The Aspire Free School Academy, Worcester

Free Schools in 2014

Application form

Alternative provision Free Schools

Section A: Applicant details

	Main contact for this application		
1	Name: ███████		
2.	Address: C/O Nunnery Wood High School Spetchley Road Worcester WR5 2LT		
3.	Email address: ███████		
4.	Telephone number: 01905 363671		
	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.		☐ Yes X No
6.	If Yes, please provide more details: N/A		
7.	How you would describe your group:	☐ A parent/community group ☐ A teacher-led group ☐ An existing Free School sponsor ☐ An Academy chain X A federation or cluster of schools ☐ An existing provider ☐ A state maintained school/Academy ☐ Something else	
8.	If 'Something else', please provide more details: N/A		
9.	Is your group seeking to open more than one Free School in this round?		☐ Yes X No
10.	If Yes, please provide more details: N/A		
11.	In addition to any support/advice from the New Schools Network, did you put this application together with		☐ Yes X No

	support from another company or organisation?
12.	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: N/A

Details of company limited by guarantee

13.	Company name: Aspire Free School Academy Trust
14.	Company address: South Worcestershire Network C/O Nunnery Wood High School Spetchley Road Worcester WR5 2LT
15.	Company registration number and date it was incorporated: 8330636 Incorporated 13th December 2012
16.	Does the company run any existing schools, including any Free Schools?
17.	If Yes, please provide details: N/A

Item 16 answer: ☐ Yes   x No

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: 6
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ████████
	2. Name: ████████
	3. Name: ██████

	4. **Name:** ▓▓▓▓▓
	5. **Name** : ▓▓▓▓▓
	6. **Name**: ▓▓▓▓▓

Company directors
Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ▓▓▓▓▓
	2. Name: ▓▓▓▓▓
	3. Name: ▓▓▓▓▓
	4. Name: ▓▓▓▓▓
	5. Name: ▓▓▓▓▓
	6. Name: ▓▓▓▓▓ – ▓▓▓▓▓
21.	Please provide the name of the proposed chair of the governing body, if known: Not yet agreed.

Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.	X Yes ☐ No

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23.	If Yes, please provide the following information about each organisation: • WRFC Trading Ltd • Companies House number 03160145 • The role that it is envisaged they will play in relation to the Free School. Owners of the proposed academy site • Premiership Rugby Ltd • Companies House number 03096937 • Role - none	
24.	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): N/A	
Existing Providers		
25.	Is your organisation an existing provider wishing to convert to a Free School?	☐ Yes X No
25.	If so, is your organisation registered as an independent school? An organisation should be registered as an independent school if it provides full time education for: 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.	☐ Yes X No
26.	Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?	☐ Yes X No
27.	Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?	☐ Yes X No
28.	If Yes to any of the above questions, please provide your six digit unique reference number	N/A

	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:	N/A
30.	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: 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): N/A	
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: N/A	
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: The Aspire Free School Academy Trust has been formed specifically for the purpose of developing the proposed Free School and associated education programmes.	

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

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.
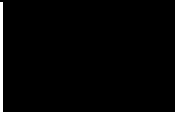
Signed:

Position: ▮▮▮▮▮▮▮

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:	September 2014
3.	Proposed age range of the school:	☐ 4-11 ☐ 4-16 ☐ 4-19 X 11-16 ☐ 14-19 ☐ Other If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	☐ Children with long term illnesses X Children with behavioural issues X Excluded children X Severely bullied children X Teenage mothers ☐ Other (please specify below) If Other, please specify:
5.	Proposed number of pupils when at full capacity:	Full time (FT): 62 Part time (PT): 128 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:	2018

7.	Will your proposed school be:	☐ Boys only ☐ Girls only X Mixed
8.	Will your proposed school include boarding? ☐ Yes X 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. ☐ Yes X No	
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	N/A
11.	If you have a preferred site, please give details, including the post code:	███████ Hindlip Worcester ███████
12.	Please tell us how you found this site:	We undertook local research into sites that matched our selection criteria and this site was clearly the best suited for our purposes.
13.	Is the site:	x a private building? ☐ a public/government building? ☐ don't know?
14.	If you have **not** identified a site yet, please tell us the postcode of your preferred location:	N/A

15.	Local authority area in which the proposed school would be situated:	Worcestershire
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Herefordshire
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. N/A	

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.

The motivation and context for establishing the Aspire Academy Alternative Provision Free School

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

We believe that establishing the Academy will allow us to extend the depth and breadth of Alternative Provision in our geographical area to better meet the needs of young people and increase their educational outcomes and life chances. It will allow us to make long term investments in improving the wellbeing of our learners and further develop our academic and vocational offer for students on the exclusion spectrum.

We are proposing to establish Aspire Academy (the Academy) to meet a clearly established need for high quality Alternative Education in the Worcester City, Wychavon and Malvern Hills areas. There is a clear under provision of places for young people on the exclusion spectrum and an evidenced demand for this provision from schools and parents. The Academy will directly improve the aspirations, outcomes and life destinations of young people from our local communities and from our feeder schools.

Rationale for the Aspire Academy

Worcestershire has a slightly higher percentage of secondary students classified SEN and BESFD when compared with the West Midlands as a whole and a slightly higher percentage of SEN students than the national average. This demand is underpinned by the characteristics of the student population in Worcester City and South Worcestershire, which shows a large population of students on the exclusion spectrum, or at risk of joining this cohort.

Characteristic (Jan 2012 Census)	Number of pupils	% of total student population
less than 90% attendance	646	5.02%
Fixed term exclusions	437	3.4%
School Action	1,428	11.1%
School Action +	1,338	10.4%
Statements	437	3.4%
Non White British	1055	8.2%
LAC	102	0.8%
FSM	2,431	18.9%
Gypsy, Roma, Traveller	64	0.5%

This data must be contrasted with the current capacity to effectively support this broad spectrum of students who are on, or in danger of becoming part of the exclusion spectrum. As can be seen in the table below there is an extremely large under provision in places for this population in Worcester City and South Worcestershire, where the current capacity is less than 50% of the other local authority districts.

Short Stay School Capacity in Worcestershire

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District	KS3/KS4 Capacity	Total KS3/4 population
NW Worcestershire - Forest Oak	50-60	6,310
NE Worcestershire – Forge	50-60	5,198
Worcester City and S. Worcestershire - Newbridge	50-60	12,866

There is more detail on this demand in Section E of this response. We believe that the statistical evidence for this demand is overwhelming and that there is clear a and evidenced demand from the Academy feeder schools. The table below shows the demand for places predicted by our feeder schools.

Predicted Demand for Places at the Aspire Academy from Feeder Schools

	FT Year 1	2	3	4	FTE Year 1	2	3	4
Tudor Grange	10	8	8	9	9	8	8	8
Droitwich	8	8	8	9	6	7	8	8
Evesham High	5	5	5	5	6	5	5	6
Pershore	4	4	5	6	7	5	5	6
Riversides	/	/	/	/	/	/	/	/
The Chantry	4	4	5	6	3	4	4	5
Nunnery Wood	4	4	5	6	3	3	4	4
Bishop Perowne C of E	2	2	2	2	2	2	2	2
The Chase	2	2	2	2	3	2	2	2
Dyson Perrins	6	5	6	6	5	5	6	6
Hanley Castle	3	3	3	3	0	3	3	3
Christopher Whitehead	3	6	6	6	0	6	6	6
Prince Henry's	2	2	2	2	0	2	2	2
Total	**53**	**53**	**57**	**62**	**44**	**52**	**55**	**58**

This demand is further reinforced by the lack of quality alternative provision in the area. The present situation, where excluded pupils and those with behavioural issues are referred to the local authority run Newbridge short stay school is not proving to be satisfactory. The school is currently in special measures and there is little confidence amongst members of the Aspire Trust that it represents either the best solution for the young people in their charge or value for money for the public purse.

A summary of the most recent Ofsted report for the school undertaken on 25th and 26th April 2012 follows:
Inspection report: Newbridge Short Stay Secondary School, 25–26 April 2012
Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Overall effectiveness 4:   Achievement of pupils 4:   Quality of teaching 4
Behaviour and safety of pupils 4: Leadership and management 4

MISSION

Our Alternative Provision Free School will be committed to working with young people from our consortium of schools with emotional and social needs who are identified as being on the exclusion spectrum, *and to proactively target and improve their academic achievements and rate of positive post-16 destinations*. We know and understand our future student body and will

be supporting young people with multiple barriers to education and work; with health, behavioural, educational and psychological problems and young people from dysfunctional families who often lead chaotic lifestyles. We will work directly with these young people, their families and our consortium of schools. We will engage support from our existing comprehensive network of partners in education, training, health, benefits and the judicial system to support our students in becoming active citizens, exercising choices in their lives and taking a full part in society.

OUR MISSION STATEMENT
Increased participation – improved retention - higher standards
The Aspire Academy will provide a high quality learning entitlement and a challenging and interesting education for all young people who can benefit from the learning experience provided. We will engage more learners, improve their academic successes and their life chances and extend our reach into the local community. Our commitment to our partnership schools and our wider community engagement ensures that we will add value and minimise duplication.

OUR VISION

We are passionate about our work with young people and local schools already provide a comprehensive, inclusive and successful 11-19 education service in Worcester City, Wychavon and the Malvern Hills. With the Academy we want to extend the ambitions and breadth and depth of this service. Our structured vocational and academic curriculum, our comprehensive pastoral support and our extensive post-16 links will improve the quantity and quality of educational, employment and life skills outcomes for our targeted students.

ADDED VALUE: LINKS WITH THE ████████
The preferred site for the Aspire Academy is at the ████████ in Sixways, Worcester. ████████ The Foundation will be an active supporter and partner of the Aspire Academy

Our Vision for the Aspire Academy has widespread support
The new Academy will be wholly integrated into the local educational infrastructure, drawing on support and access to shared services and shared curriculum opportunities such as GCSE tuition. Too often Alternative Education provision has been outside of mainstream planning considerations and regarded as a Local Authority problem. We will change this situation. All the feeder secondary schools within South Worcestershire fully support the establishment of the Academy, accept their responsibility to make it a success and work to improve the outcomes and destinations of each student. We have also garnered support from the local authority and our community and business partners. This wide ranging cross community accountability offers an effective platform to move the school forward.

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

Context – Our Vision includes a distinctive ethos.
Our distinctive approach to Alternative Provision is firmly based on addressing the personal,

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

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

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

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

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

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

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

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

As Dr Howard Williamson commented in Children and Young People Now (July 2008):

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

certainly professionals.

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

In their recommendations for action the Teesside researchers concluded that:

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

- The strong government emphasis on equivalence of 'performance' in Qualifications undermine the importance of recognising individual 'achievement'. Therefore, Government should give more attention to alternative methods of learning in relation to the formal educational system.

Our curriculum and our distinctive approach to Alternative Provision is based on the findings of these and many other studies published over recent years together with our own growing portfolio of evidence and experience of enabling young people to achieve success in education when they had given up and been given up on by the system. Our approach works with young people pre-16 to ensure that they maximise their life chances and minimise the risk of becoming NEET.

VISION

We will achieve our Vision by creating a superb learning environment, promoting local accountability and challenging our Team to improve the outcomes for our students. Partnership working across South Worcestershire schools proves that more can be accomplished together than in isolation. We will transform the learning experience and outcomes for young people on the exclusion spectrum across our institutions and in our communities by:

- *Using ICT, the best research-based pedagogy and 21st Century design to add new dimensions as to how, when and where people learn.*
- *Raising aspirations and achievement levels for our students and equipping them to take a full part in modern civic society.*
- *Re-connecting the broken links in low aspirational communities between education, training and personal advancement.*
- *Developing a new collaborative infrastructure for Alternative Provision through the Aspire Trust including collective curriculum planning, targeted resource management and procurement, and shared data and management systems.*

CURRICULUM OFFER

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

Young people are empowered by this curriculum approach and develop a sense of ownership of their learning. This is highly motivating and is further enhanced by the sense of achievement when students gain accreditation for learning in the activities in which they are involved. Learning provision is personalised around the needs of individual students and they will be supported to choose a learning programme which matches their motivation, interest and personal learning style.

Based on a forward thinking and successful Identity Capital curriculum model [see Section D for details] the Academy will build on the best practice, enthusiasm and track record of the Aspire partner schools in delivering high quality mainstream and Alternative Education provision. We already have well established and highly productive relationships with our partner secondary schools, with local FE Colleges and the University of Worcester. Our wider partnership network encompasses the Local Authority local support services, Work Based Learning Providers, Voluntary and Community sector organisations, regional colleges and individual employers and employer's organisations. Our objective is to increase capacity and extend and improve existing Alternative Education - working with and not competing against existing provision.

CONTEXT: THE ASPIRE ACADEMY CURRICULUM MODEL
The underlying philosophy, curriculum model and classroom practice that will be employed by the Aspire Academy is soundly based on existing good practice. The South Park Enterprise College in Scunthorpe, North Lincolnshire has been deploying and developing the Identity Capital curriculum model for many years and received excellent Ofsted inspections.

In our neighbouring districts of Hagley and Wyre Forest areas of Worcestershire the Continu Plus Trust successfully applied for Alternative Provision Free School status in the 2012 tendering round. The Continu Plus Academy will employ the Identity Capital curriculum model. We already have well established links with the Continu Plus Trust. We will build on this to develop a continuing dialogue and exchange to enable us to share best practice, iron out problems and develop the model for the benefit of our students.

RATIONALE FOR AGE RANGE

We are targeting the Academy to provide a quality Alternative Provision for young people 11-16 years old. We already have a staff complement within the 14 schools in the wider Aspire Trust partnership who are experienced in working with learners from the age of 11 to 19. To support this existing experience, and as part of the development of the Academy, we will put in place a comprehensive recruitment package to hire new dedicated staff. This includes job and role descriptions for qualified teachers and Learning Mentors qualified at Level 2 and 3 and will be supported by a comprehensive induction and training programme for new recruits.

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

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

ADDED VALUE
Worcester Early Intervention Programme
Recent research has shown that for every £1 invested in early intervention programmes £8.34 of social ROI is delivered. (Source National Centre for Excellence in Children's Services)
Some families experience difficulties which, if identified and nipped in the bud, can be prevented from escalating. Early Help gives families the opportunity to regain control of their circumstances without state support, or more formal 'interventions' such as Social Care. If 'Early Help' is not available, this can, in the worst cases, result in children's social and emotional development being irreparably impaired and lead to family breakdown.

We intend that our early intervention programme will be available for the Aspire feeder schools, providing a targeted school-based early intervention family support service to families living in the catchment area. This supports children who are showing signs of *emerging* emotional and/or behavioural difficulties that are *starting* to impact on home life, school experience and/or their personal development, particularly school attendance

The programme will be actively promoted in all local schools and the Headteachers and staff at

Parenting skills

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

Home/school Links

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

Swift and easy access to:

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

A similar service established in Wyre Forest (a neighbouring district) has delivered impressive results including:

- A 37% overall improvement in **attendance**
- Supporting **120 parents** to increase their engagement in their child's learning
- Supported **16 families** to access Family Learning and also supported **24 parents** to access employment (voluntary, part or full time), or training/qualifications, or other skills-based adult learning.

Supported **55 parents** to increase their level of involvement in school life:

- Joining PTA, voluntary support or working in school, parent supported to attend transition event etc.).

We have already talked to the local authority about running this service locally through the Aspire Academy Trust once it is fully established.

With the progressive extension of the school leaving age to 18 Free School status provides an

opportunity for the Academy to extend and integrate the Alternative Provision offer to provide a ladder of opportunity for excluded and marginalised young people from the age of 11 to 18. After the first year of operation we will undertake a systematic review of the feasibility of extending the Academy to embrace the full age range from 11 -18.

We describe our comprehensive curriculum and vocational education in detail in Section D, but we know from long experience that the traditional academic route in schools is not appropriate for many young people in this age range and that a more flexible, personalised and appropriate learning offer can actively support these young people in developing better life outcomes. Aspire schools will run common timetable models with 2 days of collaborative blocks allowing the Academy to extend the breadth and depth of the learning and qualifications available and in particular extend access to GCSEs and the whole suite of commissioned courses which will be brokered and quality assured through the Trust's structures.

CONTEXT: EXCLUSION & ACADEMIC ACHIEVEMENT

Excluded students have for too long been condemned to low academic achievement rates. At a National level only 1.4% of excluded young people achieve five A* to C grades including English and Maths, compared to 56% in mainstream schools (and 62.6% across South Worcestershire). One of the fundamental motivating factors for establishing an AP Free School in the Aspire family is to dramatically improve these achievement levels

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TARGETS FOR THE ASPIRE ACADEMY

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

ASPIRE ACADEMY TARGETS

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

We have explained in detail in Section D how we will achieve these targets.

Religious beliefs and Affiliations

There are three faith based schools locally, Blessed Edward Oldcorne Catholic College, Dyson Perrins C of E Sports Academy and Bishop Perowne Church of England College. However the Trust itself is non-denominational and the proposed AWD will not favour any particular religious belief or have any affiliation with a body or organisation other than the Aspire Trust.

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								
Key Stage 2								
Key Stage 3		22	22	22	22	22	22	22
Key Stage 4		75	83	90	98	98	98	98
16-19: commissioner referred								
16-19: pupil application								
Totals		97	105	112	120	120	120	120

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

Section D: Education plan – part 2

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

D.1 CURRICULUM PLAN

Curriculum Offer: Philosophy

As mentioned in the Educational Vision. Worcestershire has a slightly higher percentage of secondary students classified SEN and BESFD when compared with the West Midlands as a whole and a slightly higher percentage of SEN students than the national average {see Section E for more details]. Further, there is a 50%+ under capacity for students on the exclusion spectrum when compared with the rest of Worcestershire and our partner feeder schools have predicted that the demand for the services of the Academy will increase from 94 students in Year one to 120 students in Year four of the Academy operation.

