting to develop confidence in handling hardware software and other ICT equipment. They will learn how to use ICT equipment to manipulate and present the written word and to use images and sounds to convey a message effectively. They will be taught how to store and retrieve their information and data. Teachers will ensure that pupils develop the appropriate technological vocabulary, so that they are able to talk about their use of ICT and its place within real-life contexts.

Through our Design and Technology curriculum we will provide opportunities and experiences to prepare our children for a rapidly changing world. They will be encouraged to develop an understanding of technology in everyday life. Teaching will build on children's logical, creative thinking and problem-solving skills. Our youngest children will build on their early childhood experiences and investigate objects around them. They will explore how familiar things work and, talk about, draw and model their ideas. They will start to use ICT as part of their designing and making.

Older pupils will work on their own or as part of a team on a range of designing and making activities. They will think about what products are used for and the needs of pupils who use them. They will be encouraged to consider what works well and what could be improved in their own or other people's designs. They will use ICT in a range of ways.

Key Stage 3

The curriculum is planned on 25 hours a week of educational provision, with break, lunch, registration and assembly time additional to this. It will be organised into 5 x 1 hour periods a day over a 2 week timetable of 50 periods. This arrangement enables a wider range of subjects to be offered, compared

with a single 25 hour week. Like KS1 & 2, the whole curriculum is compulsory.

This general statement of intent will be amended to reflect some pupil's personal circumstances and needs. For example, some CYPs may need to have shorter days to reflect their physical or mental health needs. Whenever a CYP justifiably needs an adapted timetable, their participation in English and mathematics will be prioritised.

For any CYPs who are unable to attend on a daily basis, the Academy will seek to make imaginative use of its staffing and resources to support these pupils. Examples include: providing live tutorials on-line or working with CYPs in 'satellite' centres such as libraries or community centres. However such special arrangements will be kept to an absolute minimum to make the most efficient use of the Academy's resources.

Studies at KS3 will reflect our pupil's increasing maturity and their needs, and will be carefully designed to ensure that while they are with us, every CYP participates in a programme of learning which most effectively supports their growth and speedy reintegration into mainstream education.

The curriculum offered will again have a strong focus on English and mathematics, but will be broad and balanced, to reflect the curriculum of their 'home' school.

Our intention is that the majority of KS3 pupils will participate in the whole of the curriculum offer onsite. However, it may be appropriate for a few CYPs (particularly in year 9) to start undertake a greater proportion of offsite activities and tasters. However, these should not exceed more than 20% of curriculum time and will not impact on the core curriculum.

KS3 Curriculum Plan in Summary: (50 hours over two weeks)

Subject	English	Maths	Science	PE	PSHE	ICT	Hum*	DT	Creative**
No. lessons	10	10	6	5	5	4	3	3	4
%	20	20	12	10	10	8	6	6	8

*Humanities will be taught as an integrated course, which will clearly feature units with History or Geography as identifiable subjects

** Creative and Expressive Arts will be taught as a number of separate subjects: Art, music, drama, dance as part of a carousel of activities.

Key Stage 4

Again, the curriculum is planned on a 25 hour education provision week (not including break, lunch, registration and assembly time) and on a 5 x 1 hour period day over a 2 week timetable of 50 periods. The core (40%) will be compulsory.

CYPs' curriculum at KS4 will be more individually designed to reflect each pupil's curriculum in their 'home' school and also their interests and level of development. All CYPs will participate in not less than 40% literacy and numeracy / English and Maths at ASPIRE Academy. Some CYPs may be

timetabled for up to 60% of curriculum time to other appropriate (largely vocational) off site provision commissioned by our ASPIRE Academy. At KS 4, the academy will work closely with each CYP, their parents, their mainstream school and employers/ providers to ensure that the learning provided is relevant, useful and enjoyable. These factors are important elements in helping CYPs to re-engage with learning.

Again, the Academy will look to provide the most effective support for each pupil, recognising the problems and needs each pupil may have.

KS 3&4 Subjects in detail:

CYPs' participation in high-quality English and mathematics lessons will be prioritised.

English

Every CYP will participate in English lessons which build on the progress and challenge she or he experienced in their 'home' school, with continued high aspirations, challenge and support, so that progress in this critical area is maintained and, where possible, accelerated. In order to best support our CYPs, ASPIRE Academy will seek to use the English and Literacy schemes used in their 'home' schools. E.g. the Read Write Inc. series will be used with our pupils who still need additional support, particularly those who have English as an Additional Language.

Mathematics

In a similar fashion, the ASPIRE Academy will use the mathematics programmes our CYPs are using in their 'home' schools, reserving the right to use materials from other schemes to more strongly challenge and reinforce learning in this important subject. At KS3, the school will use programmes such as Framework Maths or Maths Links. In addition, every CYP will participate in a programme of learning in mathematics which uses our 'on entry' and assessment data, along with data from 'home' schools to further capture their interests and imagination, so that the progress of each pupil in their time with us is significantly above local and national averages in this key area.

Science

While this subject is usually mandatory for CYPs in mainstream education at KS 3 and KS4, at ASPIRE Academy in KS4 it won't be. Promoting each pupil's interest and re-engagement with learning is of fundamental importance, so for some pupils the opportunity to take subjects as an alternative to science will be given. For those CYPs who do wish to follow science at KS4, they will follow the course which broadly they followed in their 'home' school. Recognising again, the specialist nature of this subject and the need for specialist facilities, we will discuss support from our partner schools on a pupil-by-pupil basis.

Sport and Physical Education (PE)

At ASPIRE Academy, PE Sport and Games are core subjects for the majority of our CYPs, recognising again that for a minority, their physical ability, confidence and engagement with learning may better be served by their participation in an alternative activity. Provision in this area will be most efficiently provided in collaboration with the Academy and its partners. We recognise the importance of Sport and PE in promoting good mental health, physical fitness and developing teamwork, communication and sensitivity to other people. ASPIRE Academy will employ or commission experienced practitioners or inspirational service providers to ensure that every CYP who participates in this area of learning thoroughly enjoys the experience.

Personal Social and Health Education

For many CYPs, this is a core subject, certainly at KS3, as it provides a rich and diverse programme of learning and development which particularly supports our pupils in their social and emotional growth. The Academy will be wholly responsive to pupils' progress in their 'home' schools, varying this programme to best support CYPs and their needs.

Humanities: History and Geography

The ASPIRE Academy will seek to strongly support each pupil's learning from their 'home' school, recognising too that for some CYPs, the choice of an alternative subject while they are with us can be a powerful incentive. At KS3 we expect most pupils to participate in an exciting programme of Humanities studies, reflecting the current fascination with the environment and its effect on the landscape and population. Equally, the study of 20th Century History gives CYPs an insight into the motivations behind key events, such as the World Wars or more recent conflicts, such as Vietnam and Afghanistan. At KS 4, pupils will have to option to continue their studies in one or both of these subjects in their time with us. Where appropriate, CYPs will have the opportunity to take and achieve examination success in these subjects.

Design Technology

This subject will form part of KS3 learning for many of our pupils. Recognising the need for high-quality specialist provision and inspiring teaching in this subject, we will work closely with our partner schools to make efficient provision for this.

Creative and Performing Arts

In line with our ethos which promotes the success of each pupil; where our pupils have particular skills around these areas: Music, art, dance and drama; ASPIRE Academy will work hard to provide learning and support which enables each one to be successful.

This will most often involve close collaboration with our partner schools, but also we will seek to use accredited specialist providers where necessary to best support our pupils.

We will seek to emulate the previous Outstanding West PRU which had

developed a significant relationship with the Royal Opera House and gained Gold Artsmark Award.

Vocational Options and Skills-based Learning

For some CYPs, their involvement in vocational learning provides an excellent balance between academic learning and work-based learning. HEC Ltd has already gained success in promoting pupils' learning in these areas, using suites of BTEC Level 1 & 2 qualifications in areas such as:

- Construction
- Hair and Beauty
- Health and Social Care
- Hospitality & Catering
- ICT & Digital Media
- Motor Vehicle Maintenance
- Music Industry
- Sport

This is an area ASPIRE Academy will look to develop significantly in terms of range of options, quality, level of qualification, relevance to progression and opportunities in the local economy. As Charlie Taylor's report pointed out, there is far too much lower level vocationally-orientated AP in England, which offers poor progression and does not necessarily relate to opportunities in the local economy.

Through HEC Ltd, a number of local AP providers have been identified and nurtured to provide a reasonable quality service and access to worthwhile qualifications. ASPIRE Academy intends to develop this further; through building capacity, extending the range of vocational options and ensuring that they are better linked to progression opportunities and the local economy. A draft Service Level Agreement for use with offsite providers is attached at **Appendix 1**. For example, whilst for some CYPs, motor vehicle, construction, health and beauty have relevance and offer progression, they do not reflect the known and likely growth areas in the local economy and miss some opportunities. In this regard we would be looking to particularly develop:

- Digital Media – a specific growth area in Harlow & West Essex.
- Animal husbandry, arboriculture, horticulture and grounds maintenance – HEC Ltd has already entered into arrangements with Harlow District Council and Writtle College to develop a range of 14-19 provision based around the Pets Corner and Walled Garden facilities on the Harlow Town Park site. This is a vocational area not presently covered by Harlow College as the main post 16 provider in the town. It is a vocational area identified as having a growing demand but a skills gap in the local economy.
- Entrepreneurial skills – Harlow has the highest number and fastest growth rate of SMEs in the South East of England. We will work with our partners in the Chamber of Commerce and Harlow College to develop programmes of learning and opportunities for CYP to develop the necessary understanding and skills to become young

entrepreneurs.

- Public Services and Travel & Aviation – linked to our established partnership with BAA Stansted which is a significant employer drawing from the Harlow district.
- Progression links to Apprenticeships via our links with Harlow College, Harlow District Council, BAA Stansted and as part of the West Futures Job Scheme.

Other Opportunities to Develop Personal Skills + Confidence at KS1 - 4

Despite our commitment to providing an academically rigorous curriculum, with access to qualifications up to and including Level 2, we also recognise that many of our CYPs will come to us with a host of 'presenting issues' which have significantly interfered with and undermined effective learning in the past. We intend to find and develop innovative ways in which to address these 'presenting issues'. Our experience to date suggests that we have to 'grow' personal and social skills, self esteem and confidence in our CYPs at the same time as developing their formal learning skills. At KS1, 2 & 3, this will be facilitated by the use of a local Outdoor Pursuits provider, an education drama group and a Forest Schools programme. All of these have proved particularly effective in the development of personal and social skills and allow troubled CYP to explore their issues and behaviours in different, challenging but safe settings. At KS4, we will build on this by use of the Duke of Edinburgh Award – the local provider for which we already have an arrangement.

In addition to these, the ASPIRE Academy will offer a number of skills-based courses such as ASDAN's Certificate of Personal Effectiveness, which is available at several levels; along with other similar courses, to promote the development of pupils' confidence and skills.

Organisation

Provision at ASPIRE Academy will be bespoke: based on each pupil's prior progress, attainment, needs and curriculum provision in their mainstream school.

Learning and progress within ASPIRE Academy will seek to be at all times 'Outstanding' as judged by the school's own internal Quality Assurance processes and equally, as a result of external organisations, such as Ofsted. Teaching group sizes within ASPIRE Academy will be significantly smaller than in mainstream education, reflecting the importance of providing a much higher level of care, support and challenge to best ensure that each pupil enjoys learning and equally, enjoys a strong measure of success in all areas of academy life.

Transport

ASPIRE Academy will have the use of a mini-bus to be donated free by HEC Ltd. This will be used to transport CYPs to and from the site from schools in areas of West Essex outside of Harlow as well as any necessary local pick up

and drop off. It will also enable CYP to access off site provision of various kinds.

Grouping of pupils

CYPs will be carefully assigned to groups which reflect their age, ability, level of maturity and needs. More broadly, pupils will be placed in groups based on Key Stages, rather than year groups which gives greater flexibility, and also greater support.

Whilst all our evidence suggests that the majority of CYPs will have basic skills below their chronological age or average for their year group, we also know that a few will have higher-level skills and abilities. The way we will timetable our provision will allow; for example, for a high performing KS1 pupil to receive one or more aspects of provision with KS2 pupils or a KS3 pupil who is clearly capable of following a GCSE Maths course to work with KS4 pupils.

Pupils with specific talents (e.g. music, sport etc.) will be able to access the gifted and talented provision centrally organised by HEC for its primary schools and that provision provided at our partner secondary schools. Provision for gifted and talented pupils is discussed in detail in section D4

Key Stages 1 and 2

At capacity, 12 pupils will be present in KS1 and 15 at KS2. Each of these pupils will participate in an individual programme of learning, carefully designed to meet their needs, prior progress and ability. It is likely that these children will work as separate Key Stages to give maximum flexibility. As each child will have different abilities, needs and level of development, children will be placed in accommodation and small groups which best supports their development.

Regular opportunities for outdoor learning based upon Forest Schools approach will be planned into our weekly timetable, as will sessions at the local Outdoor Pursuits Centre and the swimming pool. We will also make use of a local education theatre group who will come in once a week to deliver activities/workshops which are linked to the curriculum programme and in particular PSHE themes.

Indicative KS1 and KS2 school day

	8:40	9:00	10:20	10:30	10:45	12:05	12:15	12:45	2:50	3:00
MONDAY	Register, Personal Targets/ SEAL Assembly	Literacy (links to topic)	Review Personal Targets	BREAK	Numeracy	Review Personal Targets	LUNCH	Review Personal Targets	Swimming (off site – Broadfields School)	
TUESDAY	Register, Personal Targets/ SEAL Assembly	Literacy (links to topic)	Review Personal Targets		Numeracy	Review Personal Targets		Topic work	Review Personal Targets	
WEDNESDAY	Register, Personal Targets/ SEAL Assembly	PSHE / Drama			PSHE / Drama	Review Personal Targets		Topic work	Review Personal Targets	
THURSDAY	Register, Personal Targets/ SEAL Assembly	Literacy (links to topic)	Review Personal Targets		Numeracy	Review Personal Targets		Topic work	Review Personal Targets	
FRIDAY	Register, Personal Targets/ SEAL Assembly	Literacy (links to topic)	Review Personal Targets		Numeracy	Review Personal Targets		Outdoor Pursuits (off site – Harlow Outdoor Pursuits)		

Breakfast Club each day from 7:30am. Out of hours activities / learning from 3:00 – 5:00, 4 evenings a week.

Key Stages 3 and 4

Provision will be carefully designed to provide the most effective learning and support for every pupil. CYPs will be placed in much smaller groups than would be found in mainstream education, reflecting the greater degree of personal support and challenge which each pupil will receive. Groups will be no greater than ten for any subject.

At capacity the number of CYPs at KS3 (Years 7, 8 and 9) will be 15 and at KS4 (Years 10 and 11), 55. These KS4 pupils will be in the Academy for at least 40% of their time, to participate in inspiring teaching in English and mathematics, where they will be carefully assigned to small groups which reflect their ability, prior progress and range of needs. Groups for these two core subjects will be setted, to create more homogeneous ability groups, but other considerations around attitude, behaviour and needs will play an equally important consideration, so that at all times learning is purposeful, harmonious and, enjoyable.

For some of our KS4 CYPs, up to 60% of their non-core time may be spent off-site; participating in purposeful learning at one of our partner schools, specialist providers or specially-selected employer partners. While provision will be wholly-centred on providing courses for individual pupils, these could be broadly summarised as three learning 'pathways':

- Academic – some CYPs may wish to continue with their GCSE studies, started at their 'home' schools, to support them to achieve a broad and balanced range of subjects, for example, to enable them to gain the English Baccalaureate (EBac) standard
- Vocational – other CYPs may wish to continue with their BTEC or other Foundation Level, level 1 or level 2 courses. We will work closely with

partner schools to ensure that this is possible.

- Work-based learning – a third group of CYPs may benefit from a placement with quality-assured and Criminal Record Board (CRB) checked employers, who could provide valuable and formative work-based learning, which will enable pupils to gain useful skills, supporting their progression into gainful employment. HEC has a strong and vibrant Education Employer Partnership (HEEP), which the Academy will take full advantage of, to secure high-quality work experience placements for appropriate pupils. HEEP enjoys strong employer support, due to the quality of its collaboration and responsiveness.

It is perfectly possible that reflecting the personalised nature and fluidity of the school's provision, pupils could take elements from two or more of these pathways, where practical or possible.

Indicative KS3 and KS4 day

In line with a personalised approach to each CYP's curriculum provision, the times shown in the table below may be flexible to reflect individual circumstances. However, once again our commitment is that all CYP will receive a minimum of 25 hours formal provision a week.

Time	Activity
8.40	Registration / Tutor Group / Assembly
9.00	Period One
10.00	Period Two
11.00	Break
11.15	Period Three
12.15	Lunch
1.00	Registration & Period Four
2.00	Period Five
3.00	Extended Learning & Daily Review

- Breakfast Club each from 7:30am
- For those CYPs who need additional individual tuition, this will be available for four evenings each week, for an hour, as required.
- Out of hours activities / learning 3:00 – 5:00 on 4 evenings a week. This section is non-compulsory and seeks to offer a range of interesting and enjoyable activities based on sport, performing arts and culture.
- Two evenings a week for staff meetings and CPD. The Academy will make use of CRB-checked accredited service providers for one evening, so that four evenings per week have extension activities.

Indicative KS3 week

	0730	0840	0900	1000	1100	1115	1215	1300	1400	1500	1700
M	Breakfast Club	Registration	Ma	Eng	Break	Science	Lunch	ICT	PE	Extension Activities	End of Extension Activities
T			Eng	Ma		DT		Creative	Hum		
W			Science	Hum		Ma		ICT	PSHE		
Th			DT	Creative		PE		Eng	Ma		
F			PSHE	Science		Hum		Ma	Eng	Staff Training	

Indicative KS4 week (60% on placement)

	0730	0840	0900	1000	1100	1115	1215	1300	1400	1500	1700
M	Breakfast Club	Registration	Eng	Ma	Break	Placement / off-site learning					
T			Ma	Eng		Placement / off-site learning					
W			Ma	Eng		Placement / off-site learning					
Th			Eng	Ma		Placement / off-site learning					
F			On Placement: FE College or work-based learning								

Indicative KS4 week (20% off-site learning)

	0730	0840	0900	1000	1100	1115	1215	1300	1400	1500	1700
M	Breakfast Club	Registration	Eng	Ma	Break	PE	Lunch	Chosen Option		Extension Activities	End of Extension Activities
T			Ma	Eng		Option		Chosen Option			
W			Ma	Eng		Option		Chosen Option			
Th			Eng	Ma		PE		Chosen Option			
F			On Placement: FE College or work-based learning								

KS 4 Summary

All pupils in ASPIRE Academy will have a Core, mandatory curriculum of English and mathematics which will take up not less than 20% each of their time, reflecting the greater importance the Academy places on these two subjects.

The remaining time will be agreed with pupils and their parents and will reflect their chosen curriculum choices at their mainstream 'home' school. The Academy will work hard to ensure that pupils' choices are facilitated, wherever possible. Three broad 'learning pathways' can be identified, based on these choices.

Two hours of Sport and PE will be offered to all pupils, with the remaining ten hours divided into four option 'pools'. No boundaries will exist between different learning pathways, with pupils able to choose, with careful guidance from any Pathway.

	Option Pool A (2hrs)	Option Pool B (3hrs)	Option Pool C (2hrs)	Option Pool D (3hrs)
Academic	Science	Science	History or Geography or Business Studies	Design Technology or Art or Music
Vocational	One BTEC from: Motor Vehicle Maintenance Health & Social Care Hospitality & Catering Music Industry Travel & Aviation		One BTEC from: Hair & Beauty Animal Husbandry Horticultural Arboriculture Public Service	
Work-based	ASDAN Certificate of Personal Effectiveness		Employability Skills	Communication Skills

Pathway	English	Maths	Learning Pathway Detail (up to 60% curriculum time)
Academic	20%	20%	GCSEs: Science, History, Geog, ICT, Art, Music, Design Tech, Business Studies (MFL)
Vocational			BTECs or other: Motor Vehicle, Construction, Health & Social Care, Hair & Beauty, Digital Media, Hospitality & Catering, Animal Husbandry, Horticultural, Arboriculture, Public Service, Travel & Aviation, Music Industry
Work-based			Attendance for 1 or more days per week at an employer's workspace

Assessment

Accurate assessment of each pupil's needs, abilities, prior progress, achievement and interests is fundamental to the success of our Academy in providing learning and opportunities which are relevant, interesting and formative. In view of the nature of the CYP who we will provide for, assessment is significantly more detailed; looking at not only the physical and academic ability, progress and performance of each child, but equally their social needs and emotional states.

On Entry

Ideally, prior to joining the Academy, each CYP will participate in a sensitive programme of assessment which accurately identifies their needs, strengths, interests and weaknesses. Key partners in this assessment will be our commissioners, largely mainstream schools. Our staff will arrange meeting

with commissioners and mainstream school staff to fully understand the progress, needs and areas of concern for each pupil. We regard these meetings as essential to fully understand and be able to support our newest pupils. Equally, our staff will wish to observe pupils within their 'home' school environment, to carefully note how their behaviour, attitude and socialisation are presented there.

Meetings and interviews with parents and carers will be another important feature, to ensure that their powerful perspective is clearly understood. Joint meetings involving our staff, mainstream partner school staff and parents will be carefully considered and, where appropriate, arranged. On occasions, it may be of greater value to meet parents and carers separately from partner school staff.