To address this spectrum of need, to underpin the planned increase in the quality of provision and to ensure the improvements in achievement rates of students, we have designed the Academy to deliver an engaging, structured alternative curriculum. This will be delivered both within the Academy on a full-time and part-time basis and within our Aspire Academy partner schools on an outreach basis. Our fundamental objective is to prepare students for positive progression routes, integration back into mainstream education or into training or employment.
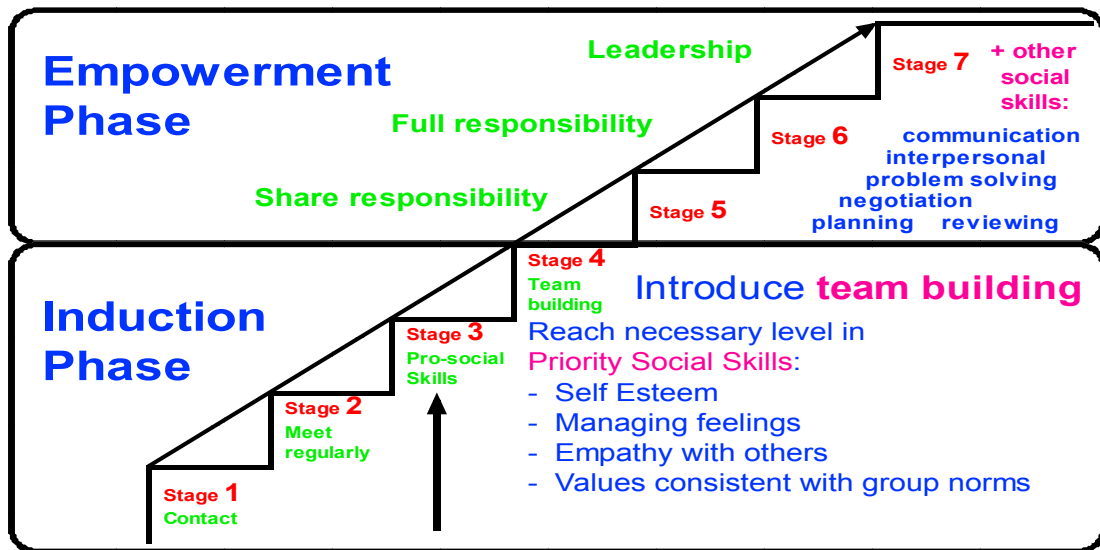
Our methodology is based on the principles of developing a student's 'Identity Capital' (Developed by Professor James Cote) through a learning pathway that starts with the motivational abilities of the young person (their interests), builds social capital (social skills), develops functional capital (enterprise literacy) and progresses to encompass human capital (qualifications).

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

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

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

Progression through the Curriculum Development Model

Empowerment Phase

Leadership

Full responsibility

Share responsibility

Stage **7** + other social skills:

communication
interpersonal
problem solving
negotiation
planning   reviewing

Stage **6**

Stage **5**

Stage **4**
Team building

Introduce **team building**

Induction Phase

Stage **3**
Pro-social Skills

Reach necessary level in
Priority Social Skills:
- Self Esteem
- Managing feelings
- Empathy with others
- Values consistent with group norms

Stage **2**
Meet regularly

Stage **1**
Contact

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

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

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

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

Students are continuously supported by teachers and Learning Mentors (ratio1:4), that will be trained by Aspire, to facilitate and support the learning of individual students via a wide range of motivating practical, vocational and issue based activities through which progression through the curriculum development model is encouraged.

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

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

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

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

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

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

This supports students in finding and taking up a wide range of positive outcomes. At all stages in the delivery of the Academy curriculum we will work with learners on potential destinations. This includes:
- Regular liaison with the referring school to look at opportunities for the learner to return to mainstream education Regular liaison with local FE colleges including site visits for learners.
- Work based learning providers. Attending open days/evenings, site visits to providers premises and meeting learners already on Foundation learning or Apprenticeship programs.
- Visits to employer workplaces to appreciate different job roles, sectors and the realities of the world of work
- Sheltered short-term work placement with vetted employers.

Pedagogy

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

The Council of Europe (2000) -

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

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

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

CASE STUDY: ███████

Our Definitions of Learning

The following definitions, principles and core values support and underpin our curriculum plan.

Formal Learning

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

Non – Formal Learning

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

Informal Learning

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

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

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

As a starting point for the delivery of this flexible and demanding curriculum our staff create an environment that:
- Provides a safe environment.
- Provides a sense of partnership and belonging.
- Provides someone to listen to them.
- Provides space for risk taking and personal discovery.
- Gives the students confidence.
- Engenders trust and acceptance of them as they are.
- Encourages them to explore and share feelings and hopes for the future.
- Helps them empathise with the experience of others.

- Recognises and explores the values they are living by.

Principles and Practice
The Academy will work from the premise that all young people have the potential to succeed given the right opportunities. The key to success is to provide:
- A fresh start.
- Empathetic and supportive staff.
- A structured vocational and activity focussed environment, which can develop:
  - A sense of belonging.
  - Experience of personal success for students.
- Empowerment: taking increasing responsibility for activities, learning, self and others.
- Personal development, including priority and other social skills and,
- purpose towards employment.

Core values underpinning our practice:

- The student is treated as an individual and is central to every aspect of the programme.
- Learning Mentors have a positive regard for their student and treat them with respect.
- Students are actively engaged as partners, conveying a sense of 'mutuality' about their work.
- Learning Mentors have high expectations concerning their students' achievements, coupled with realism and honesty.
- All mentors show a continuing commitment to high quality provision.
- The treatment of both students and mentors exemplifies good equal opportunities practice.

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

The Key Pillars of our approach

- In any form of learning, it is important to recognize that young people are **unique individuals** with different needs, interests, abilities and aspirations. Central to the implementation of this framework is a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
- Young People benefit from having a **Learning Mentor**, with whom they decide:
  - The nature of the project or activity through which they will learn
  - The combinations of outcomes they seek to achieve through it.
- The Learning Mentor is an adult with whom they can develop a significant 'attachment' acting as guide and assessor, the Learning Mentor adds

considerably to the value of the learning experience.

- Personal development is best directed and extended through relationships with others. It is for this reason that nearly all activities on the programme are group based.
- Underpinning the learning programme is a belief that experiential learning is the most appropriate method of acquiring and developing almost any personal skill, particularly for this group of learners.
- The belief that there is a virtuous circle of learning which, for so many students, has been conspicuous by its absence. The intention is to replace the downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem.

As explained in the Educational Vision and in the first part of this section we see the primary role of the Academy as equipping young people for progression into positive post-16 destinations, into FE, reintegration back into school or into Apprenticeships and employment. Further detail of our approach to post-16 destinations can be found in section D5.

CONTEXT

There is further support for the curriculum approach and vision being adopted by the Aspire Academy in the recent in depth publication by The National Foundation for Educational Research, 2012: *Approaches to supporting young people not in education, employment or training – a review.* The Executive Summary states:

Ongoing early intervention. It is important that early intervention strategies are sustained and continue throughout primary and secondary education to keep young people 'on track'. There should be careful and continuous monitoring of young people's attendance, behaviour and achievement patterns, and targeted support should be provided if problems are identified.

A varied and flexible curriculum that is focused on learner needs and styles, uses innovative and experiential teaching methods, offers a variety of qualifications and routes, and is relevant to the world of work.

IAG that is impartial, realistic, responsive, and available to all young people, but tailored to the specific needs of the individual. It should be delivered to young people at an earlier age than is currently the case (from at least year 9), by fully independent and impartial staff.

High-quality, sustained, one-to-one support, both academic and pastoral. Such support should be provided at key transition points when young people are more likely to become disengaged. Ideally, external professionals should be involved. A positive relationship with even one teacher or support worker can make a difference to how 'at risk' young people feel about school.

Parental involvement and support. Parents and families are a key influence on young people's decisions and it is important that schools support them and engage them in the interventions being used with their children.

Informal learning programmes are typically most beneficial for young people whose NEET status is not deeply entrenched, and who do not necessarily have substantial barriers to learning. They are most effective when they have flexible programme features (such as frequent start dates), offer young people a range of pathways, including good quality vocational options that have labour market currency, and incorporate excellent IAG. The use of individual action plans, or learner agreements, and the presence of a mentor are also important components.

Alternative provision is most typically offered to young people who fall within the 'sustained' NEET group. It is most effective when it is centred on the development of a positive trust relationship between a young person and an adult 'role model'. There needs to be a high ratio of staff to young people and a learning environment that is very different from formal schooling. Access to targeted support can be provided through brokerage and, in some cases, an outreach capacity is available for vulnerable young people. From a learning perspective, there needs to be good initial assessment with realistic, measurable and motivating targets properly tracked, and a focus upon basic skills and a mix of practical and theoretical

D2.   CURRICULUM OFFER: A BROAD AND BALANCED CURRICULUM

The Academy will offer a broad and balanced curriculum which meets the needs of our learners. This will embed the principles of the National Curriculum within a personal development and employability skills curriculum framework. We are aware of current developments vis-à-vis the proposed English Baccalaureate and will keep this under review.

Referrals

Although the referral process is referred to in detail in section E. we feel that it is important to include some background here to provide context to the rest of the section. This allows us to better understand the challenges and the cohort of students that the Academy will support. The Academy will benefit from a long established and well integrated links with the 4 core partner schools and their relationship with the other feeder schools. The Aspire Academy Trust core schools have a well tried and tested Referral Process and Admissions Policy is in place (see Section E of this Application for details). Within this framework the Academy will offer an open door policy to Aspire Trust organisations and to parents and carers to ensure all the students' needs are met. Within this Referral Process there are a number of circumstances and routes for students to be referred to the Academy. Currently a Potential Exclusion Protocol –*The SMART Programme* is in place that includes 5 comprehensive pathways that can be followed by students of varying ability and circumstances ranging from those who would benefit from a more vocational approach to those about to be excluded from mainstream education. This will form the basis of the initial policy of the Aspire Academy. However we will build on this policy to develop an Aspire Exclusion Panel. This will include members from each school and the local authority and will review all potential exclusion cases at the earliest possible stage and agree on the best intervention, including referral to the Academy.

Referrals to the Academy will come from the following sources:
- Referred to the Academy from the Aspire Exclusion Panel. This will have representatives of all Aspire Trust schools and the Local Authority. This includes:
  - Students permanently excluded from Aspire Trust and partner schools.
  - Planned non-exclusion KS3 & KS4 referrals from Aspire Trust and partner schools who will benefit from time spent in the Academy
- Emergency KS3 & KS4 referrals directly from Aspire Trust and partner schools to the Academy
- Referral from post-16 progression stakeholders to the Academy e.g. Apprenticeship Programmes, FE college, Employer for short or long interventions.

The key reasons for referrals will be that the student lacks social skills, emotional intelligence, numeracy and/or literacy and exhibit disruptive behaviour. For all young people that are referred to the Academy we will:
- Liaise closely with the referring institution to ensure that the background and context for the referral are fully understood.
- Invite the student and their parent/career to visit the Academy and discuss the

curriculum, identify any additional support which may be required and look around the facilities.
- Ensure that at end of the visit all induction documentation is completed and the parent/carer is provided with a brochure detailing essential information and details of how copies of relevant policies can be obtained.
- Fully update the students' records.

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

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

However, given the background, starting point and previous educational experience of this cohort, where none of the 36 permanently excluded students in the area gained 5 A*-C with English and Maths or gained 5 A*-C, we will offer a broad range of Life, Social and Vocational Skills development. This will provide a springboard in education, training and employment within which all students will follow a programme of English, Maths and ICT at Entry Level, Level 1 and Level 2. The following details the curriculum areas that will be offered by the Academy.

Curriculum Offer: Access to GCSEs and Core Skills

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

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

GCSEs will be offered to all students who can benefit from them and will be delivered by Teachers and Learning Mentors by:
- Embedding the teaching of Maths, English and ICT within all the learning activities of the Academy, including formal and non-formal learning situations.
- Providing access to small mixed ability classes teaching GCSE English, Maths and ICT within the school, available to those students who can benefit from this approach. This will be delivered by Academy staff where appropriate and also use experienced subject teachers from the 4 core and 11 associate partner schools.
- We will also offer outreach Maths and English within the classrooms of our partner schools. This would be the parent school of the student if that was appropriate, or the most appropriate setting for the ability of the student.

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

Curriculum Offer: Life and Social skills

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

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

> **CONTEXT: BITE SIZED QUALIFICATIONS**
> We understand and appreciate that there has been a great deal of debate and a certain amount of controversy around the subject of 'bite sized' awards. However, in our long experience of working with students on the exclusion spectrum we are convinced of the utility of offering a range of appropriate short-programme awards. These provide:
> - A ladder of achievement for Academy students
> - In many cases the first qualification that the student has ever achieved.
> - A necessary precursor to tackling more demanding awards such as GCSE.
> - For some students the only national recognition they will get in core subjects such as Maths and English.
>
> In many cases the framework for these awards will be embedded within a range of formal and non-formal learning activities within the personalised timetable of each student.

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

VOCATIONAL ACTIVITIES
Expressive Arts/Music
Hospitality
Catering
Construction
Motor Vehicle
Grounds Maintenance
Craft Skills
Equine Studies
Building Maintenance Skills
Hair Dressing
Conservation
Sport & Leisure
Outdoor Education
Health & Wellbeing

Curriculum Offer: Physical Activities

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

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

Curriculum Offer: Short Course Provision

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

SHORT COURSE AWARDS
- Youth Achievement Awards
- Activities Award
- Enterprise Award
- Environmental Award
- Experience Work Award
- Expressive Arts Award

- Adventure and Residential Award
- Aim Higher Award
- Citizenship Award
- Community Involvement and Volunteering Award
- Disability and Sports Awareness Award
- English Language Award
- Expressive Arts Award
- International Award
- Mathematics Award
- Peer Mentoring Award
- PSHE Award
- Sex and Relationships Education Award
- Sport and Fitness Award

Curriculum Offer: Induction, Assessment and Personalised Learning

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

Early work with referring school

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

Supporting Documentation

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

Liaison with parent/career and school

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

Assessment

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

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

learning activities and support is relevant to the needs of the individual student and to help tailor and customise the programme to meet their needs.

- This will be followed by a full diagnostic assessment of literacy, numeracy and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties/disabilities.
- An assessment of the student's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be
- A "Motivational Needs Analysis" for all students, aimed at identifying learning styles, key motivators/interests, key stressors and barriers to learning.
- All year 11 students at risk of NEET will complete a Risk of NEET Indicator (RONI) being the basis for targeting support post-16 allowing FE colleges and other post-16 providers to target support for the year 11 leavers when they start in September.
- Access, where necessary, to support for family intervention support through the local authority and Third Sector partners. This aims to provide a package of support to the family and supports the health and emotional well-being of the student and helps to inform the community partnership support of the arrangements needed.

ADDED VALUE: THE SMART PROGRAMME

As part of the existing Aspire Trust Consortium participating schools use a 5 part - pathway programme for identifying and supporting students who may not prosper in a traditional academic environment or who are on the exclusion spectrum. This wealth of exiting experience and good practice will form part of the legacy inherited by the Academy. The following outlines Pathway 2: The SMART Programme.
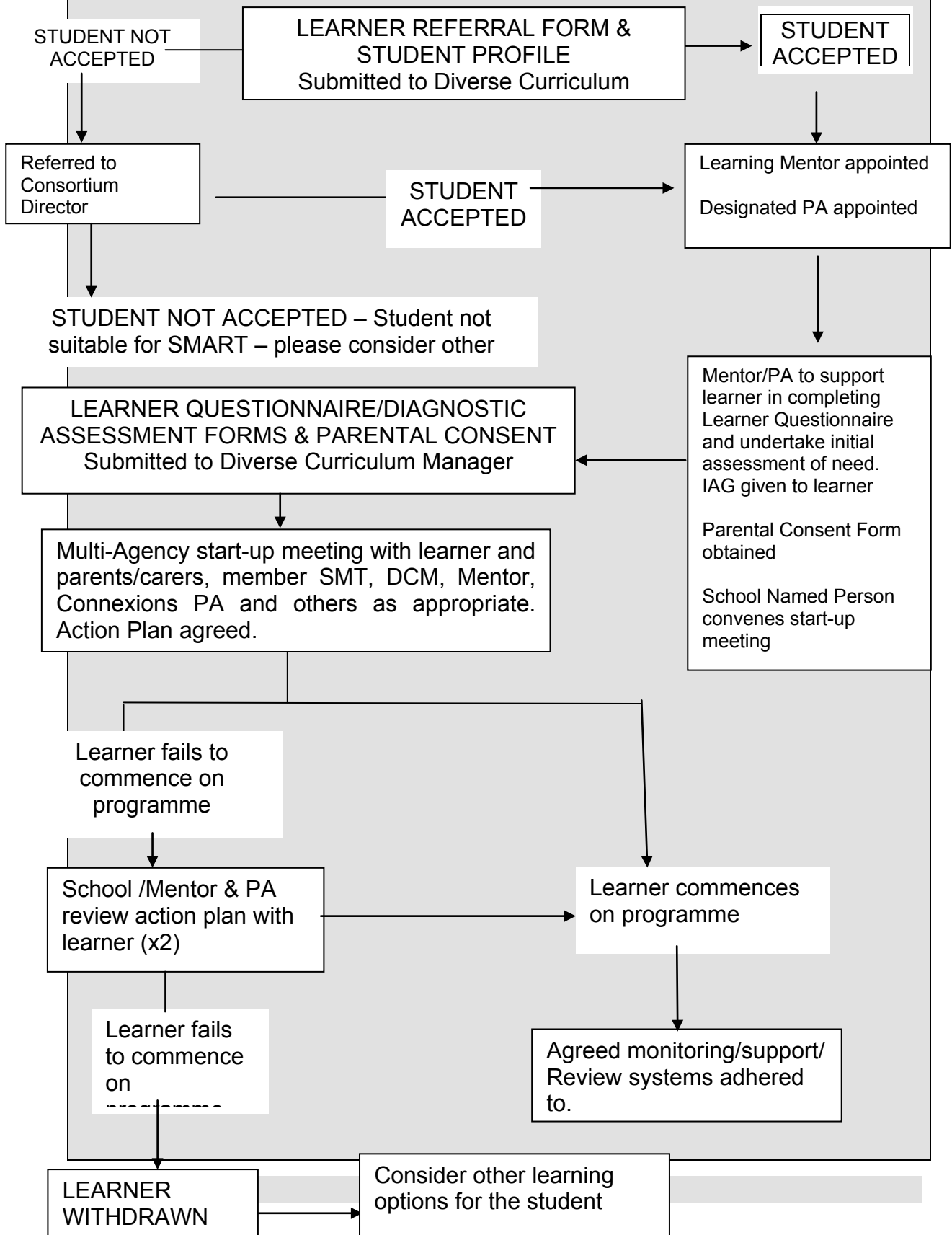
This student must meet at least one of the following criteria

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

Additional points to be completed:

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

Agreements pertaining to SMART Provision
The SMART referral pathway:

STUDENT NOT ACCEPTED

LEARNER REFERRAL FORM & STUDENT PROFILE
Submitted to Diverse Curriculum

STUDENT ACCEPTED

Referred to Consortium Director

STUDENT ACCEPTED

Learning Mentor appointed

Designated PA appointed

STUDENT NOT ACCEPTED – Student not suitable for SMART – please consider other

LEARNER QUESTIONNAIRE/DIAGNOSTIC ASSESSMENT FORMS & PARENTAL CONSENT
Submitted to Diverse Curriculum Manager

Mentor/PA to support learner in completing Learner Questionnaire and undertake initial assessment of need. IAG given to learner

Parental Consent Form obtained

School Named Person convenes start-up meeting

Multi-Agency start-up meeting with learner and parents/carers, member SMT, DCM, Mentor, Connexions PA and others as appropriate. Action Plan agreed.