On entry, our pupils will also participate in a number of other tests, as appropriate to the needs of each pupil. Examples include: Cognitive Ability Tests (CATs), Reading Age (RA) tests and, learning style (Visual, auditory and kinaesthetic (VAK)) determination. –These tests are merely indicative, with more specialist tests involving therapists for behaviour, speech, etc also being used.

The outcome of this programme of observation, meetings, interviews and testing is to fully appreciate the needs and abilities of each pupil, to provide a highly personalised programme of learning and support which will enable each pupil's most effective return to mainstream education.

Formative / On-going Assessment

Every lesson plan will state the clear learning objectives for each lesson, which will be displayed for pupils to see at the start of each lesson. Within the small classes, individual learning objectives may also be given, reflecting the personalised approach to learning, which every child will receive.

Our staff will use techniques such as skilful questioning, and constructive comments as part of the Academy's assessment policy to ensure that at all times each pupil will clearly know how they are doing & how to improve. The plenary session at the end of each lesson will summarise what has been learned and will link this to the next lesson. As indicated earlier in this section, we will also build in morning & afternoon reviews of personal targets particularly for KS1&2.

Summative Assessment

In order to accurately monitor each pupil's progress, a programme of summative assessment, observation and testing will form a common feature in lessons. Tests in a variety of forms and sizes provide a valuable and robust insight into pupils' performance. These will be carefully recorded by teachers and at a regular interval, be shared with parents. The length of time pupils are with us will vary and the reporting programme will reflect this. On leaving, or at a regular interval, every pupil will receive a clear statement showing their learning (in terms of topics and subjects), progress (in terms of teacher assessment and/or test results) and achievements (Personal Attendance,

behaviour, attitude, social, emotional), academic (test successes, skills achieved) and wider (Physical mobility, sporting, leadership, performing arts)).

Use of data

The extensive use of data is a fundamental element in ensuring that every pupil enthusiastically participates in learning which is well-paced, engaging and, challenging; helping to maximise progress, enjoyment of learning and, attainment.

Staff will use data to prepare lessons which build on each pupil's prior knowledge and as a result, effectively continue and builds-on progress and attainment from each pupil's last lesson.

Each pupil will be set clear, but ambitious targets to provide each one with a motivation to progress, strongly supported by inspiring teaching.

These targets will be broken-down into smaller units of a week, month or half-term; and test data used to monitor pupils' progress against these shorter-term targets. Where pupils meet these ambitious targets, they will be congratulated. Where pupils fail to meet these targets, staff will immediately investigate why these have not been reached. A programme of support will be put in place to support the pupil to reach these ambitious targets.

Support for parents and carers

ASPIRE Academy will warmly welcome the involvement of parents and carers in the education of their children. We will take every opportunity to support parents, in providing support and encouragement for their children. We will have a clear approach of welcoming parents and carers whenever they wish to meet. Our proposed building will offer a secure yet an attractive entrance and waiting area, close to interview rooms, so that parents feel relaxed about visiting the Academy.

Meetings programme. We will seek to meet with parents and carers prior to their child's entry into our Academy, to fully understand their concerns and issues. Where practical, the Academy will arrange to meet parents individually at key intervals, so that at all times, parents feel confident that their views are being clearly heard.

More formal Parents' Evenings and information evenings will be arranged as part of our annual calendar and publicised to parents on the Academy's website and also in newsletters.

Information. As a result of regular testing and assessment, we will seek to share the progress of each child with parents. The Academy will be keen not to overwhelm parents, so information will be presented clearly, with the minimum use of numbers and jargon. This information will be available on our website, through a password-protected Parents' Portal. We will use other formats, which best support parents' needs, so the reports will be available in paper or could be given verbally either as a telephone conversation or in a short meeting.

Pastoral Support

CYPs will be referred to us for many reasons, including:

- vulnerable children,
- children at risk of or who have been excluded or;
- who have behavioural issues

High-quality pastoral care is an essential element in supporting each CYP to reflect on the issues in their lives and mainstream education, and with the support of pastoral staff, seek to address these issues and barriers to learning.

Pastoral support will always be sensitive to each pupil's situation, supportive and positive; seeking solutions to what may appear to be intractable problems to our pupils. On entry, each pupil will be carefully assigned to a teacher who will be their tutor and main contact and be assigned to a Learning Mentor. Through small group sizes, each pupil will receive high-quality pastoral support and advice, enabling each one to address their issues. Where necessary, the pupil's tutor will seek specialist support and advice, in consultation with the pupil and their parents.

Subject teachers will prepare regular reports on each pupil's progress: the tutor will provide that regular co-ordinated feedback to each individual pupil. All meetings with parents and carers will involve the pupil's tutor, wherever possible.

Promoting high levels of attendance

We will employ specialist staff such as an Education Welfare Officer (EWO) and Learning Mentors (LMs) who will support tutors and administration staff in ensuring that each pupil's attendance and punctuality is of a high standard. We will state clearly to parents and pupils that our expectation will be for 100% attendance. Immediately after registration in the morning, in the event of any unexplained absence, parent(s)/carer(s) will be contacted to ascertain the reasons for absence. Where necessary our EWO or LM will make unannounced home visits or carry out early morning pick ups of certain pupils.

In addition to normal a.m & p.m registration, attendance at every lesson/activity will be logged using an electronic registration system, so attendance & punctuality data will be instantly captured and available for interrogation.

An on line registration system will be used for tracking attendance & punctuality at any off site provision.

Extended Learning & Personal Support

We will provide a range of activities outside of the normal Academy day to offer additional opportunities for pupils to be supported, engaged & successful. A breakfast club will be offered every day from 7.30 a.m. every day. This will ensure that all our CYP start the day with a proper breakfast, but also allow the opportunity for more formal & informal learning as well as leadership opportunities such as older pupils acting as "reading champions" to younger ones. It will also provide an opportunity for some 1:1 learning & mentoring support.

On 4 evenings a week between 3.00 & 5.00 we will provide both on & off site a wide range of extended learning activities. These will include access to the Creative & Expressive Arts, PE & Sport. This will also provide opportunities for other special features of our provision such as Messy Workshops, counselling and for some pupils, 1:1 learning support or catch up.

For all of these activities, each pupil's participation will be noted in their 'portfolio of achievement' and where certificates or qualifications are achieved, these too will be noted.

Where appropriate, the Academy will also invite selected pupils to attend additional learning support either at the end of a normal school day, or on a Saturday morning, or during a holiday, for those CYPs who are taking examinations and who would benefit from the additional support which a revision class could provide. It may be that these classes are co-ordinated across HEC, with different schools/academies providing revision in different subjects. HEC as a Local Delivery Group (LDG) has a comprehensive range of extended activities, which fulfil all six elements of the Extended Services provision. Activities include: Kickz (Football), Athletics for All, All-Ability Sports and Leisure (brings together a number of partners who offer a wide range of sports and recreational activities for children and young people with a physical or learning disability), Life Walks Harlow, Harlow Playhouse and Community Art Groups.

Weekend & Holiday Activities

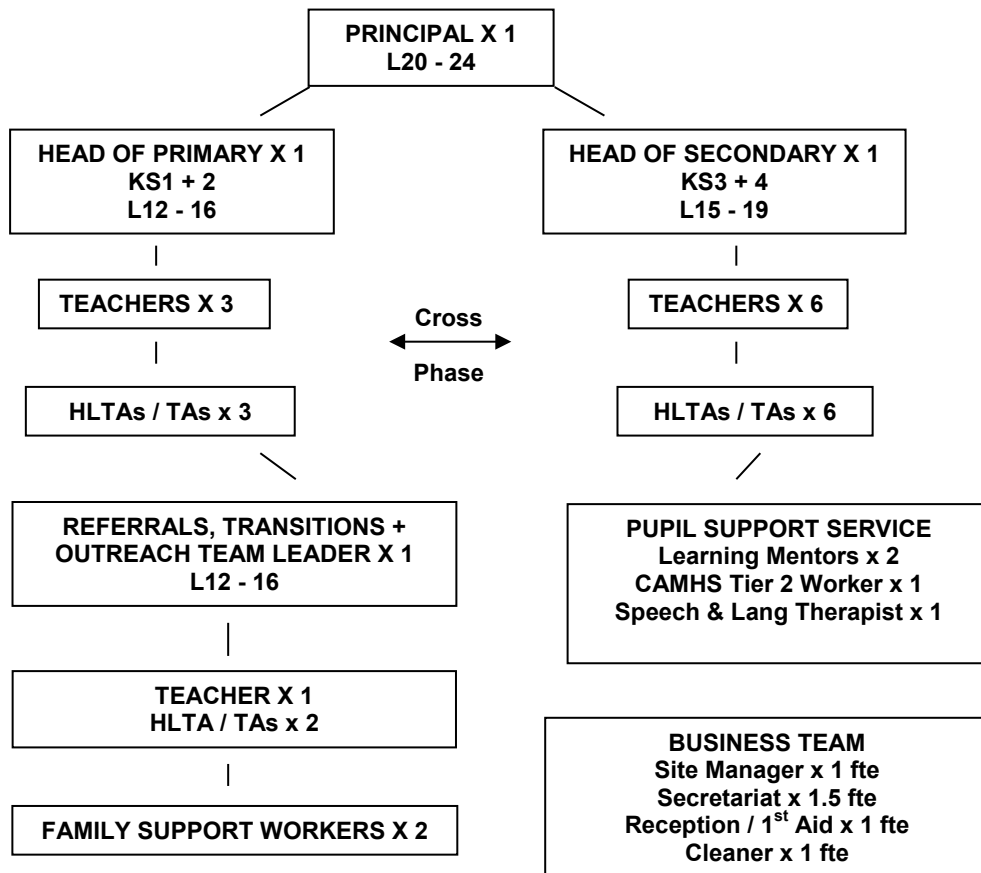
Whilst ASPIRE Academy will have a 38 week 'core' year, to support CYPs outside of these times, we will organise a number of weekend & holiday programmes which will provide pupils with an enjoyable range of engaging and purposeful activities. These are likely to include both formal & informal learning as well as sports-based activities, outdoor pursuits, creative & expressive arts and IT-based activities such as web-site design, gaming programme development, or digital photography.

Varying Level Referrals / Placements

- ASPIRE Academy will plan for three broad strands of target referrals: short, medium and long stay.
Short-will be for a minimum of half a term.
Medium- will be between one and three terms.
Long- will be more than one academic year.
- In planning for some degree of regular mobility, ASPIRE Academy will establish:
 - a rigorous gateway / referral in and out staff team (see D3) who will undertake all the pre-entry assessment, liaison and planning work with referrers / commissioners / parents / children and young people and induction and then the reverse for re-integrations back into mainstream or indeed other Special School provision and supply a re-integration support service which will last for at least six weeks after reintegration.
 - A rigorous referral system (See Section E1 & Appendix 3)

- To promote smooth re-integration, ASPIRE Academy will insist on having curriculum plans and schemes of work which mirror / match as far as possible those being followed by CYPs in our commissioning mainstream schools. Transition in and out of ASPIRE Academy will be made as seamless as possible to ensure continuity of learning.

D3. STAFFING STRUCTURE



We will appoint talented and experienced staff to ensure that every pupil is provided with the inspiring teaching, sensitive support and strong guidance needed to progress and develop.

Staff will be appointed as the result of a rigorous selection process, which will be advertised nationally and locally to ensure the strongest field of candidates for each post is obtained. As part of the selection process, all teaching posts will include an observed lesson. The help and support of our partner schools in providing suitable groups of children and young people for these observed lessons will be requested. We will only appoint inspiring teachers, or those teachers who have the clear potential to be so. Our aspirations around appointing a similarly high calibre of support and administration staff are equally high, recognising that ASPIRE Academy will make use of HEC Ltd's Finance, HR and Administration support services wherever possible, in order to make most efficient use of resources.

In Section C we stated that there is already strong demand for an AP Free School and we have provided greater clarity on pupil numbers for the first five years of the academy opening, recognising that the nature of Alternative

Provision, makes it difficult to be definitive, but ASPIRE Academy is firmly of the view that demand for this provision is already strong.

The staffing structure below represents the final staffing numbers at capacity. It does not however take into account the provision of specialist therapists (e.g. Autistic Spectrum Disorder (ASD), educational psychologists), who will be procured through Service Level Agreements (SLA) with the relevant agencies and consultancies.

ACCOUNTABILITY

The Academy has clear lines of accountability, as demonstrated by the staffing structure above.

The Governing Body will set ambitious targets for the school and will review progress to achieve these on a regular basis. Through perceptive questioning and critical review, the Governing Body will seek to consistently drive up standards in line with an approved Academy Development Plan.

The Principal has overall responsibility for the efficient organisation, curriculum, standards, finances and ethos of the Academy and will report to the Governing Body on all of these elements on a regular basis. This postholder is assisted by three senior leaders, who have delegated responsibility to monitor and challenge standards in their respective areas:

- Head of Primary Phase
- Head of Secondary Phase
- Outreach and transition: This postholder will report to the Head of Primary Phase.

Teachers will be accountable to their respective Head of Phase or senior leader. Lesson plans, assessment records, rewards and sanctions will be submitted to the Head of Phase as part of a clearly defined programme: e.g. lesson plans and rewards/sanctions submitted weekly.

Support team. Each phase of the Academy has Support Staff (Teaching Assistants and Higher Level Teaching Assistants) these will report to the Head of Phase and work under the direction of their assigned class teacher. Other support staff, such as therapists will report to the relevant Head of Phase, as shown on the organisation diagram above.

The Business Team will report directly to the Principal and will formally report to her/him on a regular, defined basis, in line with efficient Academy organisation. E.g. Summary of finances every month.

SENIOR LEADERSHIP TEAM

Principal

We will appoint a well-qualified, experienced and inspiring Principal following a national advertising campaign, to ensure a high-calibre number of candidates apply.

Our successful Principal will be appointed following a rigorous selection process and the Academy Trust will require this person to start well-before the new school opens.

We will appoint a Principal who is an excellent teacher, so s/he can support other staff to become excellent and equally, be able to recognise and appoint good teachers.

The Principal will have key responsibilities around:

- Appointing all staff
- Performance Management
- Quality Assurance
- Responsibility for the academy's target-setting and developmental plans
- Academy budget and resources
- Setting and promoting high standards around pupil progress, attainment, behaviour
- Responsible to the Governing Body for all elements of the Academy

The Principal will be supported by three other senior leaders:

Head of Primary

This postholder will be a leader who has strong primary school and alternative provision experience, to give robust guidance and support to the team of primary practitioners. Her/his main responsibilities will include:

- Safeguarding arrangements for primary phase
- Designated Child Protection Officer for primary phase
- Curriculum provision for primary phase
- Setting and monitoring individual and whole phase pupil targets
- Quality Assurance in the primary phase

Head of Secondary

This postholder will be a leader who has strong secondary school and alternative provision experience. Her/his main responsibilities will include:

- Provision of detailed curriculum support
- Assessment, recording and reporting arrangements
- Improving the quality of teaching
- Child Protection for secondary age pupils
- Pastoral support

Team Leader for outreach, referrals and transition

This post holder will have a responsibility across the whole of the Academy and has a critical role to coherently work with range of partners who will include:

- Commissioning schools/academies
- All other members of Harlow Education Consortium
- Further Education partners
- Essex County Council's Children's Services
- Other Alternative Providers
- Parent(s)/Carer(s) and families
- Pre & Post entry pupil assessment
- Progression, transition & re-integration arrangements

FINAL STAFFING STRUCTURE

TEACHING STAFF

With the exception of the Principal and Team Leader for Outreach, Referrals and Transitions and the Outreach Team Teachers, all teachers will have a teaching commitment, expressed as a decimal of their total time (1.0fte) and a commitment to Planning, Preparation and Assessment time (PPA). All teachers will have 10% of their profession time (0.1fte) allocated to PPA. School leaders will also have management and leadership time.

One of the Primary Phase Teachers will be EYFS qualified.

Post	Teaching Commitment	PPA time	Leadership Commitment
Principal	0	0.1	0.9
Head of Primary	0.5	0.1	0.4
Head of Secondary	0.5	0.1	0.4
Team Leader Referrals, Transitions, Outreach	0.0	0.1	0.4
Primary Phase Teachers	0.9	0.1	0
Secondary Phase Teachers	0.9	0.1	0
Outreach Teacher	0.0	0.1	0

Teaching Staff Numbers at Capacity

Post	Total
Principal	1
Head of Phase	2
Team Leader Referrals, Transitions, Outreach	1
Primary Phase Teachers	3
Secondary Phase Teachers	6
Outreach Teacher	1
Grand Total	14

Phasing

ASPIRE Academy will open in September 2014 with a pupil population of 72 fte in total and will reach capacity 97 fte, by September 2016.

The Academy will appoint staff in a phased programme to make most efficient use of its resources.

	2014	2015	2016	2017
Total number KS1 & KS2 pupils	17	21	27	27
Total primary teachers (including Head of	3	3	4	4

Primary)				
Total number KS3 & KS4 pupils	55	62	70	70
Total secondary teachers (including Head of Secondary)	5	6	7	7
Total teachers	8	9	11	11

N.B Above does not include the Team Leader for Referrals & Outreach or the teacher attached to that team.

SUPPORT STAFF

Using a co-ordinated recruitment process, we will appoint the most experienced candidates to each post. We will use the expertise and capacity within the HEC Ltd to derive maximum efficiency from its resources. We will enter into Service Level Agreements with HEC Ltd to secure a number of 'back-office' services, as defined below.

Higher Level Teaching Assistants (HLTA)

In view of the additional support and expertise needed for the CYP who will attend our Academy, we will appoint a number of Higher Level Teaching Assistants. For a modest increase in salary, the additional expertise and skills of a Teaching Assistant at the Higher Level represents excellent value and, better supports our children. We will appoint one HLTA to support every teaching group. In summary:

- Primary phase TAs: 3
- Secondary phase TAs: 6
- Referral and outreach team TAs: 2

Administration Team

We will seek to drive maximum efficiency from our resources by utilising the expertise and services of HEC Ltd, who will provide, through a Service Level Agreement (SLA) all finance, payroll, HR, ICT and procurement support. Our core administration team will be small:

- Receptionist (0.827fte)
- Secretarial support (1.5fte)

We expect that First Aid support will be provided by the Receptionist.

Additional Needs Team

Given the range of needs of the vulnerable and challenging CYP we will be providing for, we will need to employ a number of staff to provide specialist intervention services:

- A CAMHS Tier 2/3 worker (0.827 fte)
- A speech and language therapist (0.827 fte)
- Two learning mentors (1.7 fte)
- Two family support / Home School Liaison Workers (2.0 fte)
- We will also, via an SLA with HEC Ltd, source the services of an Education Welfare Officer and Educational Psychologist (EP).

Site team

Whilst final approval of our preferred site(s) still has to be confirmed, our proposed staffing reflects the site currently preferred – the West Essex Children’s Support Centre (WECSS) in Harlow.

- Site Manager (1.0fte)
- Cleaner (1.0fte)

Support staff summary

Post	Total (fte)
HLTAs / TAs	10.8
Administration	2.5
Site	2.0
CAMHS Tier 2/3	0.8
S&L Therapist	0.8
Learning Mentors	1.7
Family Support Workers	2.0
Grand Total	18.6

Phasing of support staff

	2014	2015	2016	2017
HLTAs /TAs	7	10	12	12
Learning Mentors	2	2	2	2
Family Support	1.5	2	2	2
Speech & Language	1	1	1	1
CAMHS	1	1	1	1
Total	13.5	16	18	18

In the two phasing years, LMs will be partly used in HLTA/TA capacity to ensure resources are used to best effect. The two Outreach HLTA/TA posts are required from the beginning in order to maximise effectiveness of referral and transition.

The site team, reception and secretarial at 1 fte will be required from year 1 as will the CAMHS and Speech & Language therapist posts. The Family Support

Workers can be phased in from 1.5 fte in Years 1 to 2 fte in year 2.

Quality Assurance

Every member of our staff will have a strong commitment and responsibility to ensure that in every element of Academy life, there is a relentless determination to improve the quality of provision. The main focus of the Academy's Quality Assurance (QA) programme will be directed towards improving the quality of teaching and provision & that staff in all roles are fulfilling their functions well. The Academy will have a strong aspiration to ensure that all teaching is consistently assessed as 'Good', with a firm commitment to move to 'Outstanding' teaching for the majority (75%) of lessons by 2016.

In view of the importance of QA, the Principal will assume responsibility for this. Excellent standards of teaching will be achieved through a number of mutually-supportive programmes:

- Assessment of data around the progress of pupils in terms of whole Academy, groups of children and individuals.
- Generation of pupil targets
- Comparison of this Academy's progress against similar Alternative Provision
- Formal lesson observations. Every teacher will be observed by the Principal or senior leader at least every term. The date and time of the lesson will be agreed, as will the focus of the observation. An observation schedule mirroring that used in an OFSTED Inspection will be used with a written report & verbal feedback given to the teacher, ideally by the end of the day. Unannounced observations will also take place on a regular basis.
- Key Stage teams. Key stage teams will work together, led by each relevant Head of Phase to jointly prepare lesson plans, team teach and on a regular basis, learn from each other.
- Professional development. Based on its Performance Management aggregated targets and the Academy's development plans, a programme of professional development will be prepared. One mandatory target for every teacher each year will be to improve the quality of their teaching. The Principal may also wish to indicate a particular area of teaching, for example, differentiation, use of ICT, or formative assessment. In doing so, the Academy will use its resources more effectively, with all teachers focussed on one element of important professional practice.
- Feedback from pupils and parents in terms of the quality of teaching. This could be achieved in discussion with children and young people or, done anonymously through the use of Kirkland Rowell or 'Survey Monkey' tools
- Learning Walks. At least once per week, every member of SLT will carry out a learning walk, informally visiting lessons to give support to staff, but also to assess the quality of teaching.