Learner fails to commence on programme

School /Mentor & PA review action plan with learner (x2)

Learner commences on programme

Learner fails to commence on programme

Agreed monitoring/support/ Review systems adhered to.

LEARNER WITHDRAWN

Consider other learning options for the student

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

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

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

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

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

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

Using appropriate assessment approaches:
Teachers and Learning Mentors use appropriate assessment approaches that:

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

- Provide clear and unambiguous feedback to students to aid further learning.

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

A Personal Development Curriculum Framework for Young People

Engage and Motivate

Contact
Engage
Socialise
Participate
Motivate/Inspire

Lead and Inspire

Leading
Mentoring
Assessing

Integrate and Participate

Getting involved
Assume responsibility
Organise
Achieve

Personal Development Points

Measurable outcomes for young people that can be evidenced and accredited.	
Social Skills: Priority social skills – prioritised in red steps - Self esteem - Self-control - Recognising and managing own feelings - Empathy - Values development	**Life Skills:** Prioritised in red steps: - Valuing diversity - Continual learning Prioritised in blue steps: - Analytical Thinking - Negotiating - Risk management

Other social skills – prioritised in red and blue steps • Interpersonal skills • Intrapersonal skills • Communication skills (verbal, aural, body language)	• Decision making Prioritised in green steps: • Thinking strategically • Conflict management • Entrepreneurship
Competences: Prioritised in red steps: • Listening • Motor skills • Technology management and use Prioritised in blue steps: • Financial literacy • Communication (written) • Innovation • Networking Prioritised in green steps: • Coaching and mentoring • Delegation • Managing others and performance • Visioning	**Values:** Prioritised in red steps: • Caring • Courteousness • Enthusiasm • Friendliness • Honesty • Respect Prioritised in blue steps: • Conscientiousness • Consideration • Dependability • Fairness • Generosity • Kindness • Loyalty • Trustworthiness • Understanding Prioritised in green steps: • Diligence • Determination • Modesty • Patience • Sensitivity • Sincerity • Vigilance

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

Staff/Student Ratios

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

SCHOOL TIMETABLE AND CALENDAR

We will operate to a standard school year from September to June and add an optional summer programme for all our students. The table below provides an illustration of a potential 2014-2015 Academic Year.

2014-2015				
Term	**Re-open**	**Half term**		**Close**
		Close	**Re-open**	
Autumn term 2014	Tuesday 2 September	Friday 24 October	Monday 4 November	Friday 19 December
Spring term 2015	Tuesday 6 January	Friday 13 February	Monday 23 February	Friday 29 March
Summer term 2015 **Summer programme**	Tuesday 14 April August 3rd	Friday 5 June	Monday 14 June	Thursday 23 July August 28th

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

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

Personalised Learning and Flexible Timetables

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

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

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

Below we have illustrated 3 typical timetable experiences of learners who attended an AP school using the same Identity Capital Curriculum Model and are similar to many of the students who will attend the Aspire Academy.

- *Example 'A'* supported the individual needs of a permanently excluded male student, for whom full-time education provision was provided.

- *Example 'B'* provides a cohesive learning approach for an 'at risk of exclusion' female student via her mainstream school and our alternative learning provision.

- *Example 'C'* provides a cohesive learning approach for an student on a planned behavioural intervention programme.

- *Example 'D'* Part time students accessing core lessons 2 days per week at Aspire Academy.

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

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

Planned Behavioural Intervention Programme
The academy will run a continuous programme of Behaviour Interventions aimed at addressing the needs of the individual pupils, reintegrating into mainstream school (either the home school, or through a managed move if that is deemed to be in the best interests of the pupil) and maintaining support for the student for as long as it is needed. The following is a plan for a 12 week (1 term) intervention:
- Prior to the beginning of the programme (towards the end of the previous term the Aspire Free School Academy will work with commissioning partners to identify students for the programme, using the agreed processes to ensure all relevant data is shared between the partners and appropriate outcomes are agreed. A

supporting member of staff will be identified from the home school who will maintain contact with the pupil throughout the programme. If the pupil is subject to a managed move, the relevant processes will be followed and a member of staff for the receiving school will be identified and maintain contact with the pupil throughout the programme

- Week 1: staff from Aspire Free School Academy will visit the pupil in the home school and work with the home school staff to develop a personalised programme for the pupil. This will include working with subject staff to ensure continuity within the curriculum.

- Weeks 2 – 11: the pupil will be on roll full time at the Aspire Free School Academy. The academy will work with its partners to implement a programme aimed at dealing with anger management issues, modifying behaviour, initiating family support, identifying and accessing agency needs, such as mental health support. There will be intensive support for literacy and numeracy led by the relevant teaching staff. In addition, one day each week the pupil will attend the Worcester Warriors 'Walk like a Warrior' programme. Three afternoons, the pupil will work with learning mentors on curriculum tasks identified by the home school, so that he/she is able to reintegrate easily after the programme has ended. The academy will work with Riversides, the BESD special school and Regency Special School to use their expertise in the development of the programmes and the training of the staff. The academy will also work with the University of Worcester to develop training programmes for the academy staff and for staff from the local schools.

- Week 12: academy staff will accompany the pupil to the home school and work with home school staff to reintegrate the pupil. Support for the pupil will only end when the pupil, his/her family and teachers feel that the pupil is able to manage mainstream provision alone or that the home school is able to take on the support role. Support will take whatever is the most appropriate form from academy staff making regular visits to the home school and family to the pupil continuing to attend the academy for, for example, one day per week.

Example 'A' Full-time Student

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

POTENTIAL AWARDS linked to this timetable

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

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

DAY	9.00 - 10.00	10.00 - 10.45	10.45 - 11.30		11.45 - 12.30		1.00 - 1.45	1.45 - 2.45
MONDAY	P.S.H.E	HEALTH AND SOCIAL CARE			HEALTH AND SOCIAL CARE		HEALTH AND SOCIAL CARE	
TUESDAY	ASPIRE TRUST PARTNER CORE SUBJECT (GCSE)			15 min break	CORE SUBJECT (GCSE)	Lunch	CORE SUBJECT (GCSE)	CORE SUBJECT (GCSE)
WEDNESDAY	P.S.H.E	CREATIVE iMEDIA			CREATIVE iMEDIA		Enrichment activity	
THURSDAY	ASPIRE TRUST PARTNER CORE SUBJECT (GCSE)				CORE SUBJECT (GCSE)		CORE SUBJECT (GCSE)	CORE SUBJECT (GCSE)
FRIDAY	P.S.H.E	SOCIAL SKILLS	PHYSICAL ARTS (COPE)		PHYSICAL ARTS (COPE) including ICT		PHYSICAL ARTS (COPE) practical session	

<u>POTENTIAL AWARDS linked to this timetable</u>

English, Maths, Science GCSE (via mainstream partner school provision)
BTEC Extended Certificate in Health and Social Care
OCR Level 2 Certificate for Creative iMedia
Award or Certificate in Personal & Social Development @ Levels 1 & 2
Award or Certificate of Personal Effectiveness @ Levels 1 & 2
Award or Certificate in Employability @ Levels 1 & 2
Wider key Skills – IOLP, PS, WWO
Expressive Arts Award

Example 'C' <u>**Full-time**</u>**, block release Student on planned behavioural intervention.**

Day	1	Break	2	3	Lunch	4	5
Monday	Start of the day sessions /PSHE		Enhanced literacy	Social Development Activities		Individual study with learning mentor	Individual study with learning mentor
Tuesday	Start of the day sessions/ PSHE		Walk Like A Warrior	Walk Like A Warrior		Walk Like A Warrior	Walk Like A Warrior
Wednesday	Start of the day sessions/ PSHE		Social Development Activities	Enhanced Numeracy		Individual study with learning mentor	Individual study with learning mentor
Thursday	Start of the day sessions/ PSHE		Social Development Activities	Enhanced literacy		Individual study with learning mentor	Individual study with learning mentor
Friday	Start of the day sessions/ PSHE		Enhanced Numeracy	Social Development Activities		Individual study with learning mentor	Individual study with learning mentor

Example 'D': Part time students accessing core lessons 2 days per week at Aspire Academy.
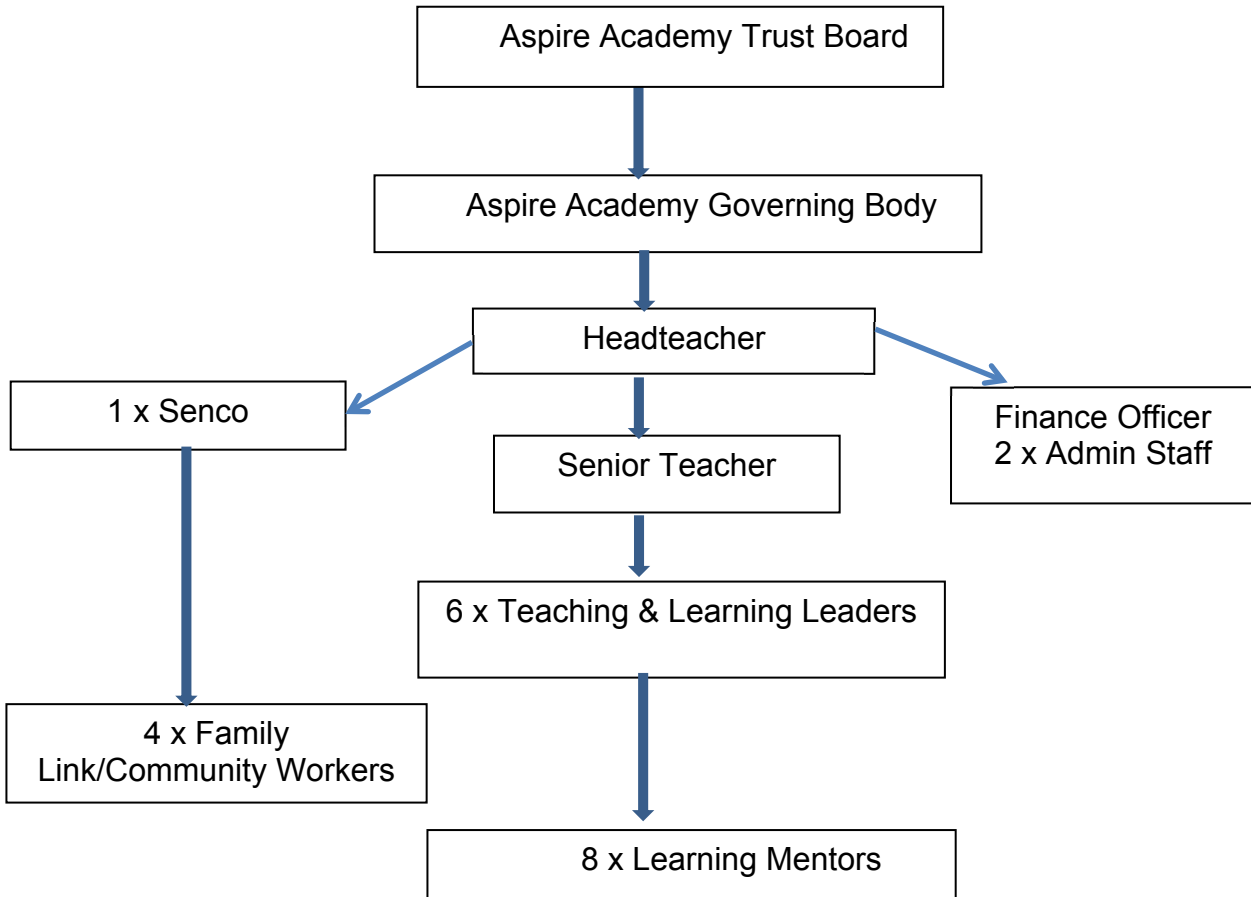
Day	1	Break	2	3	Lunch	4	5
Monday	Home school options	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options
Tuesday	Aspire Start of the day sessions/ PHSE		English	Maths		Maths	Social Development Activities
Wednesday	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options
Thursday	Aspire Start of the day sessions/ PHSE		English	Maths		IT	English
Friday	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options	Home School Options

Broader curriculum is accessed at the home school through options or brokered by home school through Aspire consortium

D3. STAFFING STRUCTURE

The initial proposed staffing structure for the Aspire Academy will be as follows:

Aspire Academy Governance and Staff Structure

```
                    Aspire Academy Trust Board
                              |
                              v
                  Aspire Academy Governing Body
                              |
                              v
        1 x Senco  <--    Headteacher    -->   Finance Officer
            |                 |                 2 x Admin Staff
            |                 v
            |           Senior Teacher
            |                 |
            v                 v
        4 x Family    6 x Teaching & Learning Leaders
    Link/Community Workers       |
                                 v
                         8 x Learning Mentors
```

The staffing structure of the Aspire Academy has been formulated to take account of the following:
- The proposed complement of full and part-time students.
- The planned staff-student ratio.
- The requirements of compliance to National Standards, compliance and reporting.
- The resources available and proposed budget.

The staffing structure will comprise the following groupings:
- Leadership team – Headteacher, Senior Teacher and SENCO
- Teaching and learning leaders
- Learning mentors
- Family link/Community workers
- Finance and admin

Staff will be appointed to reflect the vision and ethos of the school and the curriculum that will be offered to the students. Consequently we will seek to appoint an experienced leadership

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team that will promote a culture of encouragement, support and challenge in order to support each student to fulfil their full potential and achieve the highest possible educational standards.

School leaders will therefore be capable of evidencing the following:

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

The key roles of the leadership team will be to:

- Lead and manage the school.
- Ensure the achievement of excellent educational standards.
- Promote and safeguard the welfare of children.
- Develop and manage the timetable.
- Introduce and manage a robust management information system to capture, record and store appropriate data.
- Monitor, evaluate and provide feedback to staff and Governors on the performance of the school.
- Develop excellent relations with the local community, members of the Aspire Academy Trust, parents and students including extended learning opportunities and holiday programmes to engage young people from across the community.

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

The SENCO will be expected to demonstrate the following:

- Qualified teacher status and evidence of a sound academic subject background and successful teaching.
- Experience of working with SEN learners in an urban school or PRU.
- An up to date knowledge of the code of practice and the statutory processes in place for SEN learners.
- A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEN learners.
- A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience.

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- A knowledge of how ICT can both enhance and extend learning and improve the administration of SEN.
- A detailed knowledge of the specific SEBD needs of pupils that attend a pupil referral unit or EBD provision and evidence of strategies that can be used to support them.

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

Teaching and learning leaders will be capable of demonstrating the following:
- A professional teaching qualification, excellent teaching skills and classroom management.
- Experience in the delivery of education programmes for challenging and vulnerable young people.
- Experience in promoting a culture of high aspiration, encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards.
- An empathy with young people and particularly the needs of vulnerable young people.
- An ability to promote creativity, innovation and the use of appropriate new technologies to achieve excellence.

The key roles of the teaching and learning leaders will be to:
- Design personalised learning programmes for individual students.
- Develop curriculum plans for specific subject areas.
- Work with learning coaches and mentors to develop strategies to support individual students.
- Deliver core aspects of the curriculum in an engaging and stimulating manner in order to ensure all students achieve a good level of literacy, numeracy, IT and personal and social skills.
- Support and deliver outreach programmes in the home schools of part time students at the Academy.
- Work with local employers to establish high quality work experience programmes for students.

Learning Mentors will be capable of demonstrating the following:

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

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

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

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

- An empathy with young people and particularly the needs of vulnerable young people.
- The ability to work as part of a team to deliver agreed learning programmes.
- Ideally a qualification or appropriate experience relevant to their role in the Academy.
- A willingness to develop their skills and participate in further training.
- Good communication and excellent organisational and networking skills.

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

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

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

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

On opening the Academy will have the following staff complement:

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

As the Academy student role grows we will recruit new staff in a timely fashion. Our close working relationship with our partner feeder schools will allow for accurate annual staff planning, with comprehensive termly staff planning updates. Within the Aspire Trust we have in-depth experience in recruiting and training academic, administrative and vocational staff for the education sector. This will allow us to ensure timely recruitment and training of staff for the Academy.

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

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

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

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

Staff Training

All staff will be required to undertake our comprehensive induction and staff training programme that will ensure Academy staff are fully conversant with the curriculum model, philosophy, management and reporting structure and student management of the Academy.

D4.   MEETING THE NEEDS OF STUDENTS WITH DIFFERING ABILITIES

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

As part of the Aspire Trust we have access to a comprehensive set of tried and tested policies and procedures to ensure equality of access and opportunity for young people. A full set of policies already exists within the the Aspire Trust's partner schools and has been agreed by the Local Authority and DfE (for Academies within the Trust). This will be made available and will be adapted for use by the Academy. These include:
- SEN Policies on Access, Additional Educational Needs, Children with English as an Additional language and Looked After Learners.
- Attendance Policy
- Bullying
- Climate for Learning
- Equal Opportunities
- Safeguarding Children
- Safer recruitment
- Sex and Relationship Education

All these are all available on request.

We are in the process of reviewing and adapting these policies to ensure that they fully reflect the requirements of the student cohort that will be taught at the Academy.
Below we have stated the main principles from these policies to illustrate our understanding of and commitment to:
- The varying needs of individual pupils
- Overcoming barriers to learning and achievement
- Preparing students to successfully return to mainstream schools or to enter FE, training or employment.
- Supporting Disabled students or students with Special Educational Needs.
- Students who may have a Statement.
- Special Educational Needs Code of practice.

Expected Outcomes for young people
In our work with young people we will develop a culture of rights and responsibilities. We will work to create an environment that is supportive and respectful to learners and their needs, but we will also work with them to understand that these rights bring responsibilities with them. These include:
- Increased attendance and punctuality.
- Increase in the number of qualifications attempted.
- Improved quality of evidence for portfolios.
- Improved behaviour.
- Improved confidence and self-esteem.
- Improved social skills.
- Development of citizenship and community awareness.
- Increased awareness of the world of work.