D4. STRATEGY FOR MEETING NEEDS OF PUPILS WITH DIFFERING

ABILITIES

'Every child and young person is important' neatly sums up our approach to ensure that each pupil receives individual care, guidance and support, to enable each to overcome any barriers, and so return to mainstream learning.

While each of our pupils will be viewed as unique individuals, with their own personalities, backgrounds, strengths, needs and aspirations, ASPIRE Academy can broadly define a number of categories of children who will be supported. Often there are strong correlations between categories of children. For example, Excluded children and those with behavioural issues. The simple categories below provide a high-level overview of the major issues:

- **Vulnerable:** these children may have a wide spectrum of need, which simplistically can be viewed in three broad areas: physical, emotional or mental which make them more at risk of harm or abuse within a mainstream school setting. Physical: Children who may have short-term health issues: recovering from major surgery or longer term: may have a range of conditions which support from Specialist Schools or Hospital Schools would not be appropriate. Emotional: Bereaved children who need expert short-term support to come to terms with the loss of for example, a parent, sibling, friend or relative, or who are living with family members who have major health problems such as HIV or cancer. Mental: Children who are school-phobic(perhaps as a result of bullying) or severely depressed or disturbed (who have been rejected or severely abused by their parents or carers)
- **Behaviour:** for a significant number of reasons; associated with family life, mental state and physical health, some pupils need specialist support to help them resolve, where possible and overcome their conditions, so that they can participate in mainstream learning, working harmoniously with other children and staff.
- **Excluded children:** ASPIRE Academy also includes in this group children who are at risk of exclusion. ASPIRE Academy will seek to be proactive with all pupils who are at risk of moving out of mainstream education. Often, one of the most common groups is the children who are raising serious concerns in their mainstream schools. We will seek to work with these children in their 'home' schools through our outreach staff, recognising that 'prevention is better than cure' Those children who are on fixed term exclusions or permanently excluded will be strongly supported through a range of measures, which include visits from staff, using of digital resources or attendance at a nearby 'satellite' centre e.g. Community Centre or Library.
- **Severely bullied:** these children will be given careful support and guidance while participating in first-class learning, to promote their confident move back into mainstream education.

All of these groups will include children with a wide range of talents and academic ability. Our detailed assessment programme will seek to clearly identify these, so that through a co-ordinated range of measures including: high quality support, inspiring teaching, challenging targets, positive mentoring and support for parents; we can help to significantly improve each CYP's outlook, morale and attitude to enable them to return to mainstream education.

Monitoring of pupils

The regular, detailed monitoring of pupils over a wide spectrum of ability, need, physical, mental and emotional condition is a critically important element in ensuring that provision for each pupil is well-targeted and improving the specific outcomes defined for each. Monitoring of pupils is wholly in line with our strong assessment policy, promoting each pupil's progress, success and confidence.

We will monitor each individual pupil, and also specific groups, so that the Academy's provision accurately targets every different cohort. We will make use of the Department for Education's (DfE) RAISEonline and Performance website, as well as our own internal analysis strategy to ensure that using all analytical tools, all pupils in the Academy are progressing and achieving significantly above local and national norms. Cohorts from RAISEonline include:

- Gender
- Ability range (High, middle, low)
- Children eligible for Free School Meals (FSM)
- Looked After Children (LAC)
- Children who have English as an Additional Language
- Children from Black or Minority Ethnic (BME) backgrounds
- Children in receipt of Statements
- Children who are Gifted and Talented

In addition to these national cohorts, we will monitor groups of pupils who are particularly relevant to us and our commissioners. Such groups will include:

- Excluded or at risk of exclusion
- Severely bullied
- Vulnerable
- Behaviour

Broad Pupil Profile

While every CYP will have their own unique challenges, needs and abilities, it may be of value to state what we consider to be the broad profile of our pupils to be, in terms of the main cohorts above based on our experience and from information from DfE, Ofsted and Essex websites:

Factor	National Average (%)	Harlow Average (%)	ASPIRE Academy Average %
Eligible for FSM	13	10.5	27
English as an Additional Language	12	4.1	12
Black or minority ethnic heritage (BME)	16.5	14.7	15
With SEN (SA, SA+, Statements)	21	23	97

On every one of the four indicators above, our pupil population will be above national or local averages:

- Our pupils will be from more disadvantaged backgrounds reflected by

higher FSM

- A greater proportion of our pupils will have English as an Additional Language, compared with Harlow
- Reflecting the specialist nature of ASPIRE Academy; the majority of our CYPs will have special educational needs, which will be the principal reason for their attendance.

A Culture of Success

As a result of detailed assessment, which supports inspiring teaching and in turn leads to each CYP enjoying lessons and achieving, the Academy will accurately record and report this success to staff and other pupils, to parents and, to commissioners. By enabling CYPs to become successful, the Academy will seek to break any cycle of low esteem and perceived powerlessness. ASPIRE Academy will seek through the provision of excellent teaching, sustained pupil progress, and access to a wide range of sporting, performing, social and artistic activities, to strongly promote each pupil's confidence in their ability to positively affect the future. Through our pastoral programme, which involves regular individual meetings with tutors, teachers & learning mentors participation in programmes such as SEAL (Social and Emotional Aspects of Learning) and Emotional Intelligence, each pupil will become a more effective and independent learner.

Supporting children and young people with Special Needs

By definition all the CYP we will provide for, all come under the category of Special Needs, since the majority will have all been on School Action and School Action Plus and a few may be in the process of statutory assessment or statemented. We are not sure that the use of the term (SEN) in our AP context is in fact very helpful or meaningful. By definition all our CYP will have 'additional or special needs', otherwise they would be able to manage and be managed and effectively in mainstream.

Our referral, initial needs assessment and our ILPs will of course take account of previous plans and actions contained in the School Action, School Action Plus and annual review information on statemented pupils which we receive from commissioners and continue to maintain these as appropriate – allowing a seamless record to be kept and passed on at re-integration to mainstream or other setting. The Head of our Outreach and Referral team will be a qualified SENCO.

The Academy is aware that that some CYPs have special needs in some learning areas or activities at the same time as being gifted and talented in others. For example, a pupil may be vulnerable with poor communication skills but a gifted mathematician. The arrangements for assessing pupils' learning and planning their learning progression which have been defined earlier are fundamental to meeting the needs of all pupils, including those with particular gifts or with SEN.

ASPIRE academy will of course have regard to the SEN Code of Practice and its most recent revision (April 2012) when carrying out its duties toward all CYPs with special educational needs and will ensure that parents and carers are extensively consulted about any SEN provision made for their child with a

formal note of this made in Individual Learning Plans (ILPs). As the latest arrangements regarding national provision for pupils with special needs becomes clearer, the Academy will reflect this new best practice.

ASPIRE Academy will meet with all parents and carers of pupils with special needs, to provide them with the support and encouragement they need. We are aware we will be providing for CYP with a range of needs: ASD, emotional and social, behavioural, as well as learning needs including dyslexia, dyscalculia and dyspraxia. Every one will be given an individual programme of care, support, high-quality learning and encouragement to do their very best.

A Graduated response

ASPIRE Academy will adopt a graduated response to meeting Special Educational Needs that makes full use of our specialist learning areas and school resources, before bringing specialist professionals and therapists to address and overcome the barriers that a CYP is facing. When a pupil is identified as having special educational needs; either as part of the initial assessment programme or as these emerge as part of learning, we will intervene as described below.

These interventions help to match special educational provision to individual pupil needs. As part of our detailed assessment, recording and reporting (ARR) protocols, detailed notes will record the steps taken to meet the needs of individual CYPs. If as a result of early information, a pupil is known to have Special Educational Needs, as soon as possible, staff will organise a programme of visits, interviews, observations and data collation which will include:

- Using the information to provide a personalised curriculum, focussing particular attention on actions to support the pupil in the Academy;
- Ensuring that observation and assessment provides detailed and regular reports about the pupil's achievements and successes, to inform future planning of their learning;
- Provide a wide and engaging range of opportunities for each pupil to show what they know, understand and can participate in all areas of Academy life: social, curricular, sporting and pastoral programmes;
- Involve each pupil as far as practicable and sensible, in planning and agreeing strategies to meet their needs and targets to achieve; and
- Actively seek the involvement and support of parents in developing a joint learning approach at home and in the Academy.

Early Identification

As part of our detailed assessment process and with the collaboration of our partner HEC schools, CYPs with special needs will be identified early; well before they officially start, to ensure each of our pupils engages in learning on joining us, to build on earlier progress. Learning will take place in small groups or as individuals, ensuring that each pupil has a curriculum tailored to their needs. Specialist support will be available within the Academy from specialists such as a speech and language therapist a CAMHS Tier 2/3 worker and

access to educational psychology as required.

The Academy's Heads of Primary & Secondary phases and the Principal will:

- Support staff in identifying and planning for CYPs with specific needs;
- Monitor progress across the school for all pupils with special needs;
- Support teachers in planning for CYPs with EAL;
- Make arrangements for first language assessments where necessary;
- Train teachers in inclusive strategies;
- Monitor children who may be at risk;
- Co-ordinate specialist support services;
- Co-ordinate multi disciplinary meetings;
- Organise individual and group intervention using a range of tools and programmes to boost children's outcomes;
- Organise training on specific strategies;
- Organise meetings for staff with parents and professionals;

We recognise the importance of parents, so at every opportunity will invite them to be fully involved in all aspects of our work with pupils who have Special Educational Needs.

Formative assessment, as a continuing process will be used for further supporting CYPs who may have special educational needs. We will measure each pupil's progress by referring to range of methods which include:

- Evidence from teacher observation and assessment;
- Pupil's performance against level and grade descriptors;
- Pupil's progress against a number of individual targets, specific to each pupils, which may be around: attitude, happiness, stability, behaviour and health; and
- Specialised screening or assessment tools.

The huge value of the detailed and on-going collaboration between ASPIRE Academy and other HEC partner schools will significantly promote high levels of support to ensure smooth and seamless moves for each pupil reflecting their needs, health, emotions and progress. We will make use of acknowledged programmes and resources to support the needs of each pupil using the School Action (SA) and School Action Plus (SA+) protocols.

Individual Learning Plans (ILP)

Whilst Individual Education Plans (IEPs) have traditionally been used for pupils with Special Educational Needs (SEN), every CYP at ASPIRE Academy will have an Individual Learning Plan (ILP). These are important documents which all staff will contribute to and use, developed in discussion with each pupil and his/her parents on entry. Strategies employed to enable each pupil to progress will be recorded within an ILP. The ILP will include information about:

- short term (SMART) targets;
- teaching strategies to be used;
- provision to be put in place;

- when the plan is to be reviewed; and
- outcomes (to be recorded when ILP is reviewed).

Again, these documents may change in the light of a review of SEN practice to become 'Education, Health and Care' plans. We will move to rapidly adopt all new national best practice.

Children who are Able, Gifted and Talented

ASPIRE Academy is aware that for some of our CYPs there will be a proportion who will either be academically very able or have a range of other gifts and talents. It may be that some academically gifted pupils are underachieving for a number of reasons: our detailed assessment programme will seek to clearly identify these pupils.

Our approach to our gifted and talented children and young people will be identical to every other pupil: accurate assessment, inspiring and well-paced teaching, ambitious target-setting and regular monitoring. We will aim to produce high levels of pupil engagement, excellent progress and continued success. Where required, we will seek the support of its partner schools and Harlow College to prepare lessons which are well-paced and capture the interests of these pupils.

In a similar fashion, those CYPs who their partner schools or our 'on entry' assessment identifies as having above average abilities in a range of sporting, performing, linguistic or artistic areas; ASPIRE Academy will again, to support our 'culture of success' provide a range of activities and opportunities which enable these pupils to excel.

Where appropriate, we will involve specialist support groups, for example, NACE (National association for Able Children in Education) for gifted pupils, which we will seek the advice of, to ensure that every pupil receives the help and inspiration they need.

Our staff will be given information on each pupil's particular abilities and what was done in their partner school to support this. As part of our 'on entry' assessment process, we will look for recognised characteristics of gifted pupils including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, show creativity, perceive patterns quickly, grasp new ideas rapidly, spot patterns and inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

All of the successes and achievements of our Gifted and Talented pupils will be carefully recorded and, coherently reported to parents, partner schools and our own Academy community.

EAL

As stated earlier, Harlow has a population which has a rich cultural heritage, with a number of children and young people having mother tongues which are not English. We will use the acknowledged expertise present in our partner schools to ensure that every pupil who has English as an Additional Language

will provided with the support and challenge that each of them needs. We will support each one with a bespoke range of resources, specialised support and guidance, so that each one moves strongly towards becoming an independent learner.

Our EAL learners will mostly be taught within our small existing curriculum groups acknowledging that they have an additional and distinct set of challenges. The most significant distinction is that they are learning through a language other than their first language. ASPIRE Academy will provide targeted support, such as translation software which reflects that our EAL CYPs have two main challenges which they will be strongly supported to achieve success: they need to learn in English and they need to learn the content of the curriculum. The learning context will have an influence on both of these, as CYPs will be affected by attitudes towards them, their culture, language, religion, and ethnicity. Our pedagogy will be to use strategies to meet both the language and the learning needs of our EAL pupils in a wide range of teaching contexts, helping them to be successful and grow in confidence. For example, the Academy will ensure that every lesson will be well-structured, to provide a range of opportunities for pupils to practise and expand their English language skills, explaining their ideas and assessing their own learning.

ASPIRE Academy will use a range of technologies to support our pupils, and encourage them to experience the English language through the media of speech, reading, listening and writing. For example, we will have links to a wide range of resources including reading websites, author sites and the creation of book reviews online, which can be shared within the Academy and with other partner schools. We will encourage our CYPs to listen to information through multimedia and a wide variety of written materials. Following training, and wholly in line with promoting pupil leadership and confidence, pupil mentors, appropriately trained could play an important role, speaking and listening to EAL pupils, developing their grasp of English and their ability to learn in this language.

CYPs with EAL will be supported by a combination of information provided prior to arrival, diagnostic assessment when joining the Academy and, tailored support in lessons. We recognise that each of our EAL pupils will have distinct and different needs compared with our English-speaking pupils, by virtue of the fact that they are learning in and through another language and that they come from backgrounds and communities with different understandings and expectations of the learning experience.

EAL pupils will be integrated within timetabled lessons for the bulk of the day, to promote their social development with bespoke interventions arranged as appropriate. The Heads of Primary & Secondary phases who have responsibility for pupil tracking will monitor data to ensure that, as with every subgroup, EAL pupils make strong progress towards the individual targets set for them.

Providing For Other Specific Additional Needs

We know from our present work with AP CYP that a good number will have a range of other additional needs which will require specialist intervention and

expertise. For the areas of Speech & Language, Emotional Health & Well-Being and Mental Health, which our experience shows will be the most common; we will supply provision 'in-house'. As already described, this will be enhanced by our parenting and family support service.

There are likely to be circumstances in which CYP will come to our Academy with the present involvement of one or more statutory agencies – eg. Youth Offending, CAMHS Tier 3, Children's Social Care – or voluntary agencies- such as Safer Places (a local charity focussed on Domestic Violence) or ADAS (Alcohol & Drugs Advisory Service). We are well-versed in effective integrated multi-agency and multi-disciplinary working. Our extensive portfolio of other AP partners will also enable us to meet specific/special needs. For example our partnership with Harlow's Pets Corner (a town farm facility) will enable us to provide a CYP with access to animal care – something which research shows can be a particularly effective vehicle for addressing certain Mental Health and specific syndrome conditions.

Promoting Success and Achievement

Through a carefully co-ordinated programme of whole Academy strategies, we will use our resources, staff expertise and programmes of assessment, target-setting and Quality Assurance to ensure that, to the best of our ability, every pupil who attends will actively participate in a programme of learning and extended activity which most effectively supports the strong development of their progress, achievement, success and confidence. Earlier in this application we have clearly detailed these important processes. Every pupil who joins the Academy will be carefully assessed to ensure that he or she receives a programme of inspired teaching, personal support and where necessary, challenge to help them address and overcome the barriers which led to their referral to the Academy.

Inspiring teaching: as a result of a rigorous selection process, the Academy will appoint the best teachers. Through the use of professional development, every teacher will make excellent use of data to set lessons which are interesting and well paced. Through the detailed programme of assessment, every pupil will be well-known; as a result of formative assessment, each one supported to strongly improve and, through summative assessment, their progress accurately captured and recorded.

ASPIRE Academy will develop an individual programme of learning which supports each pupil's needs, to produce high levels of progress. It may be useful to discuss how pupils with particular problems can be helped.

Vulnerable Pupils. A focus on early engagement with these pupils while they are in their mainstream school, detailed meeting with Academy staff, parents and, if appropriate, the pupils themselves will enable our staff to build a clear picture. This will be further defined through sensitive observations of each pupil and through a programme of talks and testing to fully understand how best to support the pupil.

Small class sizes with ready access to friendly and approachable staff will be important. Each pupil will be sensitively placed in groups which are supportive

and equally, reflect their wider academic potential. On a regular basis, each pupil will have a short individual meeting with a member of staff: for some pupils, this may be on a daily basis; for other pupils weekly meetings may be more appropriate. Targeted support and guidance will always be available. Academy organisation will support pupils, so at breaks and lunchtimes, pupils will not need to go outside; accommodation will be provided where they can sit, read or talk with other pupils, carefully supervised by Academy staff. At breaks and lunchtimes all areas will be carefully supervised by experienced staff to ensure that pupils are safe and relaxed. A wide range of activities at lunchtime will promote a friendly atmosphere. The provision of a breakfast club & out of hours activities will enable pupils to relate to a wider group of pupils with an informal setting, based on sport, art or performance.

At every opportunity, in lessons and out of lessons, pupils will enjoy learning and Academy life. The ethos of the Academy will be quiet, calm and supportive, with staff and where appropriate, pupil mentors available for pupils to relate to. Where specialist support is required, for example, educational psychologists, these will be provided.

Every pupil will receive the care, guidance and support they need to be the 'best they can be'.

Pupils with Behavioural, Social or Emotional Difficulties (BESD)

The SEN Code of Practice describes BESD as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as:

- being withdrawn or isolated
- disruptive and disturbing
- being hyperactive and lacking concentration
- having immature social skills
- or presenting challenging behaviours arising from other complex special needs

The term behavioural, emotional and social difficulty (BESD) covers a wide range of special educational needs. It includes children and young people with:

- emotional disorders
- conduct disorders/hyperkinetic disorders (including attention deficit disorder or attention deficit hyperactivity disorder [ADD/ADHD])

The Academy will make use of best practice and advice, for example, from the former National Strategies: Inclusion Development Programme (IDP). Although IDP is targeted at EYFS children, it is an excellent source of information, advice and guidance, to support older pupils with behavioural issues

The Academy will:

- Accurately observe, note and share each pupil's behaviour with partner schools, parents and carers and, behaviour specialists
- Provide an atmosphere which is positive, calm and supportive, which provides lots of opportunities for success and enjoyment through purposeful learning

- Appoint a team of skilled practitioners
- Have communication strategy, which all staff are aware of
- Have a clear and consistent programme of rewards and sanctions
- Use a range of programmes which includes SEAL (Social and Emotional Aspects of Learning) and Emotional Intelligence to support the pupil to address their issues
- Fully comply the SEN Code of Practice, which describe behavioural (and other needs) in detail and provides practical suggestions to support CYPs
- Fully comply with the Disability Discrimination Act (DDA) which sets out the duties and responsibilities of schools

ICT as a powerful resource for learning

At ASPIRE Academy, ICT will be a valuable resource to ensure that every pupil is provided with the appropriate level of teaching, challenge and support to ensure that everyone makes excellent progress. ICT will help ASPIRE Academy CYPs to overcome or significantly reduce all barriers to learning. We have already indicated our general approach to the use of ICT to promote children's learning:

- ICT will collate and clearly communicate all assessment data
- Through ICT teachers will plan lessons which make use of pupils' prior achievements, knowledge and understanding. We will ensure that every lesson is well-planned and provides challenge, pace and enjoyment for every pupil
- ICT provides an exciting medium which most children enjoy. In class, teachers will make use of Interactive Whiteboards and employ commercial presentation programmes to make learning vibrant, such as Espresso®. Within each classroom, CYPs will be able to use, as individuals or pairs, ICT programmes to develop their individual understanding. Examples include Collins Primary Maths or Mathletics®.
- For those pupils with particular needs: visually-challenged or slow learners or who have English as an Additional Language, ICT is an excellent supportive medium, as it can be tailored to maximise children's engagement through large text, or provide instant feedback as part of a programme of testing.
- ICT will help teachers to set achievable, but ambitious targets for every CYP. Through regular assessment, pupils' progress will be measured, recorded and reported against these targets. ASPIRE Academy staff will then be able to immediately support those pupils who do not meet their targets. For those CYPs who do meet their targets, ICT will report this to parents, staff and children.
- ICT will help ASPIRE Academy staff to support those pupils who do not meet their targets by providing additional support, through the use of learning programmes which identify barriers to learning and then work with children to overcome any problem. Our experience of learning programmes such as Collins Primary Maths has been very positive.
- ICT will support the Academy in communicating the progress and

achievements of our children to parents. This may be by simply collating results, but ideally, every family will be provided on a regular basis with a clear and simple report which shows how each child is progressing.