Our expectation for our Teachers and Learning Mentors is that they respond to pupils' diverse needs by:

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

Creating effective learning environments

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

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

Securing motivation and concentration:

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

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

Responding to students' diverse learning needs

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

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

Providing equality of opportunity:

Mentoring and teaching approaches that provide equality of opportunity include:

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

Students with special educational needs:

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

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

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

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

ASPIRE ACADEMY – KS3 NURTURE GROUP

We will establish Nurture Group provision within the Academy, providing an intensive and supportive environment, for young people who experience some of the most severe and deep

seated issues that would often be referred to Social, Educational and behavioural provision.

Purpose of the Nurture Group Provision

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

The core principles of the nurture group are:

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

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

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

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

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

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

- Induction: completion of personnel documentation, policies and procedures relevant to health and safety, child protection, behaviour management, physical restraint and intervention, bullying.

- Learning Mentor training – 2 days incorporating the following modules:
  - Ethos of the Academy, personal and social skills, role of the Mentor.
  - Risk assessment of student needs.
  - Strategies for Positive behaviour and attendance.
  - Introduction to Child Protection.
- Awareness, Protection and De-escalation training – 1 day including legal framework, the Academy principles and practices, practical workshop.
- Induction to the Support Work in Schools award leading to accreditation.

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

> **ADDED VALUE: REINTERGRATION BACK INTO MAINSTREAM EDUCATION**
>
> The vast majority of referrals to the Academy will come from the 4 core and 11 partner schools in the Aspire Academy Trust. This includes full-time and short-term exclusions and students who would benefit from a short period within the Academy. This contact includes regular student progress reviews with the parent school and allows reintegration at the earliest occasion consistent with the well-being of young person and the needs of the parent school. This coordination and integration of activity will ensure that there is no 'dumping' of young people and that they are not regularly pulled from 'pillar to post'.

POLICY - SPECIAL EDUCATION NEEDS

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

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

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

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

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

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

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

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

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

The Academy will utilise the facilities of the South Worcestershire partner schools and other appropriate external services to support all learners and particularly those with SEN.

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

When a student has dual registration with another Aspire Trust partner school, the mainstream school will retain the responsibility for maintaining the Statement of Special

Educational Needs, however there is a close working relationship with the relevant Special Educational Needs Co-ordinator within each school. The Annual Reviews are held either at the mainstream school or the Academy, dependent on the parent and student's wishes. Each student has an Individual Education Plan which is reviewed each term.

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

POLICY: STUDENTS WITH DISABILITIES

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

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

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

Discrimination
It is unlawful to discriminate against students with a disability by:
- Treating a student 'less favourably' than others for a reason relating directly to their disability.
- Failing to make a 'reasonable adjustment' to ensure they are not placed at a 'substantial disadvantage' for a reason relating to their disability.

Disability Policy Statement
The Academy is committed to providing access to education for students by the provision of a learning environment which is responsive to the diverse needs of students and to ensuring that students with a disability have the same opportunities as non-disabled students. Staff at the Academy will strive to anticipate the requirements of the students with a disability and to ensure that wherever possible appropriate training is in place and that reasonable and anticipatory adjustments have been made. The Academy recognises the importance of effective support mechanisms in enabling all students to achieve their potential

To this end, The Academy will:
- Take reasonable steps to find out if a student is disabled.

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

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

USING ICT IN LEARNING

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

Using ICT, the best research-based pedagogy and 21st Century design to add new dimensions as to how, when and where people learn.

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

The Trust and our partner schools have made a significant investment in improving access to IT facilities and e-learning programmes to enhance our ability to blend this option with more traditional learning. The Academy will have the following ICT available:
- A laptop or desktop terminal for every 2 students
- A laptop/iPad loan scheme for students
- ICT integrated into the curriculum
- Support available to students while using e-learning and ICT facilities

We will follow the development of the new ICT curriculum and ensure that our provision meets or exceeds these requirements from the earliest possible time in the development of the Academy. In the interim we will be exploring the possibilities of providing the following ICT activities which we believe will be appropriate for our student cohort:
- Web design.
- Developing simple mobile apps.
- Computer programming and the development of simple computer games.

Curriculum Enrichment: The Forest School Programme

The Riversides School, a core member of the Aspire Academy Trust is a forest School. A Forest School is an innovative educational approach to outdoor play and learning.' This closely matches the curriculum aims and objectives of the Trust and Academy students will have access to the Forest Schools programme.

The philosophy of Forest Schools is to encourage and inspire individuals through positive outdoor experiences. By participating in engaging, motivating and achievable tasks and activities in a woodland environment each participant has an opportunity to develop intrinsic motivation, sound emotional and social skills.

Forest Schools have demonstrated success with children of all ages who visit the same local woodlands on a regular basis and who have the opportunity through play, to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. Children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated. So Forest Schools aim to develop:

- Self Awareness
- Self Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence

Forest School, through its application of Accelerated Learning techniques creates a unique learning vehicle that is used to encourage a range of individuals, community groups and larger organisations to utilise their local open space for interactive play, health, recreation and personal development uses.

Some comments from students accessing the Riversides School Forest School programme.

at the farm i cleaned a load of chicken eggs, and i could of took a load of them home but i only took one. in total there was 21 eggs. and the weather was really bad.

D5:   MEASURING SUCCESS, DELIVERING ASSPIRATIONS

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

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

To highlight the need for the Academy and to enumerate the task facing the Aspire Trust here are the achievement rates for 37 students who were permanently excluded from partner schools in 2012,

Permanently Excluded Achievement Rates 2012
- No students gained 5 A*-C with English and Maths
- No students gained 5 A*-C
- 2 students gained C or above in English and Maths (Functional skills)
- 1 student gained C or above in English GCSE
- 2 students gained C or above in Maths GCSE
- 6 students gained 5 GCSEs A* - G

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

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

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

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

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

Setting targets for learning:
Teachers and Learning Mentors set targets for learning that:
- Build on students' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time.
- Are attainable and yet challenging, helping students to develop their self-esteem and confidence in their ability to learn.

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

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

Reviewing the progress and success of learners will be embedded into the Academy curriculum and regularly assessed, updated and recorded in a number of ways:
- One to one meetings with teachers/Learning Mentors.
- Formal monthly review of each Individual Learning Plan.
- On-going assessment of progress towards qualifications.
- Monthly progress review and update with Headteacher.
- Any concerns will be flagged up at the weekly staff meetings or if of a more serious nature will be taken directly to the Headteacher.
- Regular contact with Aspire Academy Trust partner schools to review learner progress.

All pupil progress and issues will be recorded on their Individual Learning Plan, compiled

globally on a monthly basis and updated on our comprehensive IT system. All destinations of students leaving the School will be recorded and we will build on the existing major investment in destination tracking that has been made by some of our partner schools to support students in their chosen post-16 destination.

POST-16 TRANSITIONS

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

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

To make this a reality we will use a systematic and evidence based approach to getting young people into destinations which they can sustain. We will develop fit for purpose transition programmes with partners from FE, employers and work-based learning providers that are linked to positive progression routes. This close working relationship will assure the relevance and currency of what we do with our students. As part of our commitment to this we are working closely with Worcestershire County Council which is a pilot authority for the RPA plans. Aspire Academy feeder schools are represented on the county RPA Plan steering group. Among the measures we will put in place are:

- Every young person from year 7 onwards will complete a Risk of NEET Indicator diagnostic (RONI) and their personal learning plans will reflect the finding of this analysis. We believe that planning for positive post-16 destinations should start early and be carefully monitored and amended as required.
- Every child will have completed the BKSB Apprenticeship assessment online, which has been licenced by every school within the Aspire Trust, in school which is then transferrable to every provider/employer they apply to take an apprenticeship with –this system reduces repetition and makes the application process less time consuming for all involved. In the past students had to sit the assessment with every employer and training provider they approached, now they will have a validated copy and score available for each potential placement.
- We will systematically track students who leave the Academy for a minimum of 12 months after they leave us.
- In a recent cohort tracking study carried out 4 months after 119 RONI learners left statutory schooling for the local FE College, 5 did not follow up their enrolments on the course, 6 of those who enrolled had withdrawn, leaving 108 (90%) on course. This exceeds the Colleges' general retention rate.

ADDED VALUE: WORK EXPERIENCE AND EMPLOYER ENGAGEMENT

Some of our partner schools are members of the Local Strategic Partnership Board and the Children's Trust Board. The Academy will benefit from the direct input and contributions of support from employers through this route. Aspire Academy partner schools use the successful Worcestershire Education Business Partnership which is now a private business since leaving the Local Authority http://www.worcestershire-ebp.org.uk/index.php

EBP CEO on steering group

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

Planning for Positive Destinations

Raising the aspirations of our students is one of the key factors to a successful transition. This has to be supported by proactive planning and systematic implementation of measures to secure and sustain post-16 destinations for students. We believe that the following are essential in the development of a successful approach:

- Positive role models amongst staff.
- Making sure all staff understand and are aware of support services available for students and how to contact them.
- Building strong relationships with local employers through a work placement programme.
- Building and maintaining close links with FE colleges and Work based Learning Providers.
- Making sure all staff have easy access to and up to date information on academic, employment and vocational options in the area.
- Making sure all staff have up to date information on the financial support that is available to students.
- Referring students to career guidance agencies.
- Ensuring parents are aware of and understand the full-range of options available.

Our curriculum offer is structured to provide the range of skills, behaviours and competences required to support students to successfully make the transition into work, training, FE or to reintegrate back into mainstream education. This will be supported by our system of continual review, target setting and assessment. To facilitate this reintegration into mainstream schools and post-16 destinations we:

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

A Wide Range of Post 16 Destinations

To provide the widest possible pool of appropriate post-16 destinations, we have access to and will build on the extensive post-16 links already established by the Aspire Academy Trust's 4 core and 11 partner schools:

- We will maintain regular contact with all the schools that refer 11-16 year olds to our programme and support the re-integration of the learner back into mainstream education.
- Regular liaison with local FE colleges will include site visits and taster sessions for students and supporting learners in entering Further Education if it is appropriate to their needs.
- We will work with the network of FE and Independent Vocational Learning Providers to ensure that students are aware of the full-range of Apprenticeships and Foundation Learning opportunities open to them and encourage students to;
  - attend open days/evenings,
  - to undertake supervised site visits to provider's premises and to meet and discuss with learners already on Foundation Learning or Apprenticeship programmes.
- We already have a network of employer contacts who provide opportunities for students to visit employer workplaces and appreciate different job roles, sectors and the realities of the world of work. We work with students to secure sheltered short-term work placement with vetted employers, work experience, work placement and employment opportunities.

PARTNERS FOR EMPLOYMENT AND APPRENTICESHIPS

The following are some of the key external partners used by Aspire Academy Trust partner schools and currently have between 400 – 500 students on these programmes. The Academy will have access to these rich sources of pre-employment, pre-Apprenticeship and functional skills development opportunities from day one, increasing the breadth and depth of   opportunities available to our students.

- **The Bridge Education Centre** – Malvern Hills – Animal care, Horticulture and other land-based programmes.
- **Motov8** – education centre based around cars, motorcycles and bicycles.
- **Pink Lizard** – Work Based Learning Provider - land based (especially equine) qualifications in the work place. Also bespoke therapeutic training using horses and dogs
- **Wild Goose rural training** – land-based programmes
- **Worcester College of Technology** – general FE college – ½ day, 1 day and 2 day vocational programmes at L1 and L2 in a wide range of subjects. Functional skills in English and maths
- **Youth Development College** – Worcester city based centre – range of vocational programmes, FS English and maths, GCSE English and maths. 1 – 5 day programmes
- **YMCA (Redditch) and YMCA (Worcester**) Vocational and Personal and Social development programmes -1-5 days
- **South Worcestershire College** (Evesham and Malvern) general FE college ½ - 5 day programmes based on a range of vocational qualifications, FS in English and maths and Personal and Social Development programmes
- **Worcester Sixth Form College** – L2 qualifications in Dance and Social Care
- **Pershore College** – national centre for horticulture – range of land based programmes, construction and motor vehicle maintenance
- **Top Barn (Care farm)** – a range of activities and programmes including adventure activities.
- **HIT –** Work Based Learning Provider – hospitality industry
- **First4Skills** – Work Based Learning Provider – retail, hairdressing, hospitality.

Academy is set against a backdrop of instability, uncertainty and flux. They will have often been shunted from one institution to another with too little regard for their well-being. While we appreciate that transitions are often necessary for this cohort we believe that it is essential to provide appropriate support for students in transitioning back into mainstream education or into post-16 destinations. Our support will include:

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

ASSESSMENT

At the Academy we know, from experience and external evidence that assessment techniques suitable for mainstream students are not always the right ones for the students that we will be working with. Indeed they often prove to be counterproductive demotivating and retarding the progress of the student. To ameliorate this situation call on best practice and work with our partner schools to develop a comprehensive and rigorous approach to assessment that will support the achievement of young people in the Academy.

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

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

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

Central to all the work of the Academy will be a process of continuous needs analysis to support the further development of the students learning. Needs may be identified by the student themselves or they may be perceived by the Academy team of

Teachers/Mentors/staff. The student will be included throughout the process and particularly in the review stage.

Aims

The aims of the assessment process are that:

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

Principles

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

The principles for assessment for learning are:

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

Good assessment for learning makes:

- An accurate assessment reflects knowledge of standards, judges students' work correctly and accuracy links to national standards.
- A fair assessment – use of valid methods.
- A reliable assessment, judgements are consistent and based on a range of evidence.
- A useful assessment – identifying barriers to student progress using that information to plan and discuss next steps in learning.
- A focused assessment – identifying areas of learning where there might be blocks to learning and where additional support could be provided.

- For continuity of assessment – enabling better transfer between key stages and post-16 opportunities.

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

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

This will be followed by a full diagnostic assessment of literacy, numeracy and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties/disabilities. An assessment of the student's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be put in place.

Formative assessment of the student's progress will incorporate the following stages:
- Day to day assessment providing a wide range of evidence of learning in specific contexts which shapes the immediate next steps; this incorporates the planning stages of all accreditation that will be offered in the Academy. The learning objectives will be made explicit and shared with students.
- Peer and self-assessment is used and students are engaged in their learning and given immediate feedback.
- Periodic assessment – review of day to day evidence to give a clear profile of achievement across a whole subject/award to inform and shape future targets. Taking a broader view of progress across the curriculum for Learning Mentor and student, the use of national standards in the classroom and suggested improvements to medium term curriculum planning.
- Transitional between key stages and post 16 opportunities which gives formal recognition of student's achievement, reported to parent/carer, next Learning Mentor, and includes use of external tasks or tests.

Appropriate assessment approaches:
Learning Mentors will receive training and support to identify and use appropriate assessment approaches that:
- Allow for different learning styles and ensure that students are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Are familiar to the students and for which they have been adequately prepared.
- Use materials which are free from discrimination and stereotyping in any form.
- Provide clear and unambiguous feedback to students to aid further learning.

- Lead to the development of an individual learning plan which helps focus the student and places the student at the centre of the curriculum.

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

The methods that we will use include:
- Discussions between Learning Mentors and the student especially at the review stage.
- Practical tasks.
- Project based assignment.
- Group work.
- Observation.
- Student self-assessment.
- Peer assessment.
- Samples of student's work.
- E- testing.
- Multiple choice question papers.
- Portfolios of student's work.

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

Accreditation
The Academy will offer a wide range of nationally recognised academic and vocational qualifications that are appropriate for the young people we work with. Across our partner schools we are already accredited to deliver awards with all the major vocational and academic awarding bodies from entry level to level 3.

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

Student Tracking
The schools within the Aspire Academy Trust are all part a major pilot led by the Worcestershire Local Authority on student monitoring and tracking and we will work with them to integrate this into the Academy. All of partner schools already use SIMS to track students and their progress and have also integrated CLM (Collaborative Learning Manager) allowing all off-site providers live completion of registration and reporting for students on external placements and programmes. These systems will be available for the Academy from day one.

D6: PROMOTING GOOD BEHAVIOUR AND ATTENDANCE

Policy Statement - Behaviour

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

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

CURICULUM ENRICHMENT - JAMPOD

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

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

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

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

Safeguarding Policies

Legislation
This policy is based upon and has regard to UK legislation and guidance including:
- Education and Inspections Act 2006 - Part 7 Discipline, behaviour and exclusion
- The Children, Schools and Families Act 2010
- School Standards and Framework Act 1998
- Education Act 2002
- Learning Behaviour: Lessons Learned, A review of behaviour standards and practices in our schools Sir Alan Steer

Introduction

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

In order to make this happen:

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

Aims

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

Principles of Behaviour Management

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

- The quality of the relationship between Teachers/Learning Mentors and students and the creation of a positive ethos make a major contribution to the standards of behaviour.
- That each student has access to and engagement in a personalised curriculum that guarantees success.
- There is consistency of approach by all school staff.
- We will practise good classroom management, learning and teaching.
- Behaviour strategies and the teaching of good behaviour.
- Expectations of behaviour must at all times be realistic.
- All students must be valued equally.
- If the needs of all individual students are always met, incidents of challenging behaviour are likely to be minimised.

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- Students must be aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other students' learning.
- A rewards and sanctions ratio of at least 5:1 will be applied to ensure that an ethos of celebrating and rewarding positive behaviour is maintained; all rewards and sanctions being applied fairly and consistently.
- The code of conduct will be displayed in all areas of the Academy. Where an external activity is taking place this will be amended to reflect the nature of the activity and will reflect input from the students participating in the activity.
- Academy staff will employ the appropriate de-escalation techniques when dealing with significantly challenging behaviour.
- Clear, consistently graduated sanctions will be used by all staff where a student chooses a behaviour that is inappropriate.

Use of Rewards

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

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

Use of Sanctions

The Academy recognises there may be occasions when sanctions need to be applied to reinforce acceptable standards of behaviour. In the case of behaviour falling below these recognised acceptable standards, sanctions should not only clearly inform the student, but aim to amend the situation and help the student accept responsibility for their actions, as follows:

- In the event of minor breaches of discipline, the following sanctions will be applied by all Teachers and Learning Mentors:
    - Verbal intervention.
    - Time out.
    - Community service such as litter picking for crimes against fabric/environment.
    - Withdrawal of access to the college IT system (if the student misuses the equipment or accesses inappropriate websites).
    - Contact with parents/carers by telephone/letter requesting an interview.
    - Withholding participation in an activity/sports event that is not part of the Academy curriculum.
- In the event of more serious breaches of discipline, the following sanctions will be applied by Learning Mentors and Teachers:
    - Behaviour contract with the School, student and parent/carer.
    - Case conference with Learning Mentor, parents/carers, student and outside agencies.