In addition, ICT has another important role: in providing resources and learning tools, such as games-based learning to enrich learning, both within the Academy but also when CYPs are away from it. This latter use could be particularly important for those pupils who for issues to do with health, disability or family circumstances are unable to attend the Academy on a daily basis. In using ICT, the Academy's aim will be to make learning enjoyable, engaging and, irresistible, so that every pupil is motivated and, successful.

ICT provides an excellent link to CYPs when they are away from the site; either due to poor health, or to promote independent learning (at weekends or in holidays), or when older pupils are participating in vocational or work-based learning, ICT provides strong and robust communication which records a range of indicators including participation, joint working and behaviour.

We will use the acknowledged expertise within the Harlow Education Consortium to design, select and procure an ICT system which seamlessly links all key partners together.

Recognising that a proportion of families will be deprived, the Academy will explore how these children and their families can be provided with internet access.

Within the Academy, ICT will feature strongly in all areas, for example through the use of wireless technology, so that wherever a member of staff or pupil is, they are able to access our website.

We are of course aware that the internet can also present serious risks and we will seek to adopt a range of industry-standard solutions to ensure that, as far as practically possible all staff and pupils are safe and protected. For example, all resources will be cached on the Academy's server, so there is no need for any pupil to access potentially risky sites. The Academy will adopt the CEOP protocols (Child Exploitation and Online Protection), such as 'Click Clever, Click Safe' to help ensure pupil's safety.

ICT will be used to promote high-quality learning for different pupils. We will ensure, through a range of tools that whatever age, stage of development, ability or background, every effort will be taken to most efficiently and attractively engage with each pupil. Examples include:

- a. Pupils with statements of Special Education Needs or who are on School Action or School Action Plus. ASPIRE Academy will purchase a range of software which will strongly support CYPs' learning. Some software will be targeted at pupils on the 'P' scales, who have particular difficulties in learning; presenting information in a dynamic, colourful and attractive fashion, to engage the interest of each child. Other learning programmes make use of gaming technology, to turn learning into a series of simple, but enjoyable challenges. ICT is a particularly valuable resource as learning programmes quickly assess

pupils' level of progress and provide a never-ending supply of tasks and questions for pupils to try. ICT gives these children instant and positive feedback, so they are motivated to try again – and, succeed.

- b. Pupils will be provided with the support, challenge and targeted level of learning they need as part of their Individual Learning Plans. ICT will be an important tool for some pupils, providing regular, often immediate feedback.
- c. Gifted and Talented pupils. ICT will provide an additional resource for our staff at ASPIRE Academy. All lesson plans will have mandatory sections on: differentiation, use of ICT and, support for G&T. ICT provides an extra resource to challenge, interest and extend our most able CYPs. Every classroom will have a number of ICT devices, which teachers will be able to use to work with small groups such as Gifted and Talented. Our most able pupils will be able to access additional materials which extend their knowledge and also provide greater challenge. The power of the internet will be used to provide greater breadth and depth to these children by giving them access to additional resources. ASPIRE Academy will ensure that our children and young people are protected, particularly so as some of these join the Academy as a result of bullying or are vulnerable, so all extension materials will be stored on the Academy's server and access to the internet will be both strictly controlled and allowed only to preferred sites. The same process (see above) which carefully ensures that learning is correctly targeted at each CYP's ability and need will be used for our most able pupils, so at all times, they enjoy learning and are constantly excited and challenged.
- d. EAL. CYPs who have English as an Additional Language will benefit from the secure, consistent targeted approach ICT provides, enabling every child to most effectively access the level of progress they are working at and practice to most rapidly improve. In tandem with personal support from staff, in-class support and the use of ICT to support and extend learning, EAL pupils will most rapidly improve their English skills.

D5: DEFINITIONS AND MEASURES OF SUCCESS

Introduction

Each child and young person's (CYP) success will, by definition within an AP setting, need to be judged in relation to each CYP's starting point on entry (educational level, previous attendance data, pattern of presenting data, social skills etc).

Assessment

As already indicated in D1 & 2, each CYP will be fully assessed prior to entry (wherever possible) or within two weeks of entry (where pre-entry assessment is not possible). This assessment will encompass a battery of standardised baseline educational testing, the use of standard Educational Psychology assessment tools and where appropriate CAMHS assessment. From this a very detailed entry profile will be produced which in turn will allow the

production of an Individual Learning Plan (ILP). The ILP will be a prioritised Action Plan which will set out the specific curriculum and the additional interventions/support which will be required to meet the identified needs. This ILP will be fully shared with parent(s)/carer(s) of the CYP and as appropriate the CYPs themselves and CYP will be encouraged to add their own targets, both those appropriate to be actioned at the Academy and at home. Against these prioritised actions will be a set of measurable targets/outcomes on 3 levels – immediate (daily/weekly), medium (monthly) and long term (termly).

Each day for each CYP will end by a quick review of what targets have been met (these might be very small, incremental steps) and each week there will be an overall review meeting involving all staff (and any other professionals) who work with the CYP and wherever possible and appropriate to the CYP. Achievements/outcomes will therefore be measured on a daily and weekly basis.

Once a month, the review meeting will also involve the parent(s)/carer(s), so that progress on targets set for outside the Academy setting can also be discussed and logged.

As previously indicated, we will set 92% attendance and 95% punctuality as a standard target we expect all CYP to aspire to and achieve. However the ILP will show the incremental steps by which this will need to be achieved and the length of time required will of course depend upon individual starting points and circumstances (e.g. a child aged 10 whose previous attendance was 47% and lives in a significantly chaotic household with no structured family routines including bedtime and early mornings, may require a much longer period of time and support to achieve our standard target and more significant engagement from the family compared with a young person 14 whose previous attendance was 87%).

Supporting and involving parents and carers

Parent(s)/carer(s) will be fully involved at all times. In addition to the parental/carer input to the initial assessment and ILP (including home targets), parent(s)/carer(s) will be texted/contacted at the end of each day to report progress/achievement of the daily targets. In turn, part of the Home-School Agreement which parent(s)/carer(s) will sign up to when signing the ILP will be that parent(s)/carer(s) will text/contact the Academy to report on daily/weekly home targets and to inform us of any issues arising which might affect the CYP's behaviour/attitude at the Academy.

To facilitate access, speed and clarity of home-school communication, each CYP will be assigned a named Learning Mentor who will have overall responsibility for the ILP, all monitoring, all liaison with other staff and professionals and all contact with CYP and parent/carer, both during and outside of school hours. The CYP and parent/carer will be supplied with a mobile phone number and email address through which they can access the Personal Mentor from 7.00am to 9.00pm every day of the week and from 8.00am to 12.00pm on Saturdays and 5.00pm – 8.00pm on Sundays.

Formal reporting to parent(s)/carer(s) of a kind common in mainstream will be

undertaken on a termly basis.

A particular feature of our provision will be a Parenting & Family Support Service which will be available via our Outreach Service. We are well-versed in the successful operation of such a service already; through running a community budget prototype known as Harlow Essex Family for the past two years. This provides each family with multiple and complex needs, a Key Worker who undertakes a whole family assessment, using a tool known as the Family Star which in turn leads to a prioritised action plan. The Key Worker is sufficiently skilled and experienced to be able to directly support each family with most of the 8 aspects of the Star and able to 'lever-in' quickly (via pre-arranged links or spot purchase) any specialist input required (i.e. debt and benefit advice, housing, adult and child Tier 2/3 mental health). The project also has, as part of the Key Worker team, the services of an enhanced Health Visitor and Health Trainer. We have, to-date worked with 54 families, including 5 whom fit the criteria for the government's Troubled Families Programme, and have evidence of positive impact in 80% of our families.

Whilst the funding for this 'prototype' will come to an end in October 2013, we will re-create a version of this service for families of our CYP who fit the criteria and for whom work to improve on key aspects of family stability and reliance will significantly impact on the CYP engagement and achievement at our Academy.

We will augment the service outlined above by the provision of regular evidence-based 'parenting' programmes, which can be delivered on an individual or small group basis. These will include Messy Workshops, Webster-Stratton and Triple P programmes and specific themed workshops addressing issues such as 'Managing Anger', 'Establishing family routines' and, 'Coping with teenagers'. We have been successfully delivering such programmes of support in Harlow for over 10 years.

Through the links ASPIRE Academy will have with the Harlow Children's Centres and a range of local voluntary and charitable organisations, the Academy will also facilitate access to support for issues such as; substance misuse (to ADAS) and, for domestic violence (live and legacy) to programmes such as 'The Power to Change' and 'Freedom' programmes as well as immediate crisis/safety support.

We are also well-versed in the creation and development of parent support groups, where parent(s)/carer(s) having been brought together for example, for a formal parenting programme and wish to continue to meet and support each other in a more informal way, with the group facilitated by one of parenting officers. We would expect to encourage and nurture the creation of such support groups at our Academy.

Success at our Academy will be ensured through a number of supporting strategies:

- Coherent Assessment
- Inspiring Teaching
- A curriculum which reflects children's interests
- Ambitious target-setting and monitoring

- Sensitive support and mentoring
- Individual support and provision
- Small groups sizes
- Strong links to commissioning partner schools and parents

A 'no excuses' approach will be adopted with regard to academic attainment, with personalised support, mentoring and challenge provided, to strongly support individual pupils.

Targets

Target-setting is an integral part of the ethos of our Academy, exactly aligned with assessment (through the use of data), inspiring teaching (to promote high-quality learning and progression) and an engaging and relevant curriculum. The Academy has the highest aspirations that every CYP will be successful in a range of areas which includes academic achievement and progress, but also will address the issues and barriers which resulted in referral to the school in the first place. As a result, some targets will be whole Academy, around attainment and attendance, for example, other targets will unique to a particular individual.

We will define a range of targets relating to individual CYP, pupil groups, whole Academy development and staff.

Individual Pupils

Wholly in line with the Academy's ethos and operation of having a programme of personal learning, support and challenge for each CYP, we will set targets which reflect the unique challenges, needs and abilities each CYP will have. More generally, there will be a number of common targets, which we will expect all CYP to strongly aspire to achieve. The Academy will have the strongest expectations of CYPs that demand high standards of achievement, irrespective of their background.

ASPIRE Academy will define a number of key indicators and targets which it will share with CYPs and their parents. We recognise that assessment, recording and reporting is ultimately a tool which monitors and communicates progress and achievement, so a small number of indicators will be agreed, which reflects national performance measures and the Academy's reporting requirements. Our focus will be to produce above average, first-class progress and achievement for every CYP, based on their entry-level assessments, as a product of inspiring teaching, enjoyable learning and strong support.

'Hard' targets will include:

- Attendance
- Progress (based on prior attainment)
- Attainment
- Pupil Rewards
- Behaviour

'Softer' targets may also be defined:

- CYP well-being
- Participation in extended activity programme
- Participation in off-site activities
- Academy leadership involvement
- Concentration on learning
- Confidence

These targets will be chosen in consultation with each pupil. Whatever targets are chosen will be: reliable, systematic, enable comparisons to be made over a timespan, easy to communicate, simple to monitor and review. The tables below for two pupils (Vulnerable, Challenging behaviour) are included below. For many of our CYP, targets will be set over very short-terms e.g. daily, to reflect the much shorter time which our pupils stay with us. These could be lesson-by-lesson, daily or weekly depending on the nature of each pupil's problem and severity.

'Hard' Targets will include:

- **Attendance** – We will have a strong aspiration for 100% CYP attendance, but recognising the significant issues our CYPs face, realistically this target will be 92%. This aspiration will be clearly expressed in all meetings and through the Academy's literature and website, recognising that some CYPs with health or other problems will not be able to achieve this strong aspiration. The Academy will take every supporting action to help CYPs to achieve excellent attendance. Dedicated staff will actively monitor attendance; enquiring promptly about any absence, to support and inform parents;
- **Punctuality** – The Academy will have a similar expectation for 100% punctuality, but again will set a standard target of 95%. Staff will use electronic registers run by the Academy's SIMS Information management system to record punctuality and attendance to every lesson. In Outreach team, we will have an Educational Welfare/Home-School Liaison service who will undertake daily monitoring and chasing of unexplained non-attendance. This will include where appropriate bringing CYP to the site from home by prior-arrangement or by unannounced calling.
- **Behaviour** – We will clearly promote and publicise our expectations for the highest levels of pupil behaviour and attitude recognising that for a significant number of its CYPs, challenging behaviour is the reason for their attendance. Behaviour targets will be defined for each CYP, with a clear aspiration that strong progress will be expected from every CYP. Behaviour targets will reflect CYPs' challenges and be assigned accordingly.
- **Rewards** – The Academy will establish a Rewards system to promote high levels of student behaviour and attitude. While different phases may adopt recording programmes and rewards appropriate to each age group, staff will record each pupil's rewards and sanctions on a daily basis. These numbers will be collated by the Academy's Information System to produce weekly, half-termly, even termly totals for those CYPs staying on a long-term basis. Pupils who

reach a defined number of awards will receive an acknowledgement of this: Examples – 50 reward points: Postcard home each time. 250 Rewards: Bronze Award. 500 Rewards: Silver Award. 1,000 Rewards Gold Award. A small token or prize will be associated with the achievement of each reward.

- **Progress** – Using data from partner schools, ‘on entry’ assessment and other tests, CYPs’ academic progress will be predicted using commercial software. Every CYP will be given targets which are ambitious, but achievable and will accurately reflect each pupil’s prior progress and attainment. As also indicated previously, we will set a number of standard educational targets which all CYP will be working to, as appropriate. These will include attaining reading ages in line with chronological ages as well as two levels of progress in English and Maths between KS1 & 2 and KS2 & 3 and obtaining recognised qualifications at KS4 up to and including GCSE grades. For KS1, 2 & 3 we will use an established progress monitoring tool called Target Tracker from which can be directed NC sub-levels.
- **Attainment** – At the end of each half-term or more frequently, CYPs will participate in Academy-based or more rarely, national tests. Where appropriate, attainment will refer to national indicators, suitably scaled-down to reflect CYPs’ time in school.

Examples may include:

KS1: % pupils succeeding with the Reading Check

KS2: % pupils achieving level 4 in English

% pupils achieving Level 4 in mathematics

% pupils achieving Level 4 in English & mathematics

KS3: % CYPs making two levels of progress in English

KS4: % CYPs with 5+ A*-C at GCSE incl English and mathematics,

Whilst we know from our present experience that a large number of the CYP we will be supporting, will be highly vulnerable and challenging, have experienced little or no success in mainstream schooling and may bring a significant amount of ‘attendant’ or ‘informing’ issues (eg. Mental health, anger, lack of internal barriers, inability to form effective relationships with peers, offending behaviours, substance misuse etc) we repeat that our central aspiration is that all the CYP we provide for will have access to and significantly attain age related educational ‘norms’. So whilst on one level, it is unrealistic to set as a standard target that all 10/11 year olds will attain Level 4C in English and Maths, this target will still be our driving force.

From our present experience we do not see it as unrealistic to set as a target for each 16 year old (who doesn’t completely disengage) the acquisition of at least functional literacy and numeracy at Entry Level and at least one other recognised qualification which will allow progression onto at least Level 1 post 16 courses or apprenticeship.

‘Soft’ Targets

ASPIRE Academy will also define a range of ‘softer’ targets which will include:

- **CYP Well-being.** The Academy has the highest aspirations that each CYP is happy and enjoys learning and will implement a co-ordinated programme of activities, detailed below to promote this. The Academy will seek to sample CYP well-being in a number of ways:

- Feedback from the Pupil Councils
- Survey results collated from CYPs
- Comments from Academy staff
- Feedback from parents and carers

- **Participation in extended Academy activities.** The Academy will produce an extended programme of sport, creative activities and learning support, to promote CYP's enjoyment and personal fitness. CYP participation in these activities will be the measure of success, with a strong aspiration to increase participation
- **Participation in off-site activities.** As a reward for excellent attitude and effort, Academy CYPs can earn points which enable them to attend an off-site centre. The Academy will monitor the number of CYP's who attend.
- **Participation in Academy leadership.** The Academy will monitor the commitment of CYPs to become involved in a range of leadership activities including: Pupil Councils and peer mentoring as a measure of CYPs engagement with learning. CYP participation will be carefully monitored, with the Academy strongly promoting increased participation.

Whole Academy Targets

These will relate to individual CYP targets.

An indicative list is given below, recognising that for a significant number of pupils their time with us will only be of a relative short duration.

Some cohorts of pupils will be relatively small; for example KS1, so it may be difficult to show smooth increases as indicated here.

We have used information from our partner schools, plus information from Harlow District Profile and the DfE Performance website to identify realistic targets for each area, conscious that our aspiration is to support our CYPs to most quickly return to mainstream education.

Target % CYPs achieving:	Year 1 (2014/5)	Year 2 (2015/6)	Year 3 (2016/7)	Year 4 (2017/8)	Year 5 (2018/9)
92% attendance	70	74	78	82	85
95% punctuality	70	74	78	82	85
Meets defined behaviour targets	85	88	91	94	96
Achieves Silver* Reward level	80	82	84	86	88
% Meet progress targets	75	78	80	83	85
Complete EYFS Profile	50	55	60	65	70

With more than 78 points					
KS1 % pass Reading Check	80	83	86	90	93
Progress in achieving 2 NC levels from KS1-2	75	79	83	87	90
KS2 % achieve level 4 in English & maths	70	74	78	82	86
KS3: % achieve 2 levels of progress	60	63	66	69	72
KS4 % achieving 5+A*-C at GCSE inc EMa	50	53	55	58	60
Soft Targets					
High levels of CYP well-being	90	92	94	95	96
Participation in Extended Activity programme	50	55	60	64	68
Attendance at off-site activity centre	85	88	92	94	95
Participation in Academy Leadership	40	45	50	54	58

- Silver Reward: 500 points awarded.
-

Targets for groups of CYPs

We will also regularly monitor the progress and achievement of particular groups of CYPs using the criteria above for RAISEonline cohorts, to enable the Academy to compare its progress with other Alternative Provision schools and for its own internal comparison purposes.

- Gender
- Ability range (High, middle, low)

- Children eligible for Free School Meals (FSM)
- Looked After Children (LAC)
- Children who have English as an Additional Language
- Children from Black or Minority Ethnic (BME) backgrounds
- Children in receipt of Statements

In addition to these national cohorts, we will seek to monitor groups of CYPs who are particularly relevant to us and our commissioners. Such groups will include:

- Excluded or at risk of exclusion
- Severely bullied
- Vulnerable
- Behaviour

Targets for individual pupils

Each CYP will have their own targets reflecting their own unique challenges, the tables below are merely indicative

a. Vulnerable

Target For Named CYP	Week 1 (Date)	Week 2 (Date)	Week 3 (Date)	Week 4 (Date)	Week 5 (Date)
Expressed desire to attend school					
Ate before attending school					
Calm on entry into school					
Travelled to school independently					

b. Behaviour

Target For Named CYP	Day 1 (Date)	Day 2 (Date)	Day 3 (Date)	Day 4 (Date)	Day 5 (Date)
Calm entry into school/ lessons					
Compliant with teacher requests					
Worked collaboratively in lesson					
Positive behaviour in					

social settings					
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Improving the standard of teaching

Staff Targets

The Academy has a strong expectation that the quality of teaching will be consistently 'Good' in all lessons, with a strong aspiration that, in the shortest possible time, it will be 'Outstanding'.

In order to promote the continued improvement of high-quality teaching and professional practice, we will work set targets for all staff which will also be aligned to other partner HEC schools. ASPIRE Academy will under the leadership of its Principal and senior team, identify sufficient resources which includes professional development time, to enable every member of staff to participate meaningfully in meetings and activities which progressively improve the quality of teaching, learning and, pupil outcomes.

The Academy will define a number of targets, which will improve the professional practices within the academy and the quality of provision. The quality of teaching will be a mandatory target for each teacher and will be a permanent feature of the academy's target-setting.

ASPIRE Academy will assume that the eight Teachers' Standards revised in September 2012 will be a mandatory element for all teachers.

The Academy may introduce a range of targets which it expects all staff to show an improvement in, supported by professional development, which may vary on a year-by-year basis.

Targets might include:

- Differentiation strategies
- Effective use of data
- Assessment for Learning
- Effective lesson planning
- ICT
- Assessing Pupil Progress
- Safe restraint
- Supporting pupils with specific issues
- Classroom management
- Report writing

Softer targets may include:

- Support for extended Academy activities (explored at interview)
- Staff satisfaction / happiness
- Staff achieving first aid qualifications (where not mandatory)
- Staff participation in external training / Masters Degrees

Precise numerical targets will be defined by the Principal on appointment, numbers shown below are indicative.

Target	2012 Baseline ³	Year 1	Year 2	Year 3	Year 4
% Teachers		2014-15	2015-16	2016-17	2017-18
Quality of Teaching					
% lessons judged to be at least 'Good' using current Ofsted criteria*	60	65	70	75	80
% lessons judged 'Outstanding' using current Ofsted criteria	15	25	40	50	60
100% attendance	92	93	94	95	96
Complies with Academy's reporting protocols	95	96	97	98	100
Participation in Extended Programme	80	82	85	87	90
Staff satisfaction surveys	75	78	81	84	87
Participation in additional professional training or qualifications	30	33	36	40	43

Measuring success in quality of teaching

ASPIRE Academy will use a range of measures to ensure that the quality of teaching is regularly and accurately monitored, and where necessary, strongly supported where any deficit is identified

1. Quality Assurance Programme

This will form the principal way by which the Academy will measure standards of teaching. The Academy will implement a Quality Assurance programme that uses a range of methods:

- **Formal lesson observations.** Every term, every teacher will have one formal lesson observation. Teachers will be informed about the date and time of the lesson and the focus of the observation. Observations will be accurately recorded on a lesson observation proforma and ideally before the end of that day, a meeting will take place between the teacher and senior leader, sharing feedback. A copy of the lesson

³ Ofsted Annual Report 2010/11 data used as the baseline, for illustrative purposes

observation will be given to the teacher and a copy placed on the teacher's file. Teachers' performance in formal lesson observations will form a mandatory part of the school's Performance Management programme and will be included within this area too.

- **Inspection of lesson plans.** The Academy will produce a lesson plan proforma which every teacher will complete for every lesson. These completed lesson plans will be completed and submitted electronically, so that in the event of an unplanned absence, cover supply staff or other teachers can quickly identify prior progress and the focus of the lesson. Every week, the Principal or nominated senior leader will inspect lesson plans for the week ahead. Every lesson plan will be fully complete and give confidence to the Principal that the lesson will be productive, stimulating and enjoyable
- **Learning Walks.** Every week, the Principal and where available, other school leaders will walk around the Academy to informally assess the ethos, quality of teaching and quality of learning. These walks will provide the Principal with an informed view of the general quality of teaching and if a concern is noted, may lead to a more formal lesson observation or, more regular attention.
- **Learning team support.** Key Stage teams will work together, to support the development of excellent teaching. This will be done through team meetings, which focus on one element of professional practice. Sharing lesson plans, joint lesson planning and team teaching will all enable Academy leaders to measure informally the quality of teaching. We see this regular support and encouragement to be one of the major ways in which teaching success is measured and, supported.

2. Use of pupils' data

In addition to the range of methods above, in line with the Academy's aspiration to be 'data-rich', senior leaders will analyse CYPs' progress and achievement data, in line with their targets, to ensure that pupils are making the expected progress. This will be done, not only for classes and individual CYPs, but also for groups of pupils identified earlier, to ensure that teaching provision is successful for every CYP and group of CYPs.

Supporting staff who are not successful

Where issues have emerged as a result of Quality Assurance, the Academy will quickly implement a programme of support for that teacher. The level of support will be carefully graded, to provide an appropriate level of response. Measures may include:

- Informal discussions with an academy leader on how to improve
- Watching a colleague who has clear expertise in that area
- Joint lesson preparation
- Joint lesson delivery
- Working with a member of staff from HEC
- Having more regular formal lesson observations, to promote improvement
- Having regular programmed support in lessons from another teacher, or

teaching assistant

- A carefully organised programme of verbal and written warnings will be given, with appropriate support
- Where all measures have failed, after significant support and mentoring, the school will seek to implement competency proceedings
- In the final analysis, the teacher will be involved in competency procedures which may result in dismissal, if after concerted efforts s/he are incompetent

Performance Management

Every member of staff at the Academy will participate in the Performance Management programme. Every member of staff will meet with a senior colleague to agree on a number (3-5) of professional development targets, which not only improve the professional expertise and effectiveness of each member of staff, they will also contribute to improving whole Academy performance. Every member of staff will have a performance management target which supports the school's short-term (annual) and medium-term (3-5 year) Development Plans. Resources will be identified to ensure that this important element of staff and academy development takes place.

Quality of Teaching

One target which will be mandatory every year, which every teacher will be strongly supported on, in addition to any whole Academy Development Plan initiatives, will be to improve the quality of teaching. This will be achieved in a number of ways:

- **A programme of continuing professional development.** We will work closely with HEC Ltd to include as an essential element in its CPD programme a number of opportunities for staff to improve their teaching skills. This may be done in a number of ways: visits from speakers, visits to other schools, support for staff to take additional qualifications e.g. Masters' Degree. The CPD programme may focus on particular elements of teaching, for example, differentiation or formative assessment, so that in any one academic year, the professional practice of all teachers is improved in this one area
- **Quality Assurance (QA) programme.** We will implement a programme of Quality Assurance which actively promotes the development of first-class teaching, so that in the shortest possible time, all teaching is judged to be 'Good' or better, with the strong aspiration that 'Outstanding' is achieved for the majority of lessons within five years. The QA programme is of necessity a detailed and coherent organisational tool which will include termly lesson observations from senior leaders, giving written feedback. Heads of Primary and Secondary phase will also observe lessons within their phases on a more regular, half-termly basis and will also team-teach and where useful, jointly prepare lesson plans. While this sounds onerous, the Academy will have an 'open door' policy, so that every member of staff

feels supported and not isolated. Results from formal lesson observations and continuing observations will be collated, so that the quality of teaching across the Academy can be robustly assessed.

- **Individual Teacher Support.** Following a rigorous recruitment process which will involve an observed lesson, we will appoint staff either with high levels of teaching skill, or appoint teachers who have the clear potential to become outstanding practitioners. Every new teacher will be allocated a teaching mentor who will provide them with friendly support and advice to enable them to most rapidly become familiar with the organisation of the Academy and improve their teaching skills, where required.

Assessing, recording and reporting

Through the extensive use of data and ICT, a detailed profile of each CYP will be developed and consistently maintained. This information will be shared with parents and commissioners in an agreed format and on an agreed programme.

Initial CYP Profile

This will include:

- a. Information from 'home'/partner school. A range of data will be obtained which includes:
 - Attendance records
 - Punctuality
 - Behaviour Profile
 - CAHMS
 - Academic Attainment: EYFSP, Reading Check, KS1 results, etc
 - Interests
- b. 'On entry' assessment
 - Cognitive Ability Tests (where appropriate)
 - Preferred Learning Styles (VAK) check
 - Reading Age (where appropriate)
 - Pupil-specific tests (around dyslexia, dyscalcula, motor skills, speech, etc)

ASPIRE Academy Assessment File

- a. Assessment on site
 - Attendance and punctuality record
 - Conduct and behaviour
 - Rewards and debits
 - Notable achievements (Academic & Non-academic)
 - Skills profile (Examples include: personal organisation, communication, team-working, enterprise skills,)
 - Details of specialist support
- b. Assessment off-site
 - Will follow similar format to Academy's assessment areas
- c. Leaving portfolio

Will contain all of the above.

Recording and Reporting

ASPIRE Academy will produce a policy on Assessment, Recording and Reporting, which will provide clear advice to staff on key protocols and also be available on the Academy website for parents and carers to review. The Academy will be 'data-rich' and will carefully collate and communicate this information to key stakeholders: internal and external with the intention of ensuring that progress and performance is robustly communicated.

The format of the information provided will reflect the audience, with the intention of providing robust, current and clear information which is of benefit to the audience. These formats will be discussed and agreed with key stakeholders prior to distribution.

Internal stakeholders:

- Teachers, HLTAs and LMs
- Tutors
- Performance Managers
- SENCo / Inclusion Managers
- CYPs
- Senior Leaders
- Governors

External stakeholders:

- Parents and carers
- Commissioners & Partner / 'home' schools
- Multi-agency support teams/therapists
- Essex County Council's Children's Services Teams
- DfE

Strong support for progression

A leaving meeting will be arranged for parents/carers and the CYP. Liaison with on-going commissioning partner school will take place before CYP leaves us.

Partner schools will be sent summaries of key areas, with an invitation to elaborate where required.

Reporting to parents and carers

ASPIRE Academy warmly welcomes the involvement and commitment of parents and carers in supporting their children to achieve high levels of progress, attainment and, enjoyment. The Academy will build on the excellent relationships partner schools have with parents and carers and through a range of processes and tools will continue to support and inform parents. ASPIRE Academy will ensure that parents feel fully involved in the continuing education and development of their children, reflecting too that the CYPs themselves will take increasing ownership and responsibility for their learning.

ASPIRE Academy will have a 'Parents' Portal': a password-protected microsite where parents can access information about the progress of their child. This will be regularly updated, to keep parents and carers fully informed.

ASPIRE Academy is aware that some parents may feel apprehensive about contacting us: the Academy will offer a warm welcome to parents at all times, so that any concerns or enquiries can be sensitively and confidentially discussed. Access to staff will be made easy through the use of several media: our website; e-mails, letters, phone calls and, where appropriate, personal visits. Each pupil will be assigned a Learning Mentor, who will provide CYPs and their families with strong support, as detailed earlier. (p67) The aim of the Academy is to ensure that parents are fully aware of the progress of their child and are confident and clear about seeking help in the event of a concern.

Supporting parents.

Recognising that some CYPs will only be with us on a short-term basis and that a key aim is to swiftly reintegrate pupils back into mainstream education, ASPIRE Academy will organise a programme of both formal and informal parents' meetings, where parents can meet with Academy staff to discuss the progress, achievements and successes of their children.

More formal parents' evenings will take place with Academy staff on a termly basis and will be advertised on the Academy website for the whole of a Key Stage or phase.

Individual meetings will reflect the immediate and short-term needs of each family and will include an 'on-entry' meeting and a 'leaving' meeting. At all times, the school will offer a warm welcome to parents, so that any urgent concerns can be quickly shared and addressed.

D6: OUR APPROACH TO BEHAVIOUR MANAGEMENT, PUPIL WELL-BEING AND ATTENDANCE TO IMPROVE PUPIL OUTCOMES

SAFEGUARDING

ASPIRE Academy will adopt systems to operate in line with the Child Protection Procedures approved by the Essex Safeguarding Board Southend, Essex, Thurrock (SET).

We will adopt systems to operate in line with Essex County Council's Human Resources 'Safer Recruitment Policy and Procedures'.

We have a Child Protection Policy and Procedures prepared and available to view on request.

ASPIRE Academy will adopt a Pupil Restraint policy and protocol. However this will be linked to an initial risk assessment on initial referral/transition and any ongoing risk assessment and have minimal use.

All our staff and any other professionals supplying services will have at least accredited Level 2 Safeguarding and 5 named staff (including the Principal, Deputy Principal (one of the two Heads of Phase) and nominated Child Protection Officer) will have Level 3 Safeguarding accreditation. Such

accreditation will be updated on a two yearly cycle.

Whilst we have the highest expectation that the behaviour, attitude, safety, well-being and attendance of our CYPs will be exemplary at all times, in the nature of this Academy and its CYPs, some flexibility will be exercised on occasions to ensure CYPs longer-term engagement and success. We will clearly communicate these expectations to parents, children, staff and partner schools.

BEHAVIOUR POLICY & PROCEDURES

Appendix 2 shows our draft Behaviour Policy & Procedures. This includes our approach to tackling bullying and related issues.

By its nature, an AP setting cannot operate a highly rigid 'black & white' behaviour policy and procedures in the same way that a mainstream school can. It is a fact that many of our CYP may have consistently fought against such demands and learnt how to undermine or bypass them. ASPIRE Academy will operate a rigorous, structured behaviour system – with appropriate rewards and sanctions. ASPIRE Academy will establish a balance between creating a calm, orderly atmosphere in which effective teaching and learning can take place and recognise the need for flexibility and more innovative approaches.

Some mainstream sanctions will not be appropriate. A CYP found smoking on the premises might in a mainstream school be sanctioned by a two-day fixed-term exclusion (FTE). This may not be appropriate in our setting. Many of our CYP will have received multiple FTEs whilst in mainstream and clearly this sanction has had no impact on changing/improving behaviour and indeed may have the perverse effect of rewarding a CYP with time-off school for breaking rules. ASPIRE Academy will adopt a best-practice approach used by other AP schools. For example, particularly with younger children, there is extensive evidence that the deliberate ignoring by adults of attention seeking inappropriate behaviours by children is an effective tactic in reducing such behaviours.

This is not equivalent to saying that CYP will for example be allowed to swear at staff or other children indiscriminately. It is however recognising that a CYP from a family in which the frequent use of swear words in 'normal' speech is a norm may not understand that this is not a societal norm. All the evidence shows that a purely punitive approach is unlikely to bring about change; what can affect behaviour is a constant, consistent modelling of appropriate behaviours and language by all the adults who CYP interact with at our Academy and the nurturing of CYP to re-learn acquired behaviours.

Such re-learning, the acquisition of an understanding of societal norms and the development of internal controls is not a quick fix. It will be the outcome of the quality educational provision (Curriculum, other interventions and support, other educational experiences) the CYP experiences and the wider work with their family which we will undertake.

A Progressive Sanctions and Rewards System

ASPIRE Academy will use an IT-based behaviour tracking and logging tool

called Sleuth. This allows each member of staff and other professionals to enter on individual basis, every incident of positive or negative behaviour and the context in which they took place. This is linked to a points system (positive and negative) and the points to a rewards/sanctions system. Sanctions will largely consist of being denied access to certain activities and opportunities. For example, not being allowed to participate in the weekly off-site outdoor pursuits activity once a defined number of negative points have been reached. Conversely, the acquisition of positive points beyond a certain threshold will provide a CYP with an appropriate reward.

The system will be accessible by parents/carers and they will be trained, equipped and encouraged to use it as their home log as well. It can then be analysed on a weekly/monthly basis to identify any particular patterns and in turn this can be fed into the IEP review and the setting of new targets and/or new thresholds.

All staff will be trained in and use Restorative Justice approaches.

CYPs will be consistently encouraged to be involved in discussions on the setting of 'rules' and use and nature of rewards and sanctions.

Behaviour Management

A proportion of our children and young people will attend our provision because of behaviours which impede their ability to learn effectively, or impede the ability of other children around them.

Prior to starting, every CYP and their parent will attend a meeting which will clearly define the Academy's high expectations. A Home-School agreement will be signed by parent, CYP and a representative of the Academy which clearly defines the level of conduct, attendance, punctuality and attitude expected, along with a list of rewards and sanctions.

Rewards. ASPIRE Academy will seek to be 'reward-rich' at all times, through the provision of inspiring teaching, a relevant and interesting curriculum and a consistent recording and reporting of high standards of effort and success. This emphasis on rewarding positive behaviour and achievement is a key element in re-integrating pupils. We will ensure that, through careful planning, every CYP is successful. In lessons, this will be through the use of data to set interesting and well-paced lessons which pupils can progress and achieve highly in. Outside of timetabled lessons, a programme of leadership (which will include peer mentoring, attendance at school councils, class monitors) and engaging activities (sporting, artistic, performing) will again provide opportunities for every CYP to succeed. Reflecting the focus on the individual: ASPIRE Academy will, as far as possible offer every CYP the opportunity to join in one or more non-curricular activities which they enjoy and are successful in.

We will establish a 'culture of success' to enable every CYP to succeed and, that this success is shared and communicated with other pupils, with parents and partner schools.

Sanctions. Whilst we have the very highest expectations that every CYP is positive and well-behaved, the Academy acknowledges that for a number of CYPs additional support will be needed to help them.

A clear list of sanctions; progressive in nature, linked to particular behaviours and consistently applied, recorded and reported on through the use of Sleuth, will be displayed in all learning areas and, discussed with parents on entry. All staff will participate in training which ensures that these sanctions are consistently applied in every lesson across the school and are accurately recorded.

Behaviour Strategy for different phases

ASPIRE Academy will adopt best practice to ensure that while the principles of behaviour management are wholly consistent across the school (and will be carefully monitored by senior leaders as part of the school's Quality Assurance programme) rewards and sanctions will be appropriate to the age and stage of development of each CYP.

Primary Phase. We will use a range of measures to promote high levels of positive behaviour which will include: Smiley Face boards, stickers or ink-pad markers, a programme of verbal positive comments by staff, weekly celebration assemblies and reporting home. A range of class-based and personal rewards will be defined, to promote group and individual progress. Class rewards could involve watching a suitable DVD or a longer playtime. Individual rewards could include 'Congratulations postcards home', trophies, verbal praise to parents, and trips out at the end of the term or year.

Secondary Phase. While the emphasis will still be to promote a strong 'rewards culture' and to have a clear focus on consistent recording and reporting, the methods used will reflect the age and maturity of these young people. Reward points will be given during lessons for excellent behaviour, high quality work, participation, etc and will be recorded by staff, in their (electronic) markbooks and, by pupils too, in their handbooks. A similar system will be used with independent work (work outside of lessons). Our intention will be to make use of best practice within HEC, ensuring greater coherence. At the end of each week, record points will be collated and may be used to gain awards (Bronze, Silver, Gold). Postcards home, personal congratulations from the Principal or more tangible recognition such as trips out, or enjoyable activities in the Academy.

CYP WELLBEING

Our preferred site is an existing Alternative Provision service site, with controlled access onto the site.

Within the site, there will be a physical separation between each key stage group of CYP. Break and lunch times will be timed not to coincide.

Our site will be secure, through the provision of robust fencing, so that no unauthorised access can be obtained. At breaks and lunchtimes, pupils will be carefully supervised by experienced staff and CCTV may also give additional coverage.

Entry to the site will be carefully controlled to ensure that the safety of pupils and staff within the building is guaranteed. Our preferred site already has electronic external doors, and staff will be deployed at key times around the building and site to ensure that at all times pupils feel, and are safe. On entry, the Academy will be warm and welcoming, with parents and visitors able to speak with a receptionist who will give clear advice and guidance. A waiting area close-to and supervised by reception will be provided, with interview rooms adjacent.

Our in-house Emotional Health & WellBeing Service will, in addition to its provision of 1:1 counselling and small group intervention provision, also provide a 'safe place to talk' service.

The Support Staff structure will provide a first aid/medical support service and sufficient staff will be trained and accredited to appropriate levels of First Aid.

Our Health & Safety Policy and procedures will cover all safety aspects of the daily operation of the Academy.

All offsite activities will be risk-assessed and fully supervised in line with the 'offsite educational activities and visits' policy and procedures the Academy will adopt.

Some older CYP accessing offsite provision may do so and will be encouraged to do so, independently. No CYP will be allowed to access such offsite provision without having proved to us that they have attained the maturity and responsibility to be able to do so appropriately.

The Academy will have an online interactive system by which offsite providers will log daily attendance and progress and they too will have access to input onto Sleuth. This will be tracked by our EWO/Home School Liaison team. Any CYP who does not arrive at the offsite provision within 30 minutes of the set start time and for whom we have not received any explanation from the parent(s)/carer(s) or CYP, will be immediately contacted to ensure their safety and location.

We have the highest aspirations that the health, safety and well-being of every CYP is improved. We are aware of research (Maslow et al), which strongly indicates that effective learning can only take place after a number of more basis needs at met (Hierarchy of Needs). This is particularly important, bearing in mind the reasons which result in some CYPs being placed in this Academy. On all occasions, our Academy will be calm and welcoming. Staff will be positive and supporting. Through the organisation of the Academy all CYPs will feel safe and relaxed. For example, at breaktimes and lunchtimes, staff will be organised to ensure that all CYPs are supervised. For those CYPs who feel the need to be in a more supportive environment, a room or rooms will be provided where they can talk, study or read quietly, with a member of staff close at hand. These rooms will be located within the main circulation area of the Academy, so that children are not identified or stigmatised by moving towards these areas.

Healthy Eating. A programme of healthy eating will be established, so for example, our CYPs can have access to a Breakfast Club, where simple, but nutritious foodstuffs and drinks will be provided. Similarly, at breaks and lunchtimes healthy and attractive food and drink (including cool fresh water) will be available. We will seek to adopt a system of payment for lunches which does not stigmatise those CYPs on Free School Meals. We will adopt payment for lunch which reflects best practice within the Consortium. We will seek to gain the 'Healthy Eating' standard, which will promote nutritious diets, for example, low in saturated fat.

Being Safe. The Academy holds the health and safety of its CYPs and staff as the very highest priority and through a rigorous and coherent programme of policies, protocols and resource-allocation will ensure that every CYP is safe and protected.

Safeguarding will be an important responsibility for a member of the Academy's senior leadership team and resources will be defined through the Academy budget and also the annual School Development Plan to ensure that the Academy can respond to the progressive improvement of CYPs' safety, reflecting best and emerging practice.

Child Protection. We will appoint at least two members of staff who have attended an approved 3-day course, so that at all times, at least one member of staff will be available. The names of these two staff will be clearly communicated to all CYPs and their parents. In addition, we will ensure that Senior Leaders and Governors involved in appointing staff participate in Safer Recruitment training and that all protocols advised in this programme are adopted. All staff, consultants, governors and parents who work with our children will pass Criminal Record Board (CRB) checks.

Curriculum support. In order to further promote CYP well-being, we will use a range of programmes to ensure that the highest levels of support are provided. Recent studies by organisations such as Unicef suggest that children in the UK have poor wellbeing status. We will offer a broad programme of support, which will seek to redress this balance and also be tailored to the needs of individual CYPs; so for example, teenage mothers may participate in programmes designed to help them with the physical, emotional and mental strains which accompany pregnancy and motherhood. Our Personal, Social and Health Education programme will form the central core of the school's provision. Every CYP will participate in an enjoyable and informative programme of learning which includes: Healthy eating, need for exercise and relaxation, promotion of positive mental health, emotional intelligence, substance education and first aid. Where possible, we will organise sessions which make use of the expertise within HEC.