- In certain circumstances of serious or gross behavioural misconduct; the following sanctions will be implemented by the Headteacher or Deputy Head if the Headteacher not available:
  - o It may be necessary to suspend a student immediately resulting in fixed term exclusion (1, 2, 3 days), or
  - o A managed move to alternative provision.

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

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

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

Rights and Responsibilities
We will operate a regime of clear rights and responsibilities within which students, Academy staff and parents/carers understand their respective commitments. Given the chaotic backgrounds that many of the young people who will attend the Academy will come from we also understand that this process of accepting mutual rights and responsibilities can take time to develop and imbed.

The Academy	
Rights	**Responsibilities**
• To make clear the Academy's statutory power to discipline students and that students and parents will need to respect this. • To enforce the Academy Behaviour policy – including rules and disciplinary measures. • To expect students' and parents' cooperation in maintaining an orderly climate for learning. • To expect students' to respect the rights of other students and adults in the Academy. • Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the Academy may ban them from the School premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against students who harass or abuse School staff – engaging external-support services including the police as appropriate.	• To ensure the whole School community is consulted about the principles of the Academy Behaviour Policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To ensure the Academy Behaviour Policy does not discriminate against any pupil on the grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers' roles in the Academy discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and work force remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on the teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To arrange reintegration interviews for parents at the end of a fixed -period exclusion where persistent inappropriate behaviour occurs • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never belittle pupils or colleagues. • To promote positive behaviour through active development of pupils social, emotional and behavioural skills. • To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.

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Students	
Rights	**Responsibilities**
• To contribute to the development of the Academy Behaviour policy, with every pupil involved in the consultation process. • To be taught in environments which are safe, conducive to learning and free from disruption. • To expect appropriate action by the Academy to tackle any incidents of violence, threatening behaviour. abuse, discrimination or harassment, • To appeal to the Headteacher/Directors and beyond that to the Secretary of State if they believe the Academy has exercised its disciplinary authority unreasonably.	• To follow reasonable instructions by Academy staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the Academy when off school premises. • Not to bring inappropriate or unlawful items into the Academy. • To show respect to Academy staff, fellow pupils, school property and the school environment. • Never to belittle, harm or bully other pupils or staff. • To cooperate with and abide by, any arrangements put into place to support their behaviour, such as Pastoral Support programmes or Parenting Contracts.

Parents	
Rights	**Responsibilities**
• To contribute to the development of the Academy Behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their child to be safe, secure and respected in the Academy. • To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as necessary. • To appeal to the Headteacher/Directors and beyond to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child.	• To respect the Academy's Behaviour policy and the disciplinary authority of the staff. • To help ensure that their child follows reasonable instructions by Academy staff and adheres to school rules. • To send their child to the Academy each day punctually, suitably clothed, fed, rested and equipped ready to learn. • To ensure Academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the Academy to support their child's positive behaviour. • To attend meetings with the Headteacher or other Academy staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting contract or Order relating to their child's behaviour • If their child is excluded from the Academy, to ensure the child is not found in a public place during school hours in the first five days of exclusion and if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion.

Community and School Links

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

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

As part of the Aspire Trust consortium of schools covering the Worcester City, Wychavon and Malvern Hills catchment areas the Academy will be very closely linked with its feeder schools sharing, where appropriate, resources, curriculum and staff. The Academy will become an integral part of the planning for the consortium to ensure that it fully meets the needs of the students, the local community and the consortium.

The Academy trust members have long standing and deep rooted links with all the local FE institutions and 6Th Form Colleges and these will be available to the Academy from day 1 of operation. These include:

- Worcester College of Technology.
- South Worcester College.
- The Youth Development College.
- Worcester 6th. Form College.
- Pershore College.

Close liaison with HE is assured as the partner schools have close links with the University of Worcester which support not only access to HE, but a privileged route into the latest research and practice in education and training.

This understanding of our community and local economy will help us to better support our students in achieving a suitable range of qualifications that will equip them to take advantage of the wide range of positive post-16 destinations that are available in the area.

Section E: Evidence of demand – part 1

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

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. *D = (B/A) x100*.

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

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e.D = ((B+C)/A) x100.*

	2014				2015			
	A	**B**	**C**	**D**	**A**	**B**	**C**	**D**
Key Stage 1								
Key Stage 2								
Key Stage 3	22	22		100%	22	22		100%
Key Stage 4	98	75		76%	98	80		82%
16-19: commissioner referred								
16-19: pupil application								
Totals	120	97		81%	120	102		85%

Section E: Evidence of demand – part 2

E1 Referral Process and on-going engagement

The schools within South Worcestershire work collaboratively, with colleges, through the Aspire Trust to address and support the local authority policy of zero exclusion.

This is achieved by promoting inclusion via early intervention programmes that utilise work and activity related learning and engaging the support of an informal educational, vocational and enterprise network. The Aspire Academy will bring an added dimension to this programme that will enable the Trust and its members to assume full responsibility for the provision of an excellent learning offer for all young people, provide an additional resource for young people who are experiencing difficulties in engaging with secondary education, for whatever reason, and facilitate specialist support whenever appropriate both short and longer term.

The proposals sit comfortably with the following recommendations made by the Taylor review of alternative provision.
• *That schools rather than LAs should be responsible for commissioning AP and PRU services.*
• *That over the mid-term LAs should work with schools to begin to devolve the funding they currently use for this purpose to schools.*
• *That head teachers or senior managers from schools should sit on the management committees of their local PRU.*

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

The majority of students being referred to the Aspire Academy will be at risk of exclusion due to the nature of their challenging behaviour and disengagement from their existing educational provision, although we anticipate students also being referred as a result of severe bullying and some young mothers.

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

The process of pupil referral and exclusion across schools working with the Aspire Academy will be managed by a Fair Access Panel. The panel will comprise representatives of the Aspire Academy Trust, the local authority and South Worcestershire schools.

• The proposed process of exclusion and appeal itself will not be changed from current practise. The decision to exclude will still be taken by the head teacher, and parents will still be able to appeal a permanent exclusion first to the governing body then an independent panel. The current arrangements, including the requirement for parental supervision for the first five days, and for the school to notify parents of the exclusion decision on the day, will still apply.

• The most significant detail to change is that, in the majority of cases, it will be the

school, rather than the local authority, which takes statutory responsibility for ensuring that suitable full-time education is provided to pupils of compulsory school age from the sixth-day of exclusion. It will be for the school to select the most appropriate placement for its pupil and it will commission this directly from Aspire Academy via the Fair Access Panel. The Aspire Academy and the school will subsequently together be responsible for arranging regular reporting on the pupil's academic and behavioural progress.
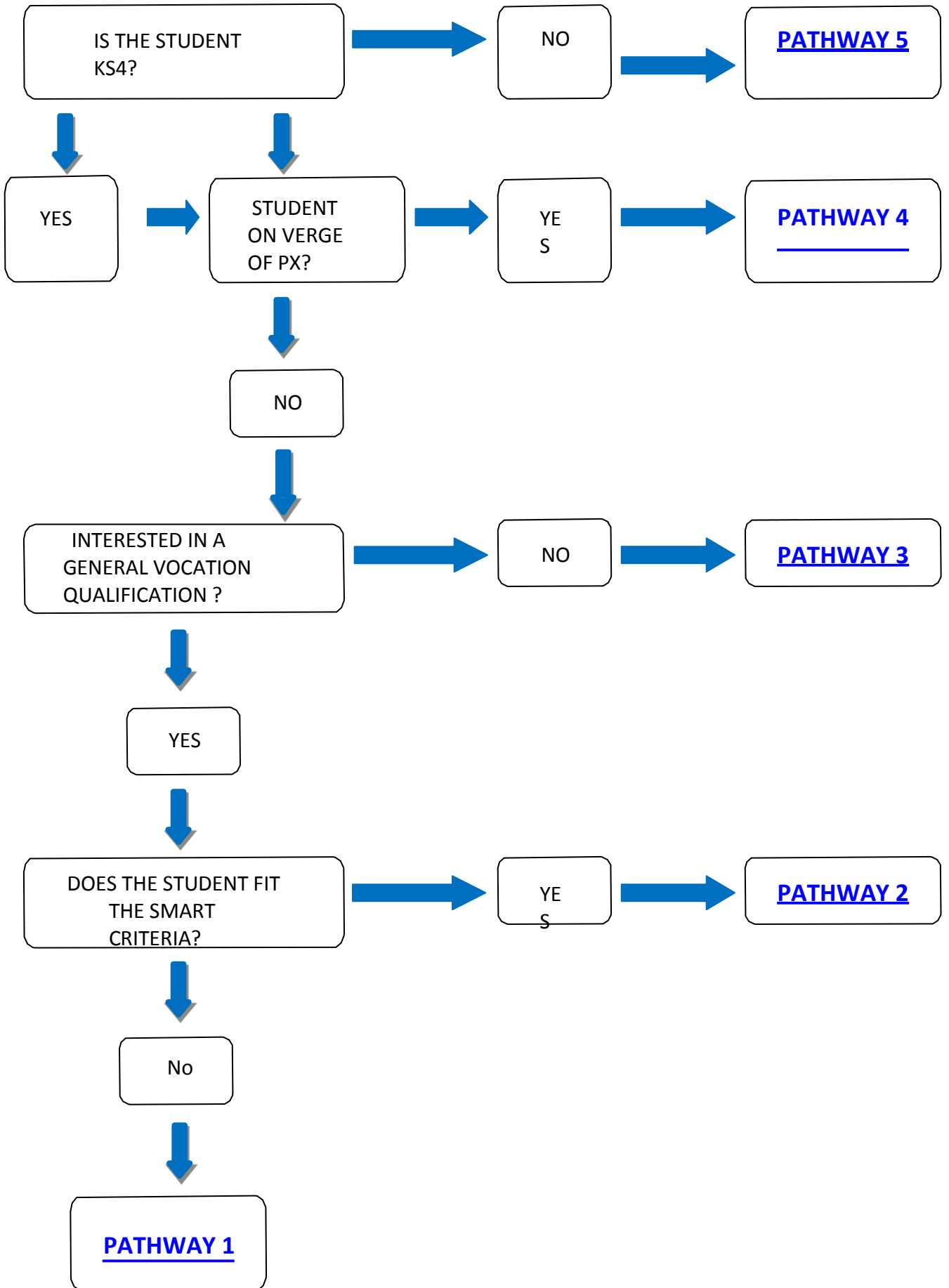
•   The objective of the proposed approach is to improve the experience of pupils who are at risk of exclusion, so that a greater number benefit from early intervention and, where exclusion is deemed to be necessary, the impact of effective alternative provision enables a greater proportion to be able to take the next step towards being responsible and successful members of society. This may be reflected in higher educational attainment or successful re-integration into mainstream learning or training.

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

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

Admission to The Aspire Academy will be by referral through the Fair Access Panel or from the Special Education Needs Section of the Local Authority.
The following flow chart details the referral routes and pathways that are proposed:

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┌─────────────────────┐        ┌──────────┐        ┌──────────────┐
│  IS THE STUDENT     │ ─────▶ │    NO    │ ─────▶ │  PATHWAY 5   │
│  KS4?               │        │          │        │              │
└─────────────────────┘        └──────────┘        └──────────────┘
    │             │
    ▼             ▼
┌────────┐   ┌─────────────┐        ┌──────────┐        ┌──────────────┐
│  YES   │─▶ │  STUDENT    │ ─────▶ │   YES    │ ─────▶ │  PATHWAY 4   │
│        │   │  ON VERGE   │        │          │        │   _____     │
└────────┘   │  OF PX?     │        └──────────┘        └──────────────┘
             └─────────────┘
                    │
                    ▼
             ┌──────────┐
             │    NO    │
             └──────────┘
                    │
                    ▼
┌─────────────────────┐        ┌──────────┐        ┌──────────────┐
│  INTERESTED IN A    │ ─────▶ │    NO    │ ─────▶ │  PATHWAY 3   │
│  GENERAL VOCATION   │        │          │        │              │
│  QUALIFICATION ?    │        └──────────┘        └──────────────┘
└─────────────────────┘
          │
          ▼
     ┌──────────┐
     │   YES    │
     └──────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────┐        ┌──────────────┐
│  DOES THE STUDENT   │ ─────▶ │   YES    │ ─────▶ │  PATHWAY 2   │
│  FIT THE SMART      │        │          │        │              │
│  CRITERIA?          │        └──────────┘        └──────────────┘
└─────────────────────┘
          │
          ▼
     ┌──────────┐
     │    No    │
     └──────────┘
          │
          ▼
┌─────────────────────┐
│    PATHWAY 1        │
└─────────────────────┘
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Pathway 1 – General Vocational Provision via a part time placement at Aspire FS Academy

This student…..
- will be more successful on a practical course
- will benefit from the opportunity to learn in a different environment
- is displaying low-level behavioural problems in a traditional classroom setting
- is likely to go to a general FE College post16

Agreements pertaining to General Vocational Provision

1.   Check the provision choices available directly with the Aspire Academy.

2.   Interview your students against the choices available.

3.   Forward your student names to Aspire Academy for inclusion on the taster sessions.

4.   Identify any safeguarding issues, etc. ahead of the taster sessions and inform the Aspire Academy.

5.   Plan transport to and from the taster sessions and accompanying staff.

6.   Following the taster sessions and once provision choices are confirmed, complete the student profile. Ensure you detail any specific learning needs and/or TA support requirements.

7.   Ensure the correct induction process takes place:
a.   Complete contract paperwork
b.   Order PPE, where necessary
c.   Print off and distribute student ID cards
d.   Arrange attendance at induction sessions, where required
e.   Ensure students have all the relevant course details, including start times and
         details of their first session.

8.   Arrange student transport plan with Aspire Academy.

Pathway 2 – SMART – ESF subsidized programmes for vulnerable pupils available through mainstream provision or through Aspire FS Academy

This student…..
- Has low attainment levels and evidence of limited educational progress, but not necessarily lacking ability.
- Has behavioural/psychological problems.
- Is lacking motivation and having low aspirations.
- Has low self-esteem and/or confidence.
- Has inadequate basic and social skills.
- Has a disorganised lifestyle/family instability.
- Has been excluded or faces exclusion.
- Is a young offender.
- Is a young person at risk of being influenced into non-participation/offender behavior /drug and substance abuse.
- Is a teenage parent (or parent to be)
- Has been involved in substance and/or alcohol misuse.
- Is a looked after child

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• 　　　Is a young carer.
• 　　　Is a learner with learning difficulties and/or disabilities.
• 　　　Is a member of an under-represented group, when compared to the demographics in their geographical area.
(please note, in order to access the SMART Programme students must meet at least one of the above criteria).

Additional points to be completed:
1. 　　　Identify any safeguarding issues and inform the Consortium Manager.

2. 　　　Once the SMART placement is confirmed, complete the student profile (in addition to the SMART Referral Form) including any specific learning needs and/or TA support requirements. If the student has more complex needs these should be taken into consideration.

3 　　　Ensure the correct induction process takes place:
a. 　　　Complete contract paperwork
b. 　　　Order PPE, where necessary
c. 　　　Print off and distribute student ID cards
d. 　　　Arrange attendance at induction sessions, where required
e. 　　　Ensure students have all the relevant course details, including start times and details of their first session.

13. 　　　Arrange student transport plan, to provision.
See following flow chart for agreements pertaining to SMART Provision (The SMART referral pathway)

Agreements pertaining to SMART Provision
The SMART referral pathway:

STUDENT NOT ACCEPTED

LEARNER REFERRAL FORM & STUDENT PROFILE
Submitted to Diverse Curriculum

STUDENT ACCEPTED

Referred to Consortium Director

STUDENT ACCEPTED

Learning Mentor appointed

Designated PA appointed

STUDENT NOT ACCEPTED – Student not suitable for SMART – please consider other

LEARNER QUESTIONNAIRE/DIAGNOSTIC ASSESSMENT FORMS & PARENTAL CONSENT
Submitted to Diverse Curriculum Manager

Mentor/PA to support learner in completing Learner Questionnaire and undertake initial assessment of need. IAG given to learner

Parental Consent Form obtained

School Named Person convenes start-up meeting

Multi-Agency start-up meeting with learner and parents/carers, member SMT, DCM, Mentor, Connexions PA and others as appropriate. Action Plan agreed.

Learner fails to commence on programme

School /Mentor & PA review action plan with learner (x2)

Learner commences on programme

Learner fails to commence on programme

Agreed monitoring/support/ Review systems adhered to.

LEARNER WITHDRAWN

Consider other learning options for the student

Pathway 3 - Bespoke Provision via Aspire FS Academy

This student…..
• Has been identified by the home school as requiring a bespoke vocational or support package
• is seeking part time off site provision
• May require a higher level of support and/or access to smaller group sizes

Agreements pertaining to Bespoke Provision

1. Check the provision choices available directly with the Aspire Academy.
2. Interview your student against the choices available. If there is demand for provision that is not available, please contact the Aspire Academy to discuss possible options.
3. Contact the Aspire Academy with the course provision recommendations, who will then set up the bespoke package with the relevant colleges and/or training providers.
4. Arrange visits to the bespoke provision placements (and interviews, where required).
5. Identify any safeguarding issues, etc. ahead of these visits and discuss these with the Aspire Academy.
6. Plan transport to and from the placement visits and accompanying staff.
7. Following the placement visits and once provision choices are confirmed, complete the student profile.
8. Ensure the correct induction process takes place:
a. Complete contract paperwork
b. Order PPE, where necessary
c. Print off and distribute student ID cards
d. Arrange attendance at induction sessions, where required
e. Ensure students have all the relevant course details, including start times and details of their first session.
9. Arrange student transport plan, to provision.

Pathway 4 – Full time Managed Move Provision to another mainstream school or to Aspire FS Academy

KS3 or KS4 students at serious risk or on point of permanent exclusion.

a) Will the student benefit from a supported move to another school?
In this case, provided the following criteria are met an electronic case conference will take place, with all moves logged centrally.

1. There should be full support of parent and child, who have signed up to support the process of the managed move. (Responsibility: Home School)
2. Electronic managed move form to be emailed to Headteacher of Aspire Academy or of the new host school.
3. Reply to be made within 3 working days
4. Meeting between parent, child, new host school or Aspire Academy and Home school to be set up, with relevant personnel present to ensure full exchange of information.
(Responsibility Host school or Aspire Academy as appropriate)

5. Transport arrangements to be discussed at meeting
6. Child should be at SA+ on CoP for Behaviour
7. Home School to produce 3 copies of a BSP with interventions detailed

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8. Host School or Aspire FS Academy to provide reports on progress fortnightly

NB Whilst the above criteria should apply in most cases, there will always be an "exceptional" case where for a "one off" incident a managed move may be requested at very short notice.