Anti-bullying. Our Academy views all forms of bullying as abhorrent and will use the best practice of schools in the Consortium to ensure that this anti-social practice is robustly and coherently tackled. A policy on anti-bullying will be written, drawing upon best practice and fully implemented. Staffing and resources will be identified to ensure that provision to robustly and sensitively deal with all instances of bullying immediately takes place. Messages about our abhorrence of bullying will be given in lessons and assemblies, on our

website and in newsletters, so that no CYP, parent or carer can be in any doubt about the Academy's attitude. Clear protocols will be established so that staff are clear about how best to deal with instances of bullying and how to effectively support the bullied and, the bully. We will have a particular cohort of CYPs who have experienced severe bullying: all staff will receive additional training to ensure that they are particularly informed about the more subtle elements of bullying to ensure that, at every level, this does not take place.

Children and Young People's Well-Being

ASPIRE Academy will ensure that the happiness and personal well-being of every CYP is fully developed. As an Alternative Provision Academy, we will work with children and young people whose health and well-being have been seriously threatened. The Academy will adopt a carefully devised programme of activities which will work collaboratively together to promote the well-being of each CYP.

As far as the Academy's resources permit, a programme of personal support for each CYP will be provided. In summary, a number of common elements can be identified.

ASPIRE Academy will develop a carefully-co-ordinated programme of processes to ensure that our CYPs well-being is developed. Many of these programmes have been discussed in detail earlier in this document: in those cases, they will simply be referred to. Additional programmes will be discussed in more detail

- a. **Effective Transition.** In the nature of this AP Academy, effective transition is a major element in ensuring that CYPs move smoothly from their mainstream school to the Academy. Transition has already been discussed earlier.
- b. **Excellent Teaching**, which promotes strong progress and learning.
- c. **A curriculum** which is flexible and relevant, so CYPs enjoy learning and begin to recognise its importance as a fulfilling activity in its own right.
- d. **Lessons which are inspiring, well-paced and enjoyable.** The academy sees the delivery of excellent quality teaching as a fundamental priority. Through the use of data, a programme of professional development and an emphasis on Quality Assurance, the academy will ensure that all learning is judged 'Good' with the strong aspiration to be 'Outstanding' for the majority of lessons;
- e. **A pastoral system** which sensitively places CYPs in groups which promote their confidence and calm and consistently monitors their happiness and engagement
- f. **A focus on individual support.** Every CYP will have an individual meeting with their tutor & learning mentor on a regular basis, to ensure each one feels valued, their concerns listened to, and the progress reviewed and supported. Group sizes are small, to promote this individual support.
- g. **Strong collaboration with mainstream schools.** One of the strengths of this AP Academy is the excellent relationships it enjoys with other schools in the consortium. All HEC schools will have the same Management Information System. Staff from the Academy will be able to move freely between sites
- h. **Addressing each student's needs.** The Academy will appoint a

number of staff (Head Of Phase, Teachers, Teaching Assistants) to ensure that every CYP has the support he or she needs to make the most of their abilities. Outside professionals and HEC's own staff from a range of health, social and welfare agencies will be employed.

- i. **Promoting student leadership.** At every opportunity; in class and more widely, through working with other CYPs our pupils will be encouraged to develop their leadership skills. Often, these opportunities have not been possible in some schools, due to the nature of the pupil, but ASPIRE Academy will seek to provide these. We know that these have a powerful effect on improving not only leadership, but also improve CYP confidence. Peer mentoring (Reading 'buddies', English 'pals' (for EAL pupils) and maths mates) is a strong example of this.
- j. **Promoting student voice.** ASPIRE Academy will strongly promote high levels of student ownership and influence, to break down any feelings of powerlessness. Through Key Stage and student councils, students will have an opportunity to influence key elements of Academy life. Agenda for student councils will be defined by pupils and staff and will discuss fundamental elements of school life, which include: curriculum courses, enrichment programmes and much more.
- k. **Promoting students' wider aspirations.** ASPIRE academy will organise a regular series of enrichment activities, which not only promote students' health and fitness, they will develop CYPs' wider skills around performance (Dance, Drama), artistic (Painting, drawing, sculpture) and cultural (e.g. French Society Club)

To reflect its importance, CYP Wellbeing will feature as one of the Academy's targets.

Regular feedback from CYPs parents and carers. In order to ensure that pupils' happiness and well-being is of the highest quality, the Academy will seek to obtain CYPs' (and parents') views on their contentment with Academy life. Through a programme of formal meetings (School Council, parents' evenings) and less formal (Individual meetings, surveys (Kirkland Rowell) and learning walks), this important quality will be regularly assessed and reported on, to the Governing Body.

Strategies to promote high levels of Attendance and Punctuality

We will promote excellent levels of attendance and punctuality, recognising that for some CYPs this will be an aspiration which they will not easily attain.

- a. Meetings with parents and carers. At every meeting, we will clearly state our expectation that CYPs must have excellent attendance. Parents (and children) will sign a Home-School agreement which clearly defines this expectation.
- b. CYPs. A co-ordinated programme of assemblies, talks during registration and in lessons will consistently emphasise the importance of good attendance. Staff will keep meticulous records, which will be robustly and securely collated by appropriate software. Where CYPs are absent, this will be immediately followed up by dedicated staff. Electronic registers will be taken at the start of every lesson, so that all attendance is recorded and

instantly collated.

- c. Staffing. We will use the services of HEC Ltd to appoint a number of staff, including an Education Welfare Officer (EWO) and Learning Mentors (LMs) who will have an especial focus on this important area of Academy life. This team will be responsible for closely monitoring registers and immediately contacting parents and carers in the event of an absence or lateness.
- d. ICT: We recognise the importance of technology to improve the efficiency of staff and the detailed support for each child. We will adopt systems such as Sleuth, 'First Day' texting, SIMS Partnership Xchange (PXC) to securely share attendance and progress off-site for CYPs attending employers' workplaces or college courses.

Through its programme of 'celebrating success' we will ensure that all positive progress is coherently shared with CYPs, their parents and carers and, partner schools.

Through this focus on strong attendance, CYP can make outstanding progress and achievement as a result of inspiring teaching, delivered through an engaging curriculum. We believe that the CYP who attend our provision will, as a result, be most effectively prepared to return in the shortest possible time to mainstream education, more confidence and better equipped to effectively address all of the challenges and opportunities presented to them.

ATTENDANCE POLICY

Our draft policy & procedures are attached at **Appendix 3**.

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 pupils, the numbers of pupils that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

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 pupils, the number of pupils 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 pupils, the numbers of pupils 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	8.0	8.0		100	10.0	10.0		100
Key Stage 2	9.0	9.0		100	11.0	11.0		100
Key Stage 3	10.0	10.0		100	12.0	12.0		100
Key Stage 4	45.0	45.0		100	50.0	55.0		100
16-19: commissioner referred								
16-19: pupil application								
Totals	72.0	72.0		100	83.0	83.0		100

Section E: Evidence of demand – part 2

Please refer to pages 24-29 of the alternative provision 'How to Apply' guidance for what should be included in this section.

E1. REFERRAL PROCESSES/ENGAGEMENT OF COMMISSIONERS/TARGET GROUP

- Our referral processes are directly linked to our proposed target groups and based on our experience to date in organising/providing some aspects of AP and our investigation of best practice within existing outstanding APs/PRUs.

OUR TARGET GROUPS

Primary KS1 & 2

Level 1

An early intervention and prevention service. Any child who despite the best efforts of the school, is, after an appropriate period of time (probably 1 year),

- a) Failing to make sufficient educational progress compared to peers of similar ability
- b) Consistently disrupting the education of others
- c) Exhibiting behaviours which would typically be classed as BESD
- d) Exhibiting similar behaviours outside of the school setting
- e) From a family/home circumstances where parents/carers are themselves struggling to parent effectively
- f) Starting to receive Fixed Term Exclusions and/or receiving adopted provision (eg. frequent withdrawal, part time timetable etc)

We will accept referrals from schools / academies and provide for up to two terms prior to an attempt to re-integrate back into original mainstream school or another mainstream school.

Level 2

As above, but for whom

- a) Issues may have already escalated to a more serious level and Permanent Exclusion is being considered
- b) After two terms we and the original referring school do not consider that the child is ready for re-integration and a period of a year or more in our provision may be required before re-integration may be possible.

Level 3

As for all criteria in Level 1 & 2 and where all professionals and the parents/carers consider that re-integration back into mainstream will not be feasible (eg. where there has been no or insufficient improvement in presenting behaviours/issues) or where the timing of a re-integration is not likely to be in the interests of the child and/or the mainstream school.

Typically children at Level 3 will be ones where the statementing process (if it

has not already been started at mainstream) will be started and brought to a conclusion at our provision. For those whom a statement is subsequently issued, our Academy may be named as the appropriate provision or a place at a special school within the specific expertise to address the problem (eg. autistic spectrum children).

Secondary

KS3

As per primary.

Of course over time there should be a significant reduction in referrals at this stage, as the majority of such target pupils should have been referred at KS1 or 2. KS3 pupils are likely to fall into 3 categories:

- * those who at primary Level 2 & 3 it has not proved possible to re-integrate
- * those who re-integration fails and need to re-referred
- * those moving into a Harlow School from elsewhere

KS4

Will consist of those CYPs who:

- * have been part of our or other AP provision since an early point in time
- * have developed issues and negative engagement through KS3 and who have now reached the criteria as set out for primary level 1 & 2
- * have moved into a Harlow school and quickly demonstrate the same criteria
- * hard to place pupils referrals/commissions from Essex County Council
- * LAC referred/commissioned by Children's Social Care

N.B

1. We expect that the LA will refer/commission places:
 - For any Permanently Excluded CYP from any school/academy in West Essex (whilst the LA continues to have the statutory responsibility)
 - For any Hard to Place pupils for whom the LA is unable to place in a mainstream school.
2. We do not intend to accept referrals/offer places for CYP in West Essex presently referred to WECSS under the 'medical category', unless they are able to access at least 50% a week of the onsite provision.
3. We will accept referrals/commissions from schools/academies for pre and post natal CYP.

- **OUR REFERRAL PROCESSES**

This is outlined in **Appendix 4**.

• **ENGAGEMENT WITH COMMISSIONERS**

As set out above our commissioners will largely comprise of schools/academies in West Essex and the LA. Clearly since these commissioners are our customers, we need to ensure that (a) they fully understand what they are buying (b) we listen and adapt our provision and operation in line with their requirements (c) we provide them with detailed information on pupil progress and outcomes (d) we provide value for money.

Exactly how we do this will vary according to the nature of each commission. For example, in the case of a school/academy commissioning us to provide a KS3 placement for initially 1 term in order to avoid a likely permanent exclusion situation and where the pupil will be on 'dual' roll (ie. referring/commissioning school and our provision) we will enter into a specific Service Level Agreement, which will likely include an intention that the pupil be equipped to return to mainstream. In this case, the referring commissioning school will need and will want to be involved in the monthly review meetings outlined in Section D5 and have regular access to all relevant progress information on the pupil.

In the case of the LA commissioning a place for a permanently excluded pupil, and where that pupil will come solely on the roll of our Academy, a specific SLA will be drawn up and agreed which will set out the nature and regularity of the information to be supplied to the commissioner and the degree to which they want to be involved in the progress monitoring and review system.

There will be ongoing engagement with our commissioners on an individual pupil commission/referral level via Service Level Agreements. There will also be engagement on a wider Service Specification/Prospectus level via the establishment of a Commissioners Consultative Group. This group, open to the LA, schools/academies on an individual basis and /or through their representative groups (ASHE, EPHA, LDG, Academy Sponsor Chain etc) will meet termly with our Trust Board/Governing Body to discuss and determine (a) whether commissioners are happy with what they are purchasing (b) ideas for changes/improvements/enhancements in what is being provided and effectiveness of operation (c) funding and fee level issues (d) likely levels of demand in the next period (e) how we might adapt/develop in response to any possible changes in the nature and level of commissioner demand.

E2. EVIDENCE OF DEMAND

Please see letters of commitment/support attached at **Appendix 5**.

Demand will come from 3 sources:

1. Harlow School/Academy commissioning
2. ECC LA commissioning for permanent exclusions and hard to place
3. West Essex School/Academy commissioning

It is important to understand where our evidence of demand is derived from and how this may be different from circumstances elsewhere. Based on the trend pattern for the last 3 years, there is not likely to be any high level of

commissioning by the LA in relation to Permanent Exclusions (PE).

We have therefore projected this at 5 places p.a and this is what the LA is committing to.

PE IN WEST ESSEX				
	08/09	09/10	10/11	11/12
Epping Forest	0	0	3	3
Harlow	1	0	1	1
Uttlesford	4	5	2	4
Whole Quadrant	5	5	6	8

These figures are relatively low because in Harlow and other West Essex schools/academies, individually and through the Behaviour & Attendance Partnerships, a zero PE policy is in operation. However, the only reason that they have been reasonably successful in achieving this challenging target is by being able to access alternatives to PE. Hence the reason why all schools/academies in West Essex and again particularly in Harlow have been trying to build their own AP capacity. In other words looking at PE rates in the West Essex quadrant of Essex is only a partial indicator of likely future demand.

What is more relevant is to look at the Harlow data for Fixed Term Exclusion (FTE) and repeat FTE and the number of pupils for whom schools/academies are sourcing full time or part time off site AP. The data below for trends in PE/FTE/Repeat FTE since 2006/07 is as follows:

09/10				
	FTE Incidents	FTE Pupils	FTE Days	FTE Repeat
PRIMARY	130	84	248.5	40
SECONDARY	519	402	1,424	96

10/11				
	FTE Incidents	FTE Pupils	FTE Days	FTE Repeat
PRIMARY	149	88	332	63
SECONDARY	565	446	1532	102

11/12				
	FTE Incidents	FTE Pupils	FTE Days	FTE Repeat
PRIMARY	168	99	324	48
SECONDARY	448	311	936	46

What is clear in Harlow and we believe mirrored in West Essex, is that to a degree, the reduction in PE has led to an increase in FTE and repeat FTE. The significant reduction in 2011/12 in both FTE and repeat FTE is the direct consequence of the development and growth of the primary and secondary AP HEC Ltd has put in place (as described in Section C).

In other words, we have a context in which, even though it is relatively straightforward for schools/academies to carry out PE; only receiving a one-off fine and are able to take the pupil off roll – they choose to avoid this and to pay out on a yearly basis for AP and retain legal and moral responsibility for the pupil.

Another indicator of likely level of demand comes from data on past and present level of Positive Referrals by schools/academies to West CSS.

POSITIVE REFERRALS TO WEST CSS – WHOLE QUADRANT			
	09/10	10/11	11/12
Secondary	36	29	24
Primary	12	7	5
TOTAL	48	36	29

As indicated previously, the demand numbers we have used in this application relate almost exclusively to what we know about present levels of demand for AP from our own Harlow schools/academies and an indication of the likely increase in that demand if local capacity for high quality AP can be enhanced.

It is quite reasonable to add likely places to be commissioned by the LA, based on historic and present data and places to be commissioned by other schools/academies in West Essex.

West CSS caters for a wide range of pupils – permanently excluded, positive referrals, school phobic's, teenage mothers who do not wish to be at mainstream school, pre and post natal and some Hard to Place pupils. It can also act as an emergency educational placement for LAC children or others in vulnerable situations. West CSS caters annually for approximately 90 fte.

The reason we have not included figures in our demand is (a) that we cannot anticipate what the future of WECSS will be (b) even if WECSS were to close, we would not be looking to be a commissioned provider for all the categories of pupils which WECSS presently provides for. We do not believe it is in the best interests of pupils with such a diverse range of differencing needs to be catered for through our service. This particularly applies to the school phobic medical case and teenage mother categories, where frequently the majority of the provision is via home-tutoring or small satellite centres.

There is a degree of risk for ASPIRE Academy, living in the uncertainty about the future of WECSS. However the LA has indicated that it is minded to commission 5 places p.a for high quality AP, even if WECSS continues. Similarly, we cannot rely for demand and financial viability on a set number of places being commissioned by other schools/academies in West Essex.

Whilst at the moment, these schools/academies do not have anywhere near the AP options and quality available in Harlow, there may be other providers who proceed to set up quality AP in for example Epping Forest and/or Uttlesford which will naturally be more attractive and practical to commission at the nearest local level.

Our figure of 97 fte as 'steady state' is we believe a very robust and realistic figure and the financial viability in Section G rests on this. In summary, this 97 fte is based on the following commissioning commitments and projections:

- * 87 fte from Harlow schools/academies
- * 5 fte from ECC for permanent exclusions
- * 5 fte from ECC for Hard to Place pupils

We have not therefore relied upon any projection of commissioned places from other schools/academies in West Essex.

If this number is included, it is possible that a 'steady state' could rise to 100 fte plus. It seems that for up to 120 fte (which would be the maximum capacity for our preferred premises) financial viability gets stronger as we benefit from economy of scale and lower unit costs, without needing to significantly increase staffing and non-staffing costs.

Section F: Capacity and capability

Please refer to pages 30-33 of the alternative provision 'How to Apply' guidance for what should be included in this section.

F1. Governance

HEC AP Ltd
ACADEMY TRUST BOARD

3 Directors/Members/Trustees

- Legal responsibility – returns to Companies House and Charity Commission, DfE, EFA
- Funding agreement with Secretary of State
- Overall strategic vision, performance and development
- Establish and hold to account Governing Body, agree Instrument of Governance
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer – set terms & conditions of employment
- Risk management



GOVERNING BODY

12 Members

3 Directors, 1 Principal, 3 Community, 1 LA, 2 Staff, 2 Parent (+co-opted as required)

- Finance – set budget with Academy Trust Board and manage delegated budget in line with Finance Regulations, produce monthly monitoring reports etc
- Staffing – recruitment, induction, training, retention, performance management, allocation, line management, quality standards etc
- Curriculum – planning and delivery
- Premises – health and safety etc
- Pupils – well being, safeguarding, progress outcomes etc
- Communications – internal & external
- Key Performance Indicators – to collect data, analyse and report
- Improvement and Development Planning



GOVERNING BODY COMMITTEES

PROVISION

FINANCE
+
PREMISES

PERSONNEL/HR

Curriculum
Pupils
Inclusion

Avoiding Potential Conflict of Interest

At the moment, all 3 members are also Directors. We recognise that this will

not be appropriate going forward and will be looking to appoint as Directors only a majority who are not members.

Similarly, there is a potential conflict of interest for two of the Directors / Members as they will potentially be commissioners of places at ASPIRE Academy and are both Directors of HEC Ltd, with whom commercial arrangements for the provision of a number of cost effective front line and back office services are envisaged. Again this will need to be overcome by these Directors not having a majority on the Governing Body who will have delegated responsibility for entering into commercial arrangements for such services and by a normal declaration of interest procedure at each Academy Trust Board and Governing Body meeting.

Other Risks

ASPIRE Academy will maintain a risk register identifying the major risks to which the Academy Trust is exposed and identifying actions and procedures to mitigate against those risks. The principal risks (prior to and post opening) identified are:

- Staff recruitment and retention.
- Material decrease in commissioned places / income
- Premises related – from not gaining preferred site to unanticipated problems with site use inhibiting delivery of curriculum and provision.
- Academy's cash flow.
- Academy's credit rating.
- Failure to deliver high quality outcomes impacting on reputation and reduced commissioning.
- Failure to gain at least an OFSTED Good judgement.

F2. APPROPRIATE + SUFFICIENT EDUCATIONAL EXPERTISE TO DELIVER OUR VISION

Our capacity and capability is founded on:

- * the strengths, experience and track record of our 3 Directors in the governance and leadership of Outstanding schools, Academy conversion, planning and opening of new schools, undertaking the amalgamation of an infant and junior school, bringing schools from special measures to good and outstanding, becoming academy sponsors and all having a deep understanding of what constitutes quality AP and how to provide it.
- * the fact that these 3 Directors are also Directors of the wider HEC Ltd and through the active support of HEC Ltd, our Academy Trust will be able to access a wide range of high quality educational and other support and resources.
- * the commitment from other Directors and Trustees of HEC Ltd and our associated Harlow Education Trust (HET) to provide 'free' support to HEC AP Ltd by joining the Governing Body or being co-opted. This support includes particular expertise in Governance, Finance and HR and the wider experience of non-school partners such as Anglia Ruskin University, Princess Alexandra Hospital Trust, Harlow District Council,

Harlow College, Kier Harlow and the Harlow Chamber of Commerce. Via these wider links, we can for example gain immediate access to professional support on all matters relating to EYFS from a Head of an Outstanding Infant school who is also an NLE.

- * the commitment from a number of consultants who are known to us and are presently working successfully for HEC Ltd and its member schools to provide an agreed number of paid consultancy days p.a to us at reduced rates.
- * the fact that HEC AP Ltd's parent group, HEC Ltd, has, as described earlier, been in effect a successful provider of AP in Harlow for the last few years.

An outline of the proposers and the personnel we are able to call is set out below and on detailed CVs attached at **Appendix 6**.

Our Directors/Members

██████████

██████████

██████████

- * Our Trust will be able to call on the following to serve as Governors and/or supply free specialist advice:

██████████

██████████

██████████

Not included in the CV Appendix 6, but also available to serve as Governors are the following:-

██████████

██████████

[REDACTED]

* Our Trust will be able to employ/access the following specialist consultants:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The following is a simple at a glance chart of capacity and capability:

Category	Names	Capacity/Capability
Governance & School Finance	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
School Leadership & School Operation	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
School Improvement	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]

School Inspection	[REDACTED] [REDACTED]	[REDACTED]
Curriculum	[REDACTED] [REDACTED]	[REDACTED]
Behaviour Management	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]

All our Directors & Governors will be able to bring capacity and capability in School Operation, Human Resources, Facilities Management, Marketing and Communications, Capital Projects and Community Engagement.