More complex cases should be referred to the FAAP Managed Move meeting

If a full time placement at the Aspire FA Academy is requested

1) Ensure the evidence for a possible permanent exclusion is available, if appropriate
2) Contact the Aspire Academy Headteacher to arrange a meeting
3) Contact ▮▮▮▮▮▮▮ to convene a meeting as per the protocol
4) Ensure student and parents/ carers are available to attend the meeting
5) Complete the request form from the referral pack (section A, B & D of the student profile)
6) At the meeting:
• Contract to be signed by parent, student and school
• Aspire Academy to record contact details
• Agree transport arrangements if possible or necessary
7) Aspire staff will complete a provision plan and forward to student, parent and school. If full time attendance is judged likely to be difficult, a part-time plan will be arranged with the agreement of all parties who must sign to say they understand that this is not a full time plan. Extra provision can be arranged once the student is successful on the part-time provision

8) A review meeting is to be arranged, during the original meeting, to take place four weeks after provision commences to discuss any problems with the provision – including attendance

The Fair Access Panel includes Headteachers of all Aspire Trust mainstream schools and the Aspire Academy. It also has Local Authority Representation from the Educational Welfare Support Team. The Referral process below applies to both non excluded children on a Managed Move where the Home School does not change until full roll transfer and to permanently excluded children who move onto the roll of the new school. While it is anticipated that the Aspire Academy will receive the vast majority of permanently excluded children, there may be cases where, in agreement with the secondary school, a mainstream setting is deemed to be workable and in the better interest of the child. This represents the strength of the flexible capacity of the Aspire Trust through its FAP process.
1. There should be full support of parent and child, who have signed up to support the process of the managed move. (Responsibility: Home School)
2. Child should be at SA+ on CoP for Behaviour
3. Home School to produce 3 copies of a BSP with interventions detailed
4. A Full Managed Move background form completed for FAP review meeting
5. Confirmation of FAP agreement to be made in 3 working days of panel decision
6. Where a move is agreed a fully completed "Managed Move Passport*" file should be made available either form the Home School (in the case of non-excluded children) or from the Local Authority (in the case of permanently excluded children) for the receiving school BEFORE the start date of the move (or roll transfer in the case of permanent exclusion).
7. Meeting between parent, child, potential Host school and Home school to be set up, with relevant personnel present to ensure full exchange of information. (Responsibility Host school)
8. Student attendance to be discussed at meeting. If attendance is below 85%, it would be expected that significantly improved attendance should be a target for the duration of the trial period.

9.	Transport arrangements to be discussed at meeting
10.	Host School to provide reports on progress fortnightly to designated contact
11.	Managed Moves to be extended or moved to full roll transfer only by joint agreement with Host and Home school. Full roll transfers must be confirmed at the next scheduled FAP meeting.
NB Whilst the above criteria should apply in most cases, there will always be opportunity for an "exceptional" case in the interest of the child at the discretion of the FAP members.
*The Managed Move Passport File includes all necessary background and child protection information essential to both the safeguarding of the child and health and safety of stakeholders at the receiving school. A checklist of required content is provided.

Agreements pertaining to short stay provision at KS4:

If the alternative package includes short stay provision
•	Short Stay provision should be viewed as part of the overall strategy of a school to manage students who find school difficult and, as such, the home school retains a responsibility for its students
•	Clear and measurable outcomes must be negotiated at the outset of the intervention. Completion of the student profile section B will help the home school and the staff of the Aspire Academy to identify and prioritise the issues of each individual student.
•	Schools will nominate a designated contact for each student accessing Short Stay provision who will be first call for the staff of the Aspire Academy and who will track the student's progress.
•	The Aspire Academy will nominate a designated contact who will make weekly reports on the progress, behaviour, attendance and achievements of the student
•	Any exam entries or on-going academic changes must be discussed by the home school and the Aspire Academy

Pathway 5 – KS3 students

For KS3 students requiring a short term intervention the follow the procedure will apply:
Please note: The Aspire Academy has an outreach team that can work one to one or sometimes with small groups of identified students, the aim being to keep students in school. The outreach team can also provide staff training in school. This option should be considered before referring the student onto a Short Stay based intervention programme. Please contact the Aspire Academy head teacher directly.
Plan and arrange a short stay intervention
•	A planned intervention will be held each term. (dates will be agreed and published in time for schools to refer on to the first planned intervention of the academic year. Contact Aspire Academy head teacher directly to book a place on an intervention programme.
•	Complete the appropriate paperwork (the learner profile)
•	Behaviour courses will either run for full days or mornings only with a return to school in the afternoon for some provision or counselling.

Curriculum at KS3.

•	The curriculum at Key stage 3 includes Maths, English, Science and IT as the core supported by a mixture of cultural studies, counselling on behaviour and PSD.
•	KS3 groups are often mixed with work being set according to a student's ability which is tested using GOAL, a reading and spelling test and a PASS attitudinal survey.
•	Schools usually work with parents, the Aspire Academy and the LA to work out the best method of transport to and from the Academy with a minimal cost to schools.

End of year 9 intervention.

• If a student requires a re-focusing intervention before entry into KS4 provision, a short programme is available. The programme is based around Aspire Academy provision, but will involve other providers. If you wish a student to be considered for this provision...
• Contact the Headteacher of the Aspire Academy with names (please prioritise as there are limited places available for this programme)
• When a place has been confirmed, complete the student profile
• Unless the school requires the student to attend PM sessions in school, the programme will be for full days.
• The programme is for 6 weeks, but if there is demand for more places, 2 x 4 week programmes may be run
• The sessions will run in the same way as other KS3 behaviour interventions, although the focus may be slightly different and might involve other agencies or providers.

Full time provision at KS3

Whilst it is planned that the resources of the Aspire FS Academy will be directed at either maintaining or reintegrating the pupil into a mainstream school at KS3, the Aspire FS Academy will develop and implement very bespoke arrangements for those KS3 pupils unable to return to a mainstream or who have a statement identifying the Aspire FS Academy as a destination school.

• The provision will start with a behaviour nurture course at the Aspire Academy with a range of assessments to identify need. The provision for these pupils will be developed with specialists from the special schools in Worcester and Evesham. As this is very bespoke provision, it is vital that you contact the Headteacher to discuss the student's need.

Agreements pertaining to all provision at KS3

Provision should be viewed as part of the overall strategy of a school to manage students who find school difficult.
• Schools will nominate a designated contact for each student accessing the Aspire Academy who will be the first call for staff and who will track the student's progress.
• The Aspire Academy will nominate a designated contact who will make weekly reports on the progress, behaviour, attendance and achievements of the student.
• The school agrees to the offer of a six week behaviour course on a given start dates with a week before and after the course to allow for planning and feedback.
• All parties agree to plan their intervention and do some preparatory work which will include staff from the Aspire Academy visiting the home school.
• There will be weekly contact between the nominated members of staff to check attendance, work rate and any issues that have arisen. If possible, there should be a weekly visit from the home school to the Aspire Academy so that the student understands the clear links between the home school and the academy
• Transport to and from the Aspire Academy must be negotiated by the host school and the academy.

Maintaining links with commissioners

Maintaining links with commissioners will be an important consideration for us throughout the school year as we see the Aspire Academy being an important and valued element of the South Worcestershire educational infrastructure, offering a positive solution for those young people whose needs can be best met via our curriculum approach.
The major channels for maintaining and sustaining links with commissioners will be as follows:

- An outreach programme whereby Aspire Academy staff visit commissioning schools to assist in the development of inclusion programmes and to assist with the potential reintegration of students following a programme of learning with Aspire.
- The implementation of a student profile developed by Aspire and shared with the student and the commissioning school in order that progression can be monitored regularly.

- An ongoing programme of workshops and seminars focusing on a range of subjects pertinent to the needs of our student cohort and open to staff of commissioning schools, parents and other professionals. We anticipate that subjects will range from managing challenging behavior, second chance literacy, mentoring and coaching etc.

- All commissioning schools will be members of Aspire and consequently will participate in the regular programme of meetings and activities organized. There will be special meetings of interest groups relating to special needs and bi-monthly meetings for representatives of commissioning schools to discuss curriculum developments, special programmes and other matters of joint interest. In addition, the headteacher of the Aspire Academy will provide a termly report to the head of the commissioning school on the progress made by every child that they have referred. This report will be an extension of the student profile.

- During the summer (fourth) term the Aspire Academy will promote a programme of educational and recreational activities. We plan to organise this programme in conjunction with commissioning schools, the Warriors Community Foundation, the University of Worcester and other groups from the local community. This programme will provide an ideal opportunity to work with commissioners to design an aspirational and attractive offer to meet the needs of our students whilst participating alongside their peers from other schools in the area.

Meeting the needs of specific commissioners

In section D we have set out details of the curriculum approach that we intend using at the heart of our school. We know that this approach is successful in engaging and motivating the cohort of young people that will comprise the majority of our students, but we are equally aware that this may not always be the best solution for every child.

The core purpose of the 'Pathways' assessment process is to ascertain the style and nature of the provision that is in the best interest of individual children and we will use this as our primary tool for meeting specific commissioning needs. However, we recognise that there may be a small number of occasions when we will not be in a position to offer the best solution for the student but in these cases we will work closely with the commissioner to assist them to develop an appropriate solution.
As we have previously stated the Aspire Academy does intend to offer provision that has the flexibility to meet a broad continuum of need both full-time and part-time catering for students with statements and BESD and we will continually work with our member commissioning schools to develop particular provision that meets their needs.

Managing in-year turnover

The issue of in-year turnover of students is something that we have given considerable attention to as we are anxious to provide a stable learning environment for all our students. We are very aware that

many of the students attending the Aspire Academy will have experienced chaotic lifestyles and the type of discontinuous change that has disrupted their learning, contributing to their difficulties.
Our primary concern is the individual need each student and this will be our guiding principle when discussing the movement of students.

We plan to mitigate the potential high in-year turnover of students by:
- using our proven Pathways assessment system in conjunction with the CAF to ensure the learning offer we make to individual students represents the best course of action
- offering commissioners a continuum of provision ranging from intervention programmes delivered by our staff on their site, through part-time provision delivered at Aspire facilities and full-time provision with the student transferring to the Aspire Academy. In addition it will be our intention to provide an emergency 'swift response' option for use in exceptional circumstances.
- regularly monitoring the progress of students via the student profile keeping the needs of individual to the fore

Our objective in each case will be to deliver an educational programme that is in the best interests of the individual young person and to involve the commissioning school, parent/guardian and young person in the decision making process.

E2 Evidence of commissioner demand
There is unanimous agreement amongst all schools in South Worcestershire, leading community groups and other supporters of the Aspire Academy Trust that there is a pressing demand for the proposed Aspire Academy. This view is also shared by the local authority and is evidenced by the attached letter supporting this submission.

Following extensive discussions with commissioners and taking the proposed site into consideration we have set the 'Steady State' of the Aspire Academy at 120 full time students.
Twelve secondary schools in South Worcestershire have written to confirm their support for the proposed Aspire Academy and have indicated the likely numbers of student places that they will commission. These are as follows:

	FT Year 1	2	3	4	FTE Year 1	2	3	4
Tudor Grange	10	8	8	9	9	8	8	8
Droitwich	8	8	8	9	6	7	8	8
Evesham High	5	5	5	5	6	5	5	6
Pershore	4	4	5	6	6	5	5	6
Riversides	/	/	/	/	/	/	/	/
The Chantry	4	4	5	6	3	4	4	5
Nunnery Wood	4	4	5	6	3	3	4	4
Bishop Perowne C of E	2	2	2	2	2	2	2	2
The Chase	2	2	2	2	2	2	2	2
Dyson Perrins	6	5	6	6	5	5	6	6
Hanley Castle	3	3	3	3	0	3	3	3
Christopher Whitehead	3	6	6	6	0	6	6	6
Prince Henry's	2	2	2	2	0	2	2	2
Total	**53**	**53**	**57**	**62**	**44**	**52**	**55**	**58**

The initiative for the development of the Aspire Academy has its roots in a report produced in 2007 by a scrutiny task group established by Worcestershire County Council - "Report of the Managing Exclusions in Worcestershire Scrutiny Task Group April 2007". The report highlighted the following key points:
• Permanent exclusions in Worcestershire were continuing to rise
• Early acknowledgement of potential problems could be of long term benefit to the school and the child
• Many elements of good practise and innovative solutions to behaviour problems in schools were present in local schools
• Some schools were working collaboratively to solve behaviour problems and the authority was pleased to see the positive results this can bring
The report made a number of recommendations including:

The importance of early intervention and preventative strategies
Recommendation 2
We recommend that schools be given extra delegated funding to develop their own solutions to problems and decide at which stage to buy in the services of Educational Psychologists, either via the Local Authority if available or from elsewhere if there are resource issues. This should enable schools to access this kind of support in a timely manner to assist with earlier diagnosis of problems in order to avoid costly intervention later on.
Recommendation 6
We recommend that the Local Authority considers ways in which support could be focused on identifying and tackling behavioural problems at an early stage focussing on more formalised outreach work at Foundation Stage/KS1/2 with the aim of avoiding more serious problems at a later date.
Recommendation 7
We recommend that the Local Authority supports clusters of schools working collaboratively to resource inclusion units and take advantage of economies of scale, and that it assists with the dissemination of best practice.
Managed Moves
Recommendation 13
We recommend that the Local Authority encourages all schools in the county to work together in a spirit of cooperation to ensure the Managed Moves system works successfully and to its full potential.

Collaboration/Schools Working Together
Recommendation 14
We recommend that the Local Authority monitors this development and, if its results prove to be positive, the County Council should investigate whether groups of schools elsewhere in the County could be encouraged to set up similar units.
Recommendation 15
We recommend that the Local Authority looks at ways to provide incentives to schools to work together.
Foundation Stage/Key Stage 1/2 PRUs
Recommendation 16
We recommend that the outreach services of Foundation Stage/KS1/2 PRUs be formalised to have a rolling programme of behaviour management courses in primary schools, which are not dependent upon the occupancy of the PRUs. We would also suggest that this pattern should be extended to KS3 and KS4 PRUs where outreach services could be used to prevent exclusions and support reintegrated pupils to avoid the breakdown of a placement.
Reintegration
Recommendation 17
We recommend that in order to provide best value, PRUs should continue to develop links with schools

particularly involving head teachers in the admission and integration issues of the PRUs whilst focusing on preventative work and successful reintegration.

Receiving Schools

Recommendation 18

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

Funding

Recommendation 22

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

The main body of the report also highlighted the following:

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

Other factors that have motivated this proposed development by the Aspire Trust include, the opportunity's afforded by the development of Free Schools and the success of a proposal to open an alternative provision free school in North Worcestershire and The publication of Charles Taylor's report into alternative provision in 2011 that highlighted the following important recommendations:

- *That AP policy and practice, nationally and locally, has an increased focus on effective assessment and identification of children's needs. This should take place as early as possible and before a child's behaviour has deteriorated to the extent that permanent exclusion is the only option.*

- *That information is shared between schools and providers and that locally this leads to clear and realistic plans with baselines against which to measure progress (including towards reintegration into mainstream schooling, further education, or employment). Where children have SEN, these plans will link to 'Education, Health and Care Plans'*

- *That schools, LAs and PRUs as commissioners should set up local systems for quality assuring the AP in their area, so they can place children in the right provision.*

- *That schools rather than LAs should be responsible for commissioning AP and PRU services.*

- *That the regulations on how long pupils can stay in AP are relaxed. Children directed to AP by the school should be able to stay for as long as is necessary, providing the placement is appropriate, is meeting the child's needs and that progress is regularly monitored.*

- *That, if the exclusion trial becomes policy, schools can pool resources to set up their own AP Academy or AP Free School…*

- *That PRUs are removed from LA control, by becoming Academies where possible and closure where it is not. By 2018, the only PRUs remaining would be those where maintenance by the LA added value to the operation of the PRU. To achieve this, the Secretary of State may need to intervene to oblige PRUs to enter into Academy arrangements in cases where the PRU is not failing, but is not delivering expected outcomes.*

The current work of the schools in membership of the Aspire Trust supports and facilitates the approaches recommended by both the Worcestershire strategy and the Taylor report and the proposed Aspire Academy is the logical next step in cementing these key recommendations in every day practise

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to the benefit of all young people in the area.

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

A summary of the most recent Ofsted report for the school undertaken on 25th and 26th April 2012 follows:

Inspection report: Newbridge Short Stay Secondary School, 25–26 April 2012
Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Overall effectiveness 4
Achievement of pupils 4
Quality of teaching 4
Behaviour and safety of pupils 4
Leadership and management 4

Key findings

- *In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.*

- *This school is not satisfactory because all the main aspects of its work are inadequate. Students do not make enough progress and they are not prepared well enough for further education, training or work. The school's leaders have not secured a positive climate for learning. The local authority has been monitoring the school and has provided support since October 2011 but this has not led to the necessary improvements. The school's outreach provision, which supports students in local mainstream schools, is valued highly by the schools involved.*

- *Attainment is low when students start at this school and remains so because they do not make enough progress. Key Stage 3 students attending the six-week part-time behaviour course make satisfactory progress.*

- *Poor behaviour interferes considerably with students' learning. Exclusions are too high. Attendance is low and declining. This combination of poor behaviour and low attendance contributes significantly to students' inadequate achievement. However, students feel safe and say that any bullying is dealt with appropriately.*

- *Teaching over time is inadequate and leads to students' inadequate achievement. Although teaching observed during the inspection was mainly satisfactory, there were few students in lessons because of high absence levels. Lessons do not always have the right balance between teachers' explanations and students' work, the pace and challenge of lessons is not always high enough, and assessment does not inform teaching and subsequent planning sufficiently.*

- *The school lacks comprehensive systems for tracking, monitoring and evaluating student's academic progress, behaviour and attendance. School development plans are not precise enough. The roles of senior managers are not always matched to their skills and their workloads are inequitable. The management of staff performance and the leadership of teaching are inadequate. The curriculum does not improve student's spiritual, moral, social and cultural development adequately.*

The following areas were identified for improvement:

■   *Improve attendance as a matter of urgency so that it is at least 90% by June 2013, by:*
-   *targeting students who are persistently absent with vigour*
-   *analysing the reasons for low attendance carefully*
-   *developing a range of suitable interventions to promote students' attendance and monitoring, evaluating and refining their effectiveness.*

■   *Improve students' behaviour by:*
-   *analysing reasons for inappropriate behaviour rigorously*
-   *developing consistent and coherent responses and support programmes*
-   *that are fully understood by staff and students*
-   *evaluating the effectiveness of support programmes and refining them where necessary.*

■   *Raise academic attainment through improving the quality of teaching so that all teaching is good or better by:*
-   *ensuring a positive climate for learning*
-   *planning and teaching lessons with the right balance of input from teachers and activity for students*
-   *ensuring pace and challenge are always high*
-   *making sure assessment information consistently informs teaching and subsequent planning so that learning tasks are matched to individuals' needs.*

■   *Improve leadership and management by:*
-   *developing comprehensive systems for analysing and evaluating information about students' progress to target additional support more precisely*
-   *ensuring school development planning clearly identifies actions for improvement and how these will be achieved*
-   *making sure the management committee and the local authority provide a high level of challenge and support to the school*
-   *ensuring the roles of senior leaders are equitable and well-matched to their skills.*

Whilst there have been some minor improvements at Newbridge following the departure of the headteacher, the unanimous view of heads of schools in membership of the Aspire Academy Trust is that the school will struggle to make the improvements that have been identified and that the damage to the reputation of the school is such that what is required is the new start and fresh approach that this proposal represents.