F3. APPROPRIATE + SUFFICIENT FINANCIAL EXPERTISE

- * All our Directors/Trustees have substantial experience and successful track record in the understanding and management of school budgets.
- * The Trust, as the Governing Body, will of course set and monitor and manage the school budget/finances in line with normal best practice in mainstream schools/academies, draw up a set of Financial Regulations and Scheme of Delegation and will adopt the Schools Financial Value Standard (SFVS) and will commission an external annual Financial Health check and of course an external annual audit.
- * The Trust will commission the Harlow Education Consortium Ltd to undertake all bursar and school business functions via its Schools

Business Service unit. A named Senior Schools Business Manager will be allocated to oversee all the 'back office' service functions which our Trust will commission from HEC Ltd. Given the 20 year track record HEC Ltd has in supplying such services to its 39 member schools and its more recent move into being a payroll provider and undertaking common procurement for its members, we firmly believe that this will ensure both robust financial management, best value and significant savings in running costs where it is not possible to commission in this way.

- * The commission above will include
 - All Finance functions
 - All HR functions, including payroll
 - All Procurement functions
 - All Health & Safety & Compliance functions
 - All Legal Support functions

F4. ACCESSING OTHER RELEVANT EXPERTISE TO MANAGE THE OPENING + OPERATION OF OUR SCHOOL

We have already indicated that the educational, governance, leadership, finance, administrative and business expertise required will be provided via our Directors/Trustees, our named consultants and our commissioning of HEC Ltd to provide back office some front line support services.

If successful, we will tender for support from an appropriately experienced Project Management Company, which has extensive experience in supporting the setting up and opening of a number of Free Schools. Clearly the amount of work and demand for particular expertise required in this phase will of course depend significantly on whether or not we are able to obtain our preferred site. If we can and since it is very largely already fit for purpose, this aspect should be relatively straightforward and not involve any significant expense.

We will also tender for a company to advise on a marketing strategy; however we already have extensive links with all schools/academies in West Essex, with LA commissioners, with organisations from whom we can level in free or purchased support and from a wide variety of community groups in Harlow.

ICT infrastructure and ongoing maintenance will be commissioned from SYTESENSE, a local ICT company, who specialise in SME's and who already provide an effective service both to HEC Ltd itself and to a number of its member schools.

Property/Facilities Management will be provided partly in-house, partly through the FM services commissioned from HEC Ltd with any specialist services purchased ad hoc from suppliers who are already approved and proven providers to HEC schools.

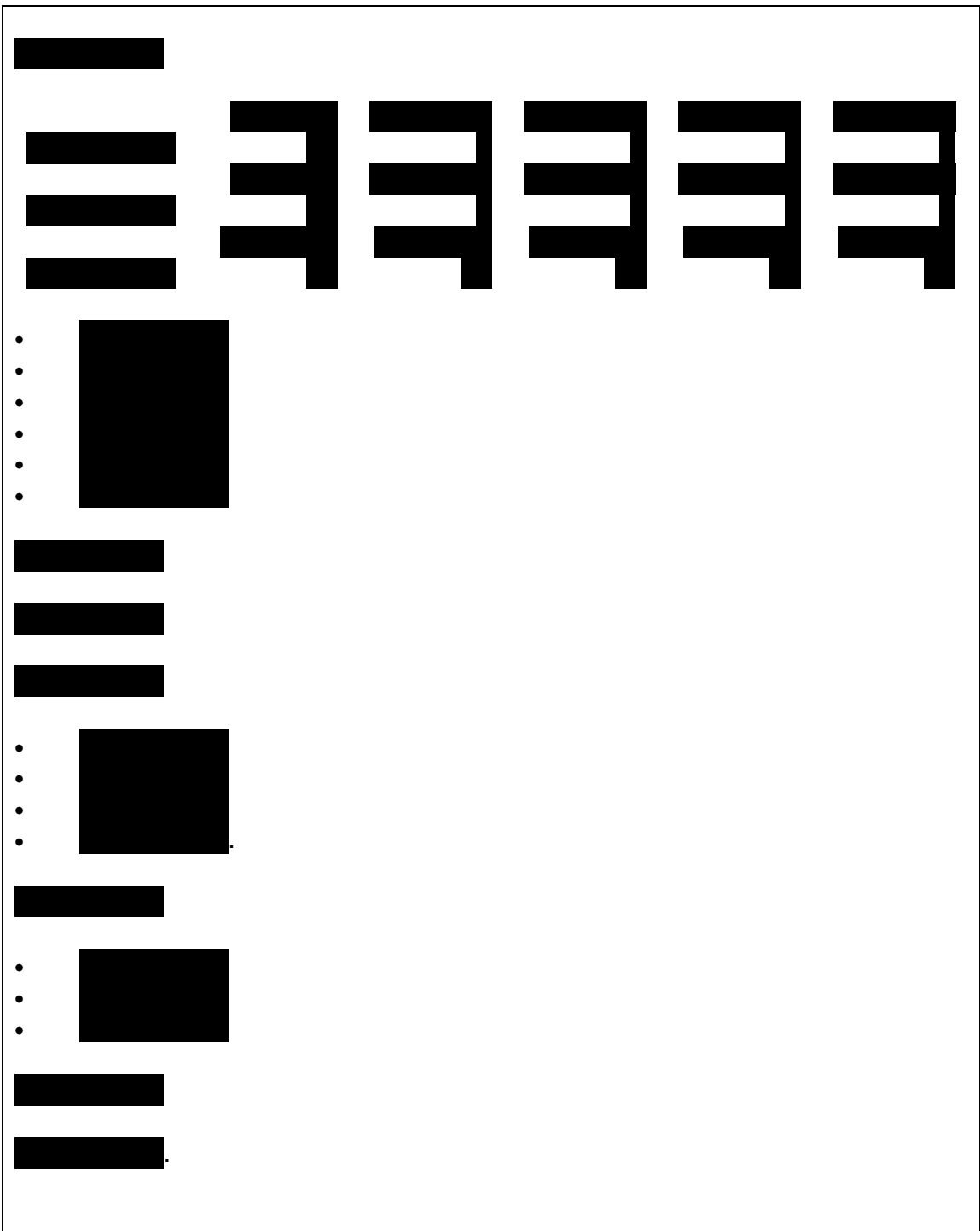
F5. PLANS FOR RECRUITING HIGH QUALITY PRINCIPAL + OTHER

STAFF

- * The Principal and Senior Leadership Team will be recruited via any or all of the following routes:
 - 'headhunting' – our Directors and HEC Ltd have extensive networking links across the country and will utilise these to identify potential high calibre candidates and encourage them to apply. The recruitment process will however be fully competitive and transparent.
 - use of recruitment agencies – we presently make use of [REDACTED]
 - national advertising
 - encouraging 'known' local potential in our schools/academies and Essex PRUs/CSSs to apply

- * We expect the Principal Designate to be in post ideally two terms prior to opening and therefore along with the Directors and the Chair of the Governing Body to be able to take a lead on the recruitment of both the rest of the Leadership Team and all other staff.
- * We have already indicated above how the necessary expertise and experience can be brought to the Governing Body.
- * The whole recruitment process will be placed in the context of a major marketing and publicity campaign across at least West Essex. The purpose will be to raise awareness of the forthcoming ASPIRE Academy, explain how it will be different, provide the highest quality education, and help to generate not only a demand for the commissioning of places, but a general sense of excitement and opportunity which should encourage high quality applications.

Although we have used National and Local pay scales and terms and conditions for our financial planning, we are not wedded to their use. We may decide that the needs of recruitment and retention for some key posts will require us to offer high starting salary levels and more significant annual increases linked to clear performance outcome targets being met. Equally, the local economy presently would allow us to be able to recruit and retain most of the Support Staff using locally devised pay scales and terms.



Section H: Premises

Please refer to pages 39-40 of the alternative provision 'How to Apply' guidance for what should be included in this section.

Our preferred site is the [REDACTED] [REDACTED], Harlow, [REDACTED].

- * The site is suitable in terms of a central and easily accessible location and the buildings and facilities are more than adequate for our APFS needs. The internal arrangement of rooms can be seen on the attached ground floor plan and it largely already fully fit for purpose. Only minor remodelling to provide a better physical separation between primary & secondary phases and some upgrade to a Science lab would be necessary. The plant, fixture and fittings are generally in good condition. There is a new security fencing enclosing the site and there is modern controlled access to the grounds and buildings with adequate security and CCTV.

There are no Safeguarding or Health & Safety issues.

There are no other site users and adjacent to the site, separated by a green 'no-man's lands' is residential housing. The hard play and grass areas would allow pupils more than adequate play, PE and Sports access.

- * [REDACTED] for improvement work on the site and buildings.
- * Attached is a site and buildings plan as **Appendix 7**.
- * A conditions survey isn't available, but our assessment is that the condition of the structures is sound and investment in some re-modelling, improvement and enhancement would not require any significant capital investment.
- * The site is underused due to the problems WECSS has been encountering and the fact that WECSS is presently operating a significant amount of outreach service.

[REDACTED] have indicated a willingness to enter into an arrangement for our use in whole or part of this site and building. HEC is presently finalising its plans to move its Primary Star Centre provision (see Section C) into the premises of WECSS and be commissioned by [REDACTED] [REDACTED]

1. Our other options are:

██████████ School site located at ██████████, ██████████. As a Secondary School, this would provide more than adequate buildings and facilities. ██████████

- * We have investigated other potentially suitable public or private buildings and there would appear to be two in the area, one of which was used until recently as a residential school.

ASPIRE ACADEMY

DRAFT Service Level Agreement

(between ASPIRE Academy and off site commissioned Alternative Providers)

A statement of actions required and roles and responsibilities:

In providing education for ASPIRE Academy pupils,

[Name of Provider] will:

- Ensure that safeguarding and child protection regulations are adhered to and all staff and volunteers working with children/young people are CRB checked
- Provide a structured programme of learning, with clear aims, objectives and methods, leading to a nationally recognised qualification or [specify expected outcome]
- Carry out systematic monitoring of progress in the specific skills learned at the AP
- Carry out routine monitoring of behaviour and attitudes
- Keep and provide a record of external qualifications gained, for each young person on roll.
- Record individual attendance (including per session) on the Academy's Central Electronic Register and provide **termly/monthly/weekly/daily reports to the Academy.
- Notify the Academy of any timetable changes or any variation
- Provide premises which are clean, well-appointed and fit for purpose.
- Carry out risk assessments on all aspects of programmes prior to the commencement of the programme
- Interview the young person with their parent/carer prior to the young person starting any course/programme with the provider
- Provide a thorough induction programme, to include health and safety, at the start of the programme

- Provide young people and their parents/carers and the Academy with all relevant programme details, i.e. term dates, whom to contact, timetables etc
- Provide a clear process for the reporting of accidents
- Keep all young people's details in accordance with the Data Protection Act
- Employ staff with relevant teaching and vocational experience
- Employ staff with appropriate qualifications and/or experience to meet any specialist needs of the young people
- Collect and supply the necessary data for audit requirements, including outcomes data
- Contact APFS immediately regarding any young person whose behaviour or progress is causing concern
- Monitor progress and provide half-termly written reports to be forwarded to the parent/carer
- Discuss the reports with the young person regularly – at least once per half-term, but more frequently if required **[specify if part of an individual plan for any young person]
- Comply with the Academy's centrally agreed equalities policy, guidelines and procedures and policy for educational inclusion
- Comply with the Academy's centrally agreed drugs, anti-bullying and disciplinary policies **
- Comply with the Academy's guidelines for trips and visits and ensure that all necessary documentation is completed
- Ensure moderation and quality assurance systems are robust and meet any external requirements
- Ensure that staff receive appropriate training where necessary
- Ensure that any work placements required as part of the agreed provision meet all child protection, legal standards and health and safety requirements
- Provide a meal where required – including arrangements for those with entitlement to a free meal
- Provide a clear post-16 progression route in education, training or employment with training

- Ensure that injury or loss insurance covers young people under the age of sixteen
- Invoice the Academy for the agreed amount on a termly basis [******or other specified time]
- Attend regular progress meetings with the Academy to monitor all provided programmes.

In placing pupils with [x provider], ASPIRE Academy will:

- Remain the responsible body for the education and welfare of the young person
- Nominate an appropriate member of staff to act as the key contact and co-ordinator
- Carry out a risk assessment of the young people it nominates for a programme
- Interview prospective young people with their parent/carer and obtain written permission from the parent/carer for them to be taken onto the course
- Make a visit to the provider with the young person to see if it is suitable
- Provide in writing, prior to the commencement of the programme place, relevant detailed reports on the participant's circumstances, behaviour and educational status (in particular, give specific information about the young person's literacy and numeracy levels and targets)
- For young people who are Statemented as having special educational needs, provide information about these needs
- Provide an emergency contact number and information on any known medical condition
- Provide pastoral support to ensure that students are not isolated when at placements and can seek advice back at school when needed.
- Notify the programme co-ordinator *as soon as possible*, of any significant change of circumstances involving the young person or details likely to effect programme delivery
- Support the providers with concerns - take responsibility for the following up of non-attendees after notification of absence and provide support if other problems occur
- Assist the provider with carrying out the previously agreed disciplinary procedures and behaviour polices

- Arrange, co-ordinate and finance transport to and from the provider
- Remind the parent/carer that travelling to and from the provider placement remains their responsibility
- Attend any open evenings held by the providers
- Require and ensure that all providers have the necessary child protection checks and procedures in place
- Require and ensure that all providers have the necessary health and safety arrangements in place
- Require and ensure that all providers comply with all legislation and guidance in relation to young people of statutory school age, including all equalities requirements
- Require information and evidence of outcomes
- Ensure that there is clarity about how all accreditation costs are met (or specify how this will be funded)
- Carry out systematic monitoring of progress in the specific skills learned at the AP
- Carry out routine monitoring of behaviour and attitudes
- Attend regular progress meeting
- Settle invoices for the agreed payment within the provider's specified time
- Ensure that, where possible, the provider is given due notice whenever a child is to be removed from that placement for any reason

****In addition, the Academy will:**

- Support training programmes for providers
- Assist with the production of policies to support the provision
- Act as a consultant.

Signed (for Alternative Provider)

Date_____

Signed (for ASPIRE Academy)

Date_____

ASPIRE ACADEMY

BEHAVIOUR POLICY

Introduction

At our school, pupils become part of a friendly co-operative learning environment where there is an atmosphere of mutual respect and trust. The ethos of our school emphasises:

- The entitlement of teachers to be able to teach and pupils to be able to learn in a safe and productive environment.
- The establishment of positive, supportive relationships between staff, pupils, parents and local community.
- A consistent set of expectations for pupil attendance, uniform, equipment behaviour and attitude for learning.
- Every pupil is made to feel that they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged.

Positive Behaviour Management is seen as an integral part of the curriculum that teaches social skills to all pupils.

Aims and Objectives

- To ensure the safety and well being of every member of our school community.
- To ensure all members of the school community are valued.
- To protect the school environment.
- To teach pupils to have self-control and take responsibility for their actions.
- To teach pupils that actions and choices have consequences.
- To encourage parents to work in partnership with our school.
- To allow each pupil to develop and demonstrate positive abilities and attitudes.
- To work collaboratively as a staff team, sharing skills and ideas for managing pupils' behaviour.
- To maximise the effectiveness of the curriculum and individual learning for every child.

Our school will therefore provide an environment in which pupils are encouraged to:

- Show self-discipline and self-control.
- Develop strong self-esteem.
- Take ownership and accountability for their behaviour.
- Have the right to learn.

- Be independent
- Co-operate in learning.
- Be honest.
- Recognise, share and celebrate their own achievements and those of others.
- Be confident to talk to an adult about any concerns.

We all work together to create a positive atmosphere, a sense of community and shared values.

Rights and Responsibilities

At our school we believe that everyone has rights.

These are:

A right to learn

A right to teach

A right to respect

A right to safety

Related to these rights is the one responsibility which we **all** share, which is to uphold these rights.

Our Rewards and Sanctions Policy will offer a whole-school systematic approach to encourage self-control, self-esteem, achievement and the development of sound relationships.

Rewards

We believe that an effective rewards system is the most important part of any Behaviour Policy as it encourages and reinforces the types of positive behaviour we want from our pupils. It reinforces our belief in the value of every member of our school community. Pupils will be rewarded for good conduct and positive behaviours in their lessons and when moving around the school, for kindness to other pupils and adults and for efforts in their learning. Teachers and support staff will reward the effort put into a piece of work rather than the presentation of the end product. Strategies which might work for one pupil will not necessarily do so with others, so rewards will be tailored to the individual needs of the pupil. Rewards will also be an integral part of each pupil's behaviour management plan which is drawn up in negotiation with the pupil, school staff and parents/carers.

We encourage good behaviour by:

- Making our expectations clear
- Praising pupils when they have behaved well, achieve their behaviour targets or set a good example to others.
- Letting parents know how well they are doing.
- Awarding primary-aged pupils stickers, smiley faces, certificates and other classroom-based incentives. Children collect pips for their apples with the intention earning three apples over the course of the academic year gaining rewards as they progress.

- Awarding secondary aged pupils merits towards earning bronze, silver, gold, platinum and superstar certificates.
- Giving the children responsible and interesting jobs to develop a sense of responsibility and increased self esteem and awarding badges to those who are judged to be positive role models and ambassadors of the school.
- Providing a choice of preferred activities as rewards for achieving targets.
- Whole group visits to the theatre or other local places of interest.
- Letters home are seen to be an important recognition of a pupil's achievements and a way of strengthening the home school partnership.

Sanctions

We expect that pupils of all ages will mask their true needs by disruptive behaviours such as testing out, attention seeking, mood swings, destruction of their work and withdrawal. We will deal with all incidents of misbehaviour in a consistent way. Staff will be asked to ascertain the antecedents, the behaviour and the consequences before implementing a sanction.

In the primary setting, this may result in the pupil having time out, missing activities such as swimming or outdoor pursuits or asking the pupils' parents to come in and help resolve any breaches of behaviour. Pupils who do not co-operate and miss learning time may, if appropriate be asked to make up time by missing break or playtimes. Staff will be required to complete a record of incident which will be added to the pupil's file for future reference.

In the secondary setting, situations which might result in sanctions being applied are:

- Poor attitude to own learning and disruption of learning for others
- Persistent inappropriate use of language
- Poor punctuality
- Bullying
- Inappropriate use of mobile phone/small electronic devices
- Non compliance with safety rules

Sanctions for KS3 & KS4 will involve individual teachers setting an initial detention (giving parents 24 hour notice), double detention, a period of reflection and seclusion, internal exclusion/disrupted timetable and other strategies to avoid a fixed-term exclusion.

Use of the seclusion room will be time-limited, in order to maintain maximum effect and will only be administered by a member of the Leadership team if it is felt that a period of time-out is needed following:

- Continued/persistent disobedience
- Serious infringement of the school's uniform policy
- Vandalism
- Bringing the school into disrepute in the local community
- Unacceptable attitude

Examples of more serious incidents in both the primary and secondary settings which might result in a fixed term or permanent exclusion might involve:

- Persistently speaking inappropriately to a member of staff and refusal to abide by the rules of the school
- Repetition of incidents which are of a bullying nature
- Physical assault or threat of violence to other pupils or staff
- Persistent racism, sexism, homophobic or other discriminatory behaviour.
- Theft
- Bringing weapons or other dangerous objects into school, or using a weapon at school or in transit.
- Vandalism to school property
- Inappropriate behaviour outside school buildings out of school hours
- Drug related incidents

We will treat all children fairly, following the consequences logically, and take account of individual children's needs. We identify vulnerable children in advance and use SEN processes to identify barriers that may make it difficult for them to follow and understand particular school rules and routines. We plan how to overcome these barriers working with all staff and the parents of the pupil. Pupils start each day with a clean slate, removed regardless of the previous day's behaviour and consequences.

Raising Self-esteem

At our school we realise the part that self-esteem plays in the child's health and emotional well being. Staff will therefore undertake activities which enable children to recognise their successes in whatever part of the curriculum they occur. All contributions to the life of the class are recognised. Pupils are encouraged to take on responsibilities and to look after and consider the needs of younger children. Younger children are encouraged to listen to and consider the views of others by taking part in Circle Time, Parachute Games, Target Review Time etc.

Extra opportunities will be made available to older pupils in KS 3 & 4 who behave in a positive manner, demonstrate excellent behaviour and are excellent ambassadors for the school in attendance, punctuality and attitude for learning. All of these are required in order for a pupil to qualify for a school trip or represent the school in partnership and network activities.

Physical Intervention/Restraint

Physical Intervention and restraint will only be used if all else has failed. School staff will have used all the behaviour management strategies in place to diffuse escalating behaviours. However when a pupil's behaviour escalates to a level of violence that causes risk to the safety of other pupils and staff, positive handling and restraint may need to be used. It is considered that positive handling of pupils of any age will only normally be necessary in a very small number of incidents. The most appropriate form of positive handling will be used with the minimum physical contact.

Physical intervention can be defined as follows:

1. The use of force - Challenging Behaviour

In the context of challenging behaviour, physical intervention is the positive use of “reasonable force” (no more force than is needed) in order to avert the danger by deflecting a child or young person’s action, or by removing the physical object which could be used to harm themselves or others. Force is usually used to control or restrain. Control means either passive contact (standing between pupils) or restraint (physically holding in order to bring a pupil under control). The use of force is only lawful if its use is reasonable, proportionate, and necessary: where no more force than is necessary is used.

2. Physical Intervention: The use of force - as an integral part of a child’s or young adult’s daily physical management care.

The use of force in this instance should always be defined by specific individualised programmes or care plans. However it should be noted that any use of physical intervention would be as a last resort, as the school works hard to engender an ethos of mutual respect. Our priority is to be proactive and to use early intervention strategies to defuse situations before they escalate. The particular needs, age and stage of development of any pupil would be taken into account before any such action was taken. School staff will be trained in how to use physical intervention to control or restrain a pupil using minimal reasonable force.

Monitoring and Review of this Policy

The monitoring of the Behaviour Policy will be considered at two levels.

The first level will involve everyone; adults and pupils in the school, taking ownership of this policy and recognising when people’s rights are not being considered. Pupil perception interviews will be used to ascertain their assessment of the effectiveness, strengths and areas for improvement in practice and policy.

The second level is the monitoring undertaken by the Senior Leadership Team to ensure that there is a consistency of approach to managing behaviour and that strategies used are shared with the child’s home school as part of the re-integration process.

ASPIRE ACADEMY

RECORD OF SERIOUS INCIDENT/ABC

This form should be used to record details of any incident deemed serious or involving any use of physical restraint. It should also be used to record serious incidents which could result in a fixed term or permanent exclusion.

Antecedent: What led up to the incident? Include information about others involved, witnesses, the setting and the time of the incident.

Behaviour: What happened?

Consequence: How was the incident resolved?

Please continue overleaf:

Please indicate if not already recorded:

- Have parents been informed? If so by whom and when?

- Has the pupil been checked for injury?

- Have any injuries required first aid and a record made of any treatments needed?

- Have any injuries to staff been recorded in the Injury at Work accident book,

- If necessary have the police been contacted? If so by whom?

Please record any other relevant information below:

Name of person completing this record:

Date:

Signature

This record should be copied to the Headteacher and a copy placed in the pupil's file.

ASPIRE ACADEMY**ATTENDANCE & PUNCTUALITY POLICY****1. Introduction**

This policy should be read in conjunction with our vision and other policies. We believe there is a strong link between attendance and attainment and that all children have an entitlement to a good education and this is only possible if they attend the academy except in exceptional circumstances. Furthermore we strongly believe that positive behaviour and attendance are essential foundations for a creative and effective teaching and learning environment.

2. Purposes

- 2.1** To encourage, support and reward high levels of attendance.
- 2.2** To promote excellent communication between the academy and parent carers about attendance.
- 2.3** To regularly update pupils, staff, parents and governors about attendance related issues.
- 2.4** To meet the Academy's targets on attendance.

3. School Attendance and the Law

- 3.1** Under the 1996 Education Act, parents and carers are responsible for ensuring their children attend school regularly and punctually. Failure to do so could result in legal action being taken against them.
- 3.2** The register is a legal document and schools and academies must, under the Education (Pupil Registration) Regulations 2006 take a register at the start of the morning session, and again during the afternoon session. Since September 2006, schools have been required to use statutory registration codes.
- 3.3** Under the Education (Pupil Registration) Regulations 2006, only the Academy (and not parents/carers) can authorise an absence. Where the reason for a pupil's absence cannot be established at the time the register is taken, that absence shall be recorded as unauthorised. If a reason for absence is provided by the parent/carer, the Academy may decide to grant leave of absence which must be recorded as authorised using the appropriate national code.
- 3.4** Time off for a family holiday is not a legal right, although the Academy has the discretion to allow up to 10 days absence, taken

on one occasion, within an academic year. Such absences should be for exceptional circumstances which do not include cost or availability of holidays, parental working patterns, birthday and other family celebrations and appointments for opticians and alike which should be made in out of Academy time. Applications for a leave of absence for holiday must be made in advance in accordance with academy procedures. If a holiday is taken without prior permission from the academy, or where the request for leave was not agreed, the absence will be recorded as unauthorised. This may result in legal action being taken against the parent/carer.

4. Roles Responsibilities and Procedures

4.1 Academy

It is the responsibility of all staff to set good personal examples of attendance and punctuality. To ensure students achieve and maintain excellent attendance staff must;

- Promote regular attendance and punctuality.
- Record attendance of pupils in registers (electronically if available).
- Morning registration opens at 8.40 am and closes at 9.00 am. (All pupils)
- Afternoon registration opens at 12.45 pm and closes at 1.05 pm.(All pupils)
- Carry out class registration and follow up absences from lessons
- If a parent/carer has not contacted us on the first day their child is absent we will contact them using their home details.
- The head teacher is responsible for considering authorisation of a child's absence. This will only be done in exceptional circumstances. The definition of exceptional circumstances, see 2.4 above, is at the head teacher's discretion using guidance from Education Welfare.
- Praise and reward good and improved attendance.

4.2 Pupils

Pupils fulfil their responsibilities by:

- Doing their best to have good attendance and punctuality
- Answering the register clearly during registration times
- Ensuring they move quickly to the classroom at change of lessons and at the end of break times.
- Bring and hand in an absence note if they have been away from the Academy.
- Work collaboratively and co-operatively with the Academy, other agencies and their parents and carers to resolve any attendance or punctuality issues.

4.3 Parents/Carers

Parent/Carers fulfil their responsibilities by:

1. Understanding that it is their legal responsibility to ensure that their children attend the Academy punctually and on a regular basis unless there is an acceptable reason and see themselves as partners in the education of their children. Good attendance is broadly seen as less than 5% absence except for exceptional circumstances.
2. Only the Academy, within the context of the law, can approve absence, NOT parents (as laid down in the guidelines of the DFES).

Parents **must** understand that the only reasons for authorised absence are the following:-

- illness
- being prevented from attending the Academy by any unavoidable cause
- as a result of a religious observance by pupil's parents – must be requested in writing to the Principal prior to event
- medical and dental appointments (a whole day's absence is not acceptable and parents should aim to arrange such appointments so as to minimise disruption to the Academy day)
- family bereavement
- job interviews
- exclusion
- to participate in approved public performances

Pupils with attendance which falls below the Academy target of 95% for no good reason will not be permitted to participate in additional events and provision.

Please note: annual family holidays should not be taken in term time and **will not be authorised.**

3. The following absences will be considered "approved educational activity".
 - work experience
 - off site educational tuition
 - trips and visits
4. Telephone the Academy Office and leave a message on the first day of a pupil's absence and keep in regular contact with the Academy while their child is absent.
5. Work closely with the Academy staff in the instance of truancy from lessons, in order to discover the reason(s) why and work to ensure that this does not happen again.

6. Not condone their child's absence from the Academy unless there is a legitimate reason.
7. Provide a medical certificate to support absence from the Academy if the Academy requires one.
8. Request, fill in and return a Leave of Absence form at least 4 weeks in advance of taking an unavoidable Leave of Absence during term time in order to seek the relevant permission. This leave of absence may be marked as unauthorised at the academy's discretion.

4.4. HEC Educational Welfare Service (EWS)

HEC EWS supports families and the Academy and fulfils their statutory responsibilities by:

- Working locally with other statutory and non statutory agencies;
- Carrying out statutory duties on behalf of the Local Authority to ensure parents/carers fulfil their legal requirements in relation to Academy attendance.

The Academy may refer a pupil to EWS where attendance remains a concern following intervention. The EWS will work with pupils and families to address attendance issues. However, if attendance fails to improve, legal action may be taken against parents/carers.

5. Attendance Targets

Attainment is strongly linked to attendance and research has shown that if pupils are to achieve their full potential they must attend the Academy regularly. To this end pupils will be given an attendance target and supported with strategies to help them achieve their individual target which will contribute to the collective one set for the Academy by the Governing Body.

6. Review of the Policy

Our Attendance Policy will be reviewed in line with our policy review plan or at an earlier date if needed.

ASPIRE ACADEMY

ALTERNATIVE PROVISION FREE SCHOOL DRAFT REFERRAL/COMMISSIONING PROCESS

The following process will apply to all categories of referral/commissioning. However, it is recognised that in the case of some permanent exclusions and some Hard to Place pupils, either the necessary information may not be available or time constraints may not allow.

Referrers/Commissioners need to consider the likely category of referral and where there is doubt contact _____ to discuss.

LEVEL ONE

- (a) Referral for a one off serious incident which would normally lead to a permanent exclusion but which the school/academy wishes (for whatever reasons) not to enact.**

The pupil would not normally be expected to return to the referring/commissioning school/academy. Depending upon age of pupil at referral, parenting issues and progress over time, an effort to re-integrate this pupil back into mainstream may take place at a suitable point.

Full transfer of roll to ASPIRE Academy.

- (b) Referral for an actual permanent exclusion.**

Depending upon age of pupil at referral/commissioning an effort to re-integrate this pupil back into mainstream may take place at a suitable point.

Full transfer of roll to ASPIRE Academy.

- (c) Referral of Hard to Place pupils.**

These will be referred/commissioned by the Local Authority. In the majority of cases, a place in a mainstream school has not and will not prove possible or in the interests of the CYP. The expectation is that a place at our Academy will be long-term

Fully placed on roll of ASPIRE Academy.

LEVEL TWO

- (a) Referral for behaviour which is leading to the use of repeat Fixed Term Exclusions and placing the pupil at risk of permanent exclusion. In the case of KS1 – 3 pupils, generally such referrals will be for 1 or 2 terms in the first instance. For KS4 pupils, these are likely to be permanent referrals.

For KS1–3 re-integration to original or new mainstream will always be the aim.

Dual roll or full transfer of roll to ASPIRE Academy.

- (b) Referral for whatever reason, of a pupil who is not engaging in their education and not achieving and for whom this has been the case for some time. These referrals will likely span a wide variety of individual circumstances. With young CYP, progress over a term or more may be sufficient to allow an effort at re-integration to original or new mainstream.

Dual roll or full transfer of roll to ASPIRE Academy.

LEVEL THREE

Referral for part-time provision. This is likely to be time limited to one or two terms for KS1 – 3 pupils but could be a permanent arrangement for KS4.

Dual roll.

LEVEL FOUR

Referral to the Academy's Outreach team for support to assess needs of a CYP in the school setting and offer advice and support on appropriate strategies for the school to use.

In addition, the Academy will offer training and consultancy support packages to schools/academies covering all topics relating to best practice in Behaviour Management on a whole school, specific group or individual basis.

BASIC REFERRAL/COMMISSIONING INFORMATION

Referrer's Name (if school/academy state of establishment)	
Date of Referral	
Contact telephone number	
Contact E-mail address	
Pupil's Surname	
Forename(s)	
Date of Birth	
Year Group	
Ethnicity	
Language spoken at home	
Entitled to Free School Meals	
Unique Pupil Number (UPN)	
Parent(s)/Carer(s) name and address	
Parent(s)/Carer(s) contact details (tel & email if possible)	
If parent(s)/Carer(s) live at separate	

addresses please give alternative contact address, telephone number and email if possible	
Is the pupil Looked After?	
Is the pupil on the At Risk register?	
Is the pupil statemented? (If Yes, attach copy of statement & most recent review)	
SA+ or Statement? (please state) Is pupil on SA+ or SA? If statemented, please give details of current provision If so, for what Category of Need	Please click to select from list
For pupils who are statemented - Please confirm that this referral has been discussed with the LA's Statutory Assessment Service	
Has a Common Assessment Framework (CAF) been undertaken for this pupil? If Yes, state - whether single agency referral and to whom - whether a multi-agency MAAG referral	
Are there any other agencies involved? Please include contact details If so, please provide name of agencies and contact details	
Is there any key medical information	

on the pupil we need to be aware of? If yes, but give brief description	
Level of referral requested	
Reason for Referral and Summary of Situation	
What does the referrer/commissioner hope to gain from the Referral?	
Detailed reason for referral/commission and summary of pupil's situation	

Please ensure that as many as possible of the following items are attached to the referral

Appendix A – Risk assessment sheet	<input type="checkbox"/>
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Appendix B – Strategies/Interventions previously used	<input type="checkbox"/>
Attendance record print off – please supply for all years on roll	<input type="checkbox"/>
Record of exclusions print off or listing with frequency, number of days & reasons	<input type="checkbox"/>
Academic Record print off or use Appendix C	<input type="checkbox"/>
Latest PSP, IEP, PEP etc – please attach	<input type="checkbox"/>
CAF – please attach	<input type="checkbox"/>

Appendix A

Risk Assessment: Health and Safety.

Assessing the risk to Health and Safety	Never	Occasionally	Frequently
Has the pupil been known to threaten other pupils?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil been known to use sexually offensive or threatening language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil been known to assault another young person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil been known to threaten staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil been known to assault an adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did any assault(s) lead to actual bodily harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the assault(s) use weapons/objects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the assault(s) lead to medical treatment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has any child or adult had time off as a result of assaults/threats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil been known to damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil committed any criminal offence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has there been any police involvement in previous incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil been known to do him/herself physical harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil had to be physically restrained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the pupil made any allegations against members of staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the parent/guardian made any allegations against and members of staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your professional opinion does this pupil present a significant risk?
If so, summarise your concerns referring to available evidence.

Appendix B

Strategies/input used (Tick if tried)

Date Used	Strategies – for example	Tried	Successful	Partially Successful	Not Successful
	Target setting using: Support card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self monitoring card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher/TA recorded feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Daily mentoring with key worker checking targets, successes and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Weekly review with HOY/Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Frequent and regular contact with home and negotiated rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CAF completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of information gathering e.g. BIGs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with staff to plan strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social skills/emotional literacy group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of Time Out card and named person and Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Clear boundaries and consequences discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Successes acknowledged and rewarded consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Immediate and clear sanctions consistently applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date Used	Strategies	Tried	Successful	Partially Successful	Not Successful
	Alterations to timetable e.g. changes of group/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction/change in lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of LSU for support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Alternative programmes/providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Peer Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	- Buddy in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	- Circle of Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Peer Mentor (older student)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Targeted intervention for learning support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IEP/Provision Mapping shared with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of whole school system e.g. Analysis of tracking data from different lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(SIMS) – Successes and incidents – what is going well, where? Why? When?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of repair, restore and rebuild relationship after an incident/reintegration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of restorative justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Training/support needs identified and planned for staff/TAs for meeting needs of SEN student. Discussed with SLT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DDA etc checks in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Details of involvement of other agencies to be added				

Appendix C

Current Levels

Literacy:

Reading

Writing

Speaking

Numeracy:

Number

Using and Applying

Shape, Space and Measures

Science:

Behaviour:

End of year predicted levels in:

Literacy:

Reading

Writing

Speaking and Listening

Numeracy:

Number

Using and Applying

Shape, Space and Measures

Science:

Other Subjects:

Test Results and Teacher Assessments

End of Key Stage two test results:

English

Maths

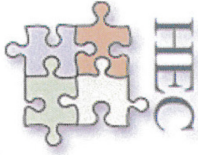
Science

End of Key Stage three teacher assessments:

English

Maths

Science



HARLOW EDUCATION CONSORTIUM

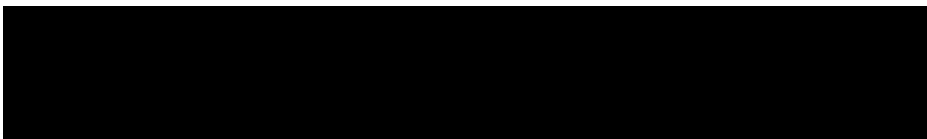
The Study Centre, Netteswellbury Farm, Harlow, Essex, CM18 6BW

HEC Office: 01279 446725
Email: info@hecuk.net

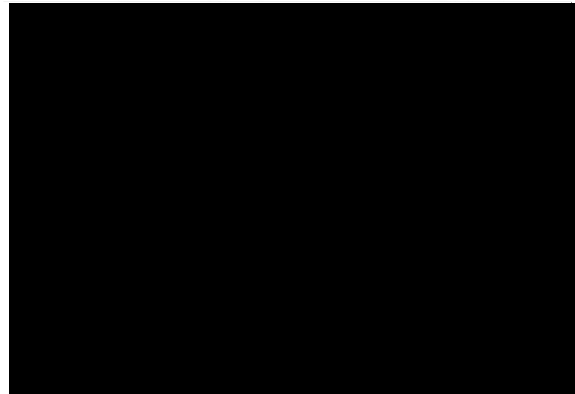
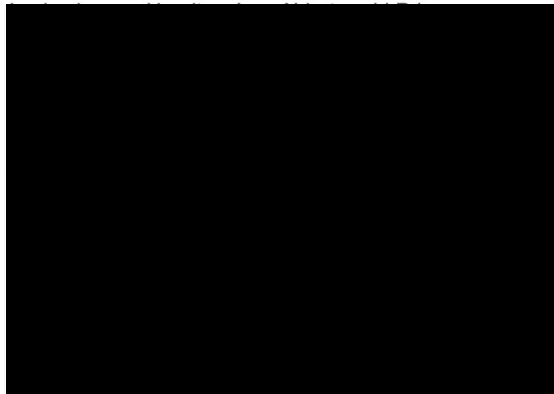
HEC Fax: 01279 421945
HEC Website: www.hecuk.net

20th December 2012

FROM: SECONDARY ACADEMIES



FROM: PRIMARY SCHOOLS AND ACADEMIES



FROM: HARLOW FIELDS SPECIAL SCHOOL AND COLLEGE

We give full support to the application by HEC AP Ltd to establish an Alternative Provision Free School based in Harlow, to be known as ASPIRE Academy.

We want to see a significant improvement in the quality, range, choice and impact of Alternative Education provision available to us as commissioners.

Based on our present usage of Essex County Council's West Essex Children's Support Service Centre, the number of places we commission from the Harlow Education Consortium's present Secondary and Primary Alternative Education Programme, and the likely increase in our need to commission resulting from future demand, we envisage that by 2016/17 academic year we will collectively commission annually:-

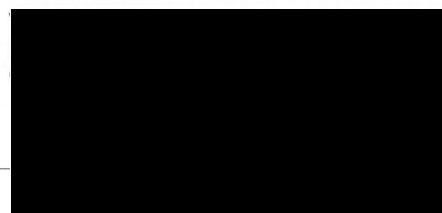
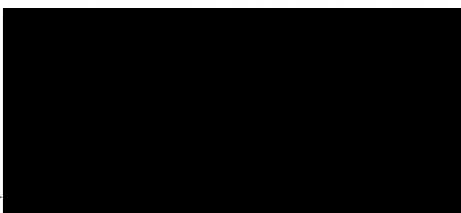
- ★ 50 fte KS4 places
- ★ 15 fte KS3 places
- ★ 12 fte KS2 places
- ★ 10 fte KS1 places

Based on present values, we would be willing to pay a top up fee of up to £8,000 p.a for a full time equivalent Secondary AP place and £6,500p.a. for a Primary AP place.

We firmly believe that an APFS run by HEC AP Ltd, as an Academy Trust, will have the capacity and capability to provide a high quality provision and this will result in significant improvements in the outcomes achieved by some of the most vulnerable and challenging children and young people in our schools. It will also enable us to better meet OFSTED standards in regard to quality AP.

Finally we would like to state our commitment both as individual institutions and collectively, to support the APFS not just by commissioning places but by supplying additional support and expertise (for example specific curriculum/subject support, access to specialist facilities, access to PE and Sport facilities and activities) to enhance the provision and to strengthen Governance & Leadership through the partnership of HEC AP Ltd and HEC Ltd.

Signed on behalf of all schools comprising the Harlow Education Consortium:-

A large black rectangular redaction box covering the signature of the first representative.A large black rectangular redaction box covering the signature of the second representative.

Schools, Children and Families Directorate
PO Box 47, County Hall
Chelmsford
Essex CM2 6WN

To: DfE Free Schools Division

Date: 19th December 2012
Your ref.

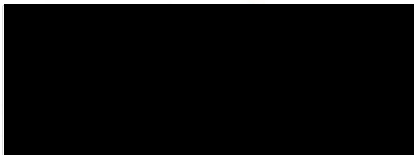
To whom it may concern

Confirmation of support for ASPIRE Academy

Essex County Council confirms that we support the ASPIRE Academy free school application in principle. We understand that ASPIRE Academy is both a full and part time alternative provision free school in Harlow that will provide education for children who are excluded from or at risk of exclusion from school or unable to attend school due to severe bullying; provision will also be made for pupils identified as hard to place on a commissioned basis where appropriate.

Essex County Council anticipates making up to ten referrals for full time equivalent (FTE) places to ASPIRE Academy in the first year (referrals will be made on the basis of permanent exclusions from schools in West Essex and pupils identified as hard to place where ASPIRE is the most appropriate provision for the needs of the pupil); all referrals will be dependent upon the successful development of the application as set out in the documentation supplied by the Harlow Education Consortium.

Yours faithfully,



Please reply to 
Telephone: 01245 436281
Internet: www.essex.gov.uk
Email: 



ASPIRE ACADEMY

PROPOSERS' CV'S, CAPACITY AND CAPABILITY





GOVERNORS' CV'S, CAPACITY AND CAPABILITY



[REDACTED]

[REDACTED]

CONSULTANTS' CV'S – CAPACITY AND CAPABILITY

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]



End of ASPIRE Academy Free School Application