Worcestershire has a slightly higher percentage of secondary students classified SEN and BESFD when compared with the West Midlands as a whole and a slightly higher percentage of SEN students than the national average as demonstrated by the following data supplied by the local authority.

Pupils - % SEN and % BESD

Identify slightly more children with SEN than nationally

	% SEN		% BESD - SA+ and Statement		
	Prim	Sec	Prim	Sec	Sp
Worcs	20.4	22.0	18.4	27.9	12.5
England	19.3	21.3	18.6	30.0	14.2
Stat Nghbr	18.9	19.9	18.3	29.0	12.3
W Mids	19.3	21.4	14.6	24.8	13.7

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                                                                      county council

The number of permanent exclusion in the area has been constantly rising in recent years and although fixed term exclusions have slightly decreased since 2009 they remain persistently high.
The following tables depict the data on permanent and fixed term exclusions in the area for the full years 07/08 to 10/11 and a snapshot of exclusions in December 11 and 12.

Exclusions (cont)

Year	Permanent Exclusions (M/S)			Fixed term Exclusions (Mainstream)		
	Pri	Sec	Total (all)	Prim	Sec	Total (all)
07/08	12	58	70	498	2576	3462
08/09	5	34	39	477	2610	3430
09/10	7	44	51	432	2070	2790
10/11	15	73	88	555	2024	2986
Dec11	7	27	34	208	736	1111
Dec12	4	14	18	103	513	722

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                                                                      county council

Exclusions (cntd)

Year	Short Stay Schools		Special Schools		Total
	Fixed term	Perm Ex	Fixed Term	Perm Ex	All Exc
Dec 10	104	0	63	0	207
Dec 11	45	0	61	0	105

Perhaps unsurprisingly these numbers carry through into the local employment situation with devastating consequences on the lives of young people

In October 2012 3,010 people aged 18-24 were claiming JSA benefit, this compares to 3,090 in September 2012 and 3,305 in October last year. Analysis of claimant count data by Ward shows that in October 2012 there were 2,555 people aged 18-24 that had been claiming for up to one year. This represents 6.2% of the 18-24 population, representing a decrease of 0.2 percentage points when compared to September 2012; this is higher than the England average.

18-24 JSA claimant rates (%), October 2012.

Worcestershire		2,555	41,412	7.5	6.4	6.2
West Midlands		37,605	524,293	9.3	7.4	7.2
England		290,140	4,977,815	7.4	6.0	5.8

The chart below illustrates that the percentage of claimants aged 18-24 claiming for over 12 months started to increase more rapidly, from around 2% of all claimants aged 18-24 in October 2009 to 8.6% in June 2010, from which point it started to fall. However towards the end of 2011 the figures have been rising and the current figure in October 2012 stands at 15.1%, higher than the 2010 peak.

16.0

14.0

12.0

10.0

8.0

6.0

4.0

2.0

0.0

Percentage (%)

January
February
March
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2008   2009   2010   2011   2012

Month

NOMIS, 2012: https://www.nomisweb.co.uk
Source: Office for National Statistics, 2012. Claimant count, downloaded from NOMIS.

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E3 Evidence of demand from young people
It is not the intention of the Aspire Academy to provide provision for 16-19 year olds in the first two years of operation. However, the Trust will keep this decision under review as there is a high level of motivation to provide this in the near future.

E4 Reaching out to the wider local community
The main vehicle for engaging the wider community of South Worcestershire will be the activities of the Aspire Academy Trust and its individual members.

The founders of the Trust and its members have an excellent reputation across South Worcestershire and are respected by parents, employers and the wider community. Embedding this reputation in the proposed Aspire Academy places it firmly in the arena of a highly successful partnership that is understood and valued locally and avoids the risk of the school becoming associated with the poor brand image of the short stay school.

The partnership that we are developing with Worcester Warriors and the Warriors Community Foundation is a major advance in enhancing this reputation.

This in turn allows the pupils to grow and mature in an environment of learning, self- esteem and responsibility to themselves and others – in short they are engaged with society. To do this the school will live beyond its gates through a team of community link workers and learning coaches rather than solely teachers. Essentially, its curriculum must be fit for purpose, relevant and therefore open to the scrutiny of those who we are calling our "progression stakeholders" – employers, apprenticeship training providers and FE. They will have a key voice in ensuring what is delivered in the school is preparing pupils for advancement to the next stage rather than repetition.

The school will benefit from commissioning specialist provision externally alongside access to academic tuition from Aspire Academy Trust partners according to need. It will also benefit from wider shared service benefit such as locally managed "Connexions" services, Education Business Partnership work placements and other local enrichment programmes.

Members of the Aspire Academy Trust include the overwhelming majority of the key local commissioners of alternative provision; all have pledged their support for the Aspire Academy and additionally have been actively involved in discussions that have led to the decision to formulate this proposal.

The educational vision and plan for the Aspire Academy has been developed to reflect current best practise in alternative provision as reflected in the Taylor Review, the needs of the local community, local commissioners and importantly has retained a focus on the needs of those young people who will become service users.

The role of the founding members of the Aspire Academy Trust has been pivotal in achieving this, as not only have they been the catalyst for the

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initiative but they have also facilitated the engagement of the full spectrum of community organisations and schools in the process.

This consultation has enabled the proposed education plan to reflect the needs of young people on the different pathways of engagement as described in section E1 and the importance of the Aspire Academy in working with referring schools, young people on short programmes out of school and with other providers in the community.

As described earlier, the Aspire Academy will be a hub that facilitates a range of educational programmes and learning styles, enabled by the full engagement of the local education, business and Third Sector communities.

The proposal to develop the Aspire Academy has already attracted widespread support from across South Worcestershire with the following groups and individuals expressing their support:

- Local councillors
- Local MP's
  Peter Luff MP
  Robin Walker MP
  Harriet Baldwin MP
- The University of Worcester
- Worcester Warriors
- Warriors Community Foundation
- Community Groups
  Brambles Living Farm
  Worcester Arts Workshop
  Wilderness Regeneration Group
  Riverside Centre, Pershore
  Evesham Adventure Playground
  Top Barn Activity Centre
- Youth Sector
  Worcestershire Council for Voluntary Youth Services
  YMCA Worcester
  Hope Unlimited, Malvern
  Bridge Project, Hanley Swan
  Norton Youth Group
  Youth Development College
  Motov8
- Parents
- Private Sector:
  Worcester Bosch
  Festival Housing
  Rooftop Housing Association
  Pink (Work based learning provider)
- Chamber of Commerce
- Educational Business Partnership

As part of the aspiration of the Aspire Academy to reach out into the community of South Worcestershire we intend to invite use of the facilities that we plan to develop by local community groups. In keeping with our plan to develop the Aspire Academy as a year round hub for services to young people within the community we intend to develop a range of clubs and programmes that will encourage maximum use of the facilities. This will include the following:

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

We plan to utilise the facilities to the maximum in order to both ensure the Aspire Academy plays a full contributing role to the life of the local community, maximise income generating opportunities for the centre and ensure that the Academy is viewed as an exciting educational and community resource that is valued by everyone in the area.

The management of the 'wider use' programme of the Aspire Academy will be the responsibility of the Head Teacher who will work closely with the Aspire Academy Trust, the Warriors Community Foundation and particularly members from the community sector, in the design and development of the programme in order to ensure that maximum use is made of existing community expertise.

An excellent example of how this will work are the links that the Aspire Academy Trust has developed with Worcester Warriors, the Warriors Community Foundation, the University of Worcester, Worcestershire Council for Voluntary Youth Services Festival and Worcester Community Housing – both local housing associations.

Walk like a Warrior
'Walk like a Warrior' is the Warriors' Flagship Community Programme. Now in its 4th year, this programme has had a positive impact on over 300 young people from 10 schools across Worcestershire.
The curriculum concentrates on developing and improving key skills/characteristics such as: teamwork, leadership, problem solving, communication, confidence and behaviour. Following participation in this programme teachers say that these skills significantly improve.
The programme is continually monitoring and evaluated to ensure it meets its objectives, is relevant and has a long term impact on the young people who attend

Delivering outreach support to member schools of the Aspire Academy Trust is a major element of the Aspire Academy as described earlier in section E1 (maintaining links with commissioners). This programme available to all commissioning schools and normally the wider community will feature seminars, workshops, lectures and practical information on a range of important topics including managing challenging behaviour, literacy, anti-bullying strategy etc

We intend that the Aspire Academy will become a world class facility for the development and delivery of alternative provision education, a centre of expertise for the development sport and physical activity for young people with special educational needs and a hub from within which other services can develop and deliver support to young people.

We intend to develop some specialist facilities, in conjunction with Warriors Community Foundation that will be available for use by member schools, community groups and in some cases for private bookings. The first of this provision is the proposed Jampod music studio which has been developed by Music Mix Education and is proving a major educational resource in the growing numbers of schools that have installed the system.

JamPod
'JamPod', developed by Mix Music Education, JamHub & Roland, is a revolution in music education. By allowing more students to engage in making music without the problem of noise pollution, it truly is a dream teaching space and transforms the learning environment of students.
'JamPod' enables multiple musicians to rehearse sound free. By utilising the latest in electronic instruments and the JamHub TourBus, each musician enters their own private rehearsal when they enter their 'JamPod' and put on their headphones. The system also enables each musician to control their own personal mix of sounds. Each JamPod is also a recording studio. Push one button and you can record all the musicians within your JamPod. It can also act as an audio interface direct to a PC.

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

Marketing
Our marketing plan has five separate target audiences:
- Heads and other education professionals, including the local authority
- Parents and the local community
- Young People
- Employers
- Other supporters

Our Marketing Message

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

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

Marketing Materials

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

Other Marketing Tools

We intend exploring the use of social media to market our school to the complete range of target audiences mentioned above. This will include the development over time of:
- A blog that will be written by the Head of the school
- A Facebook page that will contain regular updates about the work of the school, examples of pupils work, latest news and a diary of activities and events
- A Twitter account that will be utilised to communicate key information to supporters of the school

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

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

Communication and Media Relations

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

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

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education and young people.

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

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

Meetings and Events
In addition to attending key meetings and events organised and hosted by other organisations the school will promote regular meetings with parents and prospective parents and encourage community use of our facilities by local groups. We wish to utilise these meetings to build an open and transparent dialogue with parents and supporters of the school in order that they will engage with both the school activities and the learning programmes that their children utilise.
We will organise an annual programme of seminars at the school aimed mainly at employers and educationalists – at least one per term. The purpose of these seminars is to engage and inform these key groups of professionals about the methodology and pedagogy of our learning and demonstrate the successes that we will enable our young people to achieve.

Research
We have already have representation on the Aspire Trust from the University of Worcester and we intend working with them to undertake joint programmes of research and evaluation with regard to adolescence and alternative education. We also anticipate providing work experience and internships for a number of their students.

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

Section F: Capacity and capability

F1 Governance
Respective Roles of the company members, governing body and principal in running the Aspire Academy.

In summary the Headteacher of the Aspire Academy is responsible for the day to day running of the school, reporting to the Chair of the Governing Body and through them to the Board of the Aspire Academy Trust.

The Aspire Academy Trust is legally responsible for the Aspire Academy and employs all the staff. It delegates the roles of monitoring the performance of the school, the Headteacher and the general day to day development of the school to the Aspire Academy Governing Body.

The following diagram and subsequent text sets out the detailed governance structure for the Aspire Academy:

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┌─────────────────────────────┐
│ Aspire Academy Trust        │
│ Board /Company Members      │
│ – meets 4 times per year    │
└─────────────────────────────┘
            ↕
┌─────────────────────────────┐          ┌──────────┐
│ Aspire Academy Governing    │ ←──────→ │ Audit &  │
│ Body /Directors – meets     │          │ Risk     │
│ monthly                     │          └──────────┘
└─────────────────────────────┘
            ↕
┌─────────────────────────────┐
│                             │
│ Principal / Headteacher     │
│                             │
└─────────────────────────────┘
```
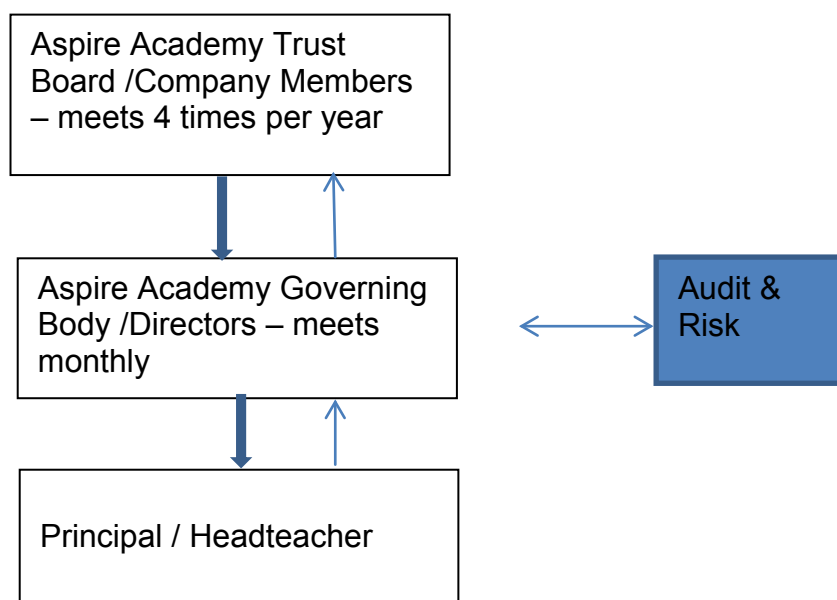
The Aspire Academy Trust
The Company members (The Aspire Academy Trust) are the legal owners of the charitable company and will be responsible for recruiting members to the Governing Body as set out in section F5 (recruitment). The Company members will sign the funding agreement with the Secretary of State – if this application is successful – and be legally responsible for the operation of the Aspire Academy.

Role of the Company Limited by Guarantee (The Academy Trust)
The role of the Aspire Academy Trust will be as follows:
- Create the detailed plan required to apply for a Free School
- Oversee the period leading to the opening of the school with the support of the DfE

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- Be responsible for forming the Governing Body of the school
- Recruit the Headteacher
- Monitor and review the performance of the Trust against the business plan
- Develop the overarching brand, values and curriculum of the Aspire Academy
- Employ the staff of the Aspire Academy
- Produce consolidated, audited accounts and annual report for the Trust and the Aspire Academy

The Board of the Aspire Academy Trust will meet bi-monthly

<u>The role of the Aspire Academy Governing Body</u>

The governing body's main role will be to support the Headteacher to raise standards of achievement within the Aspire Academy

The Governing Body will set the strategic direction for the school. Prior to the opening of the Aspire Academy the Governors prime role will be, in conjunction with the Aspire Academy Trust, to appoint the Headteacher and other staff.

Depending on agreed levels of delegation, other roles will include reviewing and approving the policies and procedures proposed for the Aspire Academy in order to ensure they are fit for purpose, overseeing the development and delivery of the marketing strategy and the production of marketing materials, deciding on the appointment of sub committees in addition to the Audit and Risk sub-committee and the appointment of a clerk.

In the run up to and post opening the Governing Body will be responsible for:
- Supporting the Head to manage and lead the school
- Monitoring the performance of the Headteacher
- Setting conditions of service, personnel policies and procedures
- Establishing clear criteria for success, performance indicators and strategy for self-evaluation
- Monitoring and evaluating the financial and educational performance of the school
- Reviewing and determining key policies including the referrals and exclusion policy
- Approving key operational policies
- Staff discipline and appeals
- Reviewing the legal obligations of the school including oversight of health and safety, risk management and safeguarding
- Administration, monitoring and auditing of the schools finances and significant contracts, ensuring value for money
- Raising additional funding to support the school
- Supporting the Head to engage with the local community
- be accountable for the performance of the school
- help shape the school's future direction
- monitor and review the performance of the school
- make decisions about the school's budget and staffing within

parameters agreed by the Aspire Academy Trust
•   ensure the school provides for all its pupils, including those with special needs
•   decide how the school can encourage pupil's spiritual, moral and cultural development

Initially the Governors will meet monthly and the Audit and Risk sub-committee will meet bi-monthly.

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

The Headteacher will be directly responsible to the Governing Body and collectively with the Chair of Governors to the Aspire Academy
The Headteacher will be responsible for the staff of the school and the primary responsibilities of the post will be to:
•   to lead and manage the school
•   to ensure the achievement of excellent educational standards
•   to promote and safeguard the welfare of children

<u>Financial Oversight</u>
The Aspire Academy Trust, the sponsoring body for the Aspire Academy has access to a range of financial expertise provided by ██████ who are the accountants to the Trust. Additional financial expertise with specific reference to educational matters is available via the finance staff of the schools in membership of the Trust and it is proposed that a Finance Officer be recruited to the Aspire Academy if this submission is supported by DfE.

The role of the proposed Finance Officer will be to support the CEO of the Aspire Academy Trust, who will undertake a business management role in establishing the CPA, and the Headteacher of the Aspire Academy in the day to day financial management of the school as well as other tasks including:
•   develop a 3 – 5 year financial plan
•   prepare a monthly financial report and management accounts
•   prepare an annual budget
•   arrange an annual audit,
•   prepare an annual report and accounts,
•   cost funding applications,
•   account for VAT
•   establish and assist the Governors to monitor a suitably robust financial management system

In addition, other members of the Aspire Academy Trust have financial expertise gained in a variety of settings that will be at the disposal of the Aspire Academy.

Members of the steering group for the Aspire Academy have had access to all of the abovementioned financial expertise to supplement their own, not

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inconsiderable experience, as Headteachers and company secretaries and in the unlikely case of needing additional specialist financial support it is possible for this to be commissioned from an external source by the Trust.

The day to day financial management of the school/s budget will be undertaken by the Headteacher working with the support of the Chief Executive and Finance Officer. Governors will be responsible, with the Headteacher, for the effective management of the schools budget.

The school Governors, working with the Head and the Finance Officer, will be responsible for drawing up a three year financial plan that will be approved by the Trust. The Governors will also be responsible for producing annual budgets to be approved by the Trust as well as a monthly financial report. They will be aided in this task by the Chief Executive and Finance Officer who will advise on the establishment of sound financial systems and processes that will be supported by appropriate IT packages.

We anticipate that the Academy will establish a small audit and risk sub-committee with members having relevant financial experience in order to demonstrate robust financial management.

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

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

Relationships and Communication
Schools in South Worcestershire have an excellent track record of working collaboratively and the Headteachers meet regularly to broker positive and constructive joint working in the area. This expertise will ensure the effective management of relationships and communication between the Headteacher and Governors of the Aspire Academy and the Aspire Academy Trust.

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

It is proposed that the Governing Body will meet monthly, with the Board of the Aspire Academy Trust meeting quarterly. The Chair of the Governors will be a Board member of the Aspire Academy Trust and the Headteacher will be invited to attend all Board meetings.

Escalating decision making
Our objective is to develop a transparent process for resolving issues that may need escalating from the Headteacher to the Governors or the Board of

the Aspire Academy Trust.

Essentially this will operate as follows:
  i)   Issue reported to Headteacher who will either resolve immediately or refer to the Chair of Governors for decision/advice
  ii) Chair and Headteacher either agree decision or refer to Governors Meeting for further discussion/decision. Headteacher will communicate decision to staff/parents etc as appropriate
  iii) Governors either agree decision or refer with a recommendation to Aspire Academy Trust Board for decision.
  iv) Board of Aspire Academy Trust consider recommendation or request, make a decision and communicate this as appropriate.

Whilst it is impossible to cover all eventualities in the confines of this document we intend to incorporate the right of representation and appeal in these procedures whenever it is appropriate.

Conflicts of Interest
We are very conscious of the need to plan for and operate our governance model to the highest standards and consequently we will require all Directors and Governors to complete a register of interests in order for us to guard against potential conflicts of interests.

'Conflicts of Interest' will be a standing item on all our meeting agenda's to both remind participants of the importance of declaring real and potential conflicts and to ensure that when they do occur they are managed appropriately.

We wish to ensure the highest possible standards of governance for the aspire Academy and the Aspire Academy Trust and we will therefore adopt the 'best practice' advice of the Charity Commission at all times and conduct an annual 'skills audit' of Governors to ensure we have an appropriate mix of skills, representation and interests to undertake the roles required. Additionally we plan to invite the University of Worcester's Centre for Ethical Leadership to undertake a bi-annual review of Board performance and make recommendations as necessary.

F2 Educational Expertise

The decision to develop the Aspire Academy originated amongst the founding members of the Aspire Academy Trust who are sponsoring this proposal. The Trust supports the delivery of high quality education in South Worcestershire by developing new and integrated collaborative models of service delivery including collective curriculum planning, consortium asset management and procurement (human and physical) and shared data and management systems.

The Object of the Company is to advance the education of young people primarily in South Worcestershire.

The Aspire Academy Trust has developed excellent relationships with a broad range of organisations across the county including schools, voluntary and community groups, statutory agencies, commerce and individual supporters. These organisations are informally classed as members (primarily schools), associates (primarily voluntary and community groups) and supporters (other categories).

Formal membership of the Aspire Academy Trust will comprise:
- The six founder members who incorporated the company
- Up to seven people appointed by the Board
- The Chair of Governors of the Aspire Academy
- One person appointed by the Secretary of State for Education

In order to facilitate the development of this AP Free School submission to the DfE the Trust established a steering group in 2012 to undertake a feasibility study of the proposal and develop a submission to the DfE.

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

██████████ - ██████████, **Nunnery Wood High School**

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██████████

██████████

██████████ - ██████████, **Chantry**

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████████ - ██████████, Pershore High School

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████████ - █████████, Aspire

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The steering group established by the Board to manage the development of the proposed Aspire Academy includes the following Board members of the Aspire Academy Trust, all of whom have vast educational experience:

████████

and other individuals who contribute wider knowledge:

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████████, Chantry School, Martley

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F3 Financial Expertise

The Aspire Academy Trust, the sponsoring body for the Aspire Academy has access to a range of financial expertise provided by ████████ who are the accountants to the Trust. Additional financial expertise with specific reference to educational matters is available via the finance staff of the schools in membership of the Trust and it is proposed that a Finance Officer be appointed jointly between the Trust and the Academy if this submission is supported by DfE.

The role of the proposed Finance Officer will be to support the headteacher and Chief Executive of the Aspire Academy Trust, who will undertake a business management role in establishing the Aspire Academy, and the Headteacher of the Aspire Academy in the day to day financial management of the school as well as other tasks including:

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

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

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

F4 Other relevant expertise

As previously stated in F1 and F2 the Board of the Aspire Academy Trust has a considerable array of expertise relevant to the opening and operation of the

proposed Aspire Academy.

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

██████ - ████████, **Nunnery Wood High School**

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████████ - ██████████, **Worcester Warriors**

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████████, ████████, **Droitwich Spa High School**

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████████ - ████████, **Chantry**

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████████ - ████████, **Pershore High School**

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A Chair of the Board has not yet been appointed, however as part of its initial effectiveness review, conducted a skills audit to judge its potential effectiveness against the roles required in respect of the Aspire Academy and has identified the need to secure additional expertise in the following areas:

- Legal
- IT
- Marketing and PR
- Community arts and music

It is anticipated that the majority of these functions will be delivered by skilled volunteers active within the wider Aspire constituency and the local community; however the Trust does have a small budget available to hire specific advice or skills when necessary. Legal opinion has been provided throughout the development of this proposal by ████████

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

F5 Recruitment
(i)   Recruiting a high quality Principal
The position of headteacher will be advertised in national and local press, on our website, in relevant electronic media and circulated to potential applicants via appropriate social media groups. The open and transparent recruitment process will involve a sub-group of the Governors, with appropriate HR

support and advice, drawing up an application process, reviewing applications and drawing up a shortlist of candidates for interview. The Interviews, conducted in an appropriate manner to reflect our Equal Opportunities Policy, will normally be held at the school, conducted by a sub-group of the Governors. We will invite a representative from the local authority and the DfE to attend.

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

Head Teacher Job Description
Role of the Head Teacher
To provide effective, dynamic and inspirational leadership in order that every child is able to fulfil his/her true potential.
Responsible to:
The Chairman of Governors and the Aspire Academy Trust
Responsible for:
The staff of the school
Primary Purpose of the job:
1. To lead and manage the school
2. To ensure the achievement of excellent educational standards
3. To promote and safeguard the welfare of children

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

2. Leadership and Management
• Develop, motivate and lead all staff to achieve the highest professional standards
• Build a collaborative learning culture within the School and actively engage with other primary and secondary schools and other agencies to build effective learning communities
• Maintain and develop community links
• Manage change effectively
• Manage the School finances effectively working closely with relevant Governors and proactively seek further funding opportunities as required

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• Ensure job descriptions and performance management for all staff are based on clear roles and responsibilities, reviewed at least annually and consistent with current conditions of employment
• Ensure all policies are kept up to date, working closely with teaching staff, the Academies Trust and the Chair and Governors
• Maintain sound procedures for the security, supervision and maintenance of the School environment ensuring that all health and safety regulations are met
• Manage your own personal professional development whilst ensuring the well-being of and a good work/life balance for all personnel
• Advise the Governors as required, forming a pro-active and effective working partnership with them
• Ensure that all responsibilities delegated by the Academy Trust and Governors are carried out
• Ensure the school premises are fit for purpose for current and future needs including site development
• Develop, and where appropriate manage, high quality, affordable extended services
• Undertake other such duties as may be reasonably expected

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

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

Person Specification for the Head Teacher
1 Qualifications
Essential

Qualified Teacher Status
NPQH awarded, or registered for NPQH (unless already a Head Teacher appointed prior to the 1st April 2004)
Desirable
Degree level qualification
Higher Degree

2 Experience
Essential
Three years recent experience as a Deputy Head Teacher or Senior Management Team member in an infant/junior or primary school.
At least five years successful teaching experience.
Desirable
Experience of teaching in more than one school
Experience of teaching mixed age classes
Experience of teaching disengaged and SEN learners

3 Professional Development
Essential
Evidence of continuing professional development relating to school management and curriculum development.

4 Shaping the Future
Essential
Is committed to:
• a collaborative school vision of excellence and equity that sets high standards for every pupil.
• the setting and achieving of ambitious, challenging goals and targets.
• the use of appropriate new technologies.
Is able to demonstrate:
• a strategic vision which will take the school forward.
• the ability to lead and manage the school to work effectively and efficiently towards to academic, spiritual, moral, social, emotional, and cultural development of its pupils.

5 Leading, Learning and Teaching
Essential
Is committed to:
• the raising standards for all in pursuit of excellence.
• the continuing learning of all members of the school community.

6 Developing self and working with others
Essential
Is able to demonstrate a commitment to:
• effective working relationships with students, parents/carers, staff, governors.
• shared leadership.
• effective team working.
• collaboration and networking with others within and beyond the school.
• accepting support from others including colleagues, governors, parents, the local community and the local authority.

7 Managing the organisation
Essential
Is committed to:
• the sustaining of personal motivation and that of all staff.
• the development and sustaining of a safe, secure, and healthy school environment.
Is able to monitor the leadership team and its delegated tasks.

8 Securing accountability
Essential
Is able to:
• demonstrate a proven record of accountability of all aspects of school management.
• demonstrate the ability to analyse, interpret, and present data.

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

10 Safeguarding Children and safer recruitment
Essential
Is able to demonstrate a commitment to Every Child Matters

11 School Specific
Essential
Is able to demonstrate proven experience of working with a significant number of children with special educational needs and behavoural issues.
Is able to demonstrate knowledge of Extended Schools' provision.
Demonstrates an understanding of and experience in delivering non-formal learning to young people.
The appointment of successful candidates for all posts will be subject to a satisfactory CRB check being undertaken and appropriate references being provided.
We plan to appoint the Headteacher as soon as possible, ideally in January 2013, in order that they can play a full role in the recruitment of further staff for the Aspire Academy.

(ii)   Recruiting other staff
All full time posts will be advertised in national and local press, on our website, in relevant electronic media and circulated to potential applicants via appropriate social media groups. The open and transparent recruitment process will involve the Headteacher or if appropriate the SENCO/Senior Teacher and a sub-group of the Governors, with appropriate HR support and advice, drawing up an application process, reviewing applications and drawing up a shortlist of candidates for interview. The Interviews, conducted in an appropriate manner to reflect our Equal Opportunities Policy, will

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normally be held at the school, conducted by the Head and a sub-group of the Governors. We will invite a representative from the local authority and the DfE to attend.

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

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

- Educational ethos and vision
- Relationships with the Aspire Academy Trust and work with member schools
- Curriculum
- Accreditation
- Policies and procedures
- Health and Safety
- Child Protection
- Student induction programme
- Staff Appraisal System

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

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

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

All staff will be qualified to at least Level 2 in an appropriate subject and those undertaking student support at Level 2 will be qualified to a minimum of level 3. As outlined in our curriculum we intend having a small staff – student ratio of one to four with students working in small groups on personalised programmes of learning tailored to their individual needs and motivations.

Learning mentors, who will each be assigned to a small group of students, will

provide intensive support, focusing on the development of their personal and social skills alongside the subject specific material. The mentors will receive specialist support from the SENCO when required the Head and Senior Teacher in developing and reviewing learning plans for individual students. Portfolios that capture the achievements and learning outcomes will be developed by the student in conjunction with their mentor and this will utilised as the vehicle for gaining accreditation across a broad range of awards and qualifications.

The on-going professional development of all our staff is of high importance and we have planned the following actions to ensure high quality support:

- a regular programme of in service training co-ordinated by the Headteacher in conjunction with the senior staff
- a formal relationship with The Institute of Education at the University of Worcester to access high quality research and the latest evidence of successful teaching methods
- an alliance with the youth workforce programme of the National Council of Voluntary Youth Services, specifically to develop specialist training and accreditation

(iii)   Recruiting Governors
As indicated previously the Governors of the Aspire Academy will be drawn from:
•   The Aspire Academy Trust
•   Staff of the Aspire Academy
•   The local community
•   The local authority

Representatives from the Aspire Academy Trust
It is proposed that the Chair and two other Governors are nominated by the Trust.

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

Staff of the Aspire Academy
It is proposed that the Headteacher is a Governor and that one third of the Governors are drawn from the staff of the Aspire Academy.
In addition to the Head the staff will be invited to develop their own transparent and democratic process to nominate members to the Governors.

The local community
A minimum of two and up to five Parent Governors
Parents will be encouraged to interact regularly with the school at a number of

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levels such as:
• attendance at regular parents evenings
• participation in after school activities designed to encourage whole family participation e.g. sports activities, fund raising events, arts classes, music programmes
• occasional seminars on subjects of importance to parents e.g. Healthy eating, behaviour management, teen/parent contracts
It is planned that from this regular programme of parent engagement events a parent/school support group can be established and that this group will nominate parents to join the Governors

The local authority
The local authority will be invited to appoint one Governor who will be suitably qualified and experienced in alternative education programmes.
The steering group have already identified that, if possible, Governors to be recruited from the local community and parent representatives would be able to bring the following experience to the group:
• Self-employment and new business development
• Industrial Design and IT
• Arts/Music
All Governors will be expected to demonstrate a commitment to the educational vision of the school, be prepared to contribute fully to the development of the school and participate in the general life of the school i.e. attending celebration events, seminars etc.

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

Section G: Initial costs and financial viability

The financial plans have been completed by an experienced school business manager in collaboration with other members of the team, so there is a clear understanding of the nature of the school, planned numbers, staffing structure and curriculum requirements. We used DfE benchmarking data from a non London special school with moderate FSM and a similar sized cohort and also made relevant comparisons to mainstream academies in the area.

We have kept costs affordable whilst still being able to offer an innovative and effective approach to pupils at the school by taking the following measures:

1. General principles

Staffing

At capacity of 120, a staff – pupil ratio of 1-4 is planned for a total number of 80 students on site, with at least 40 accessing their provision off site at a partner school, FE college, training provider or employer. There will be a core of flexible support assistants appointed, where necessary on fixed term contracts, and working part time to reflect the numbers on roll and the needs of the pupils. The senior leadership team will also be expected to take on multiple roles. One Assistant Headteacher will be an experienced SENco, a role pivotal to the success of a school where the majority of the students will need a high level of support in English and Maths. The other Assistant Headteacher will be in charge of curriculum and Teaching and Learning and act as subject leaders to the teaching staff. The senior leadership and the teaching team will be expected to teach the core curriculum of English, Maths and IT, additional subjects as agreed with the governing body and Headteacher and PSHE.

Curriculum

Curriculum choices will be broadened without needing to increase the staffing base, by working with partner training providers. This both minimises staffing costs and allows the school to benefit from economies of scale. The Aspire Free School Academy will work with local employers through the Worcestershire Education Business Partnership to develop a work placement scheme for full time KS4 pupils, giving them access to quality work experiences and with Worcestershire Council for Voluntary Youth Services to provide enriching volunteer experiences for full time pupils. Whilst of huge benefit to the pupils in terms of their social and personal development, these schemes will have a minimal cost to the Aspire Academy. Aspire is an active participant in the LA Early Help Strategy and will seek to develop relationships with those aligned services who we will expect to support our pupils by offering them accommodation

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on the school premises allowing pupils and their families easier access to such services as mental health practitioners, speech therapy and family intervention. This will minimise the amount of private providers we will need to use, to ensure all pupils and their families are supported.

Professional Support, Development and Training

The development of the Aspire Academy is as a result of the close collaboration of local mainstream and special schools, FE colleges and the University of Worcester. This means that the Aspire Academy will have immediate access to all the CPD, supporting activities and expertise offered by-

Curriculum networks run by subject leaders across the area in English, Maths, Science, ICT, History, Geography, Art, Modern Foreign Languages, a SENco network, a Business Managers Association, the Aspire directorate of Headteachers and principals, the South Worcestershire directorate of Headteachers and principals and the Curriculum Managers steering group.

Aspire has already developed mechanisms and a dedicated support team who manage all students on any offsite provision and this will be available for the Aspire Academy at no charge.

The University of Worcester has offered its support to the school and is particularly interested in developing appropriate training programmes for both teaching and support staff.

2. Assumptions

Pupil Numbers and income:

A steady state of 120 on roll is anticipated by 2017-2018. However, for each year the number of pupils on roll at the start of each year will be below planned numbers and will increase due to in year referrals. Proper planning with partner schools for those at risk of exclusion and for those struggling in mainstream school due to issues around behaviour will increase the number on roll at the start of each academic year and diminish the number of in year and emergency referrals and planning will always take these students into account. KS3 programmes will be predicated on interventions aimed at reintegrating students into the home school or another mainstream school through a managed move. KS4 students will include a number of students who are able to reintegrate into a mainstream school and a number who will remain either full or part time in the Free School. It has been agreed with commissioner schools and the Local Authority that a top up fee of ▬▬▬▬▬ will be payable for each student or a proportion thereof for pupils on block term or part time programmes.

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Other income:

The academy will look to optimise income from funding sources and from lettings after hours. The latter will depend on agreements made with the landlord, and as such, have not been included in the template. However, we have investigated the inclusion of JamPod and have agreed this with the owners of our preferred site. This would generate an income of approximately ▮▮▮▮▮▮▮▮ per year.

Staffing:

The recruitment of teaching and support staff will be staggered to reflect the number of pupils on roll and the subsequent income. Contracts for support staff will be on a fixed term basis during the first year and part time where relevant and practical. Most contracts for support staff will be term time only but some staff will be retained for both after-hours activities and the Summer Programme. Both teaching and support staff will be expected to be flexible and change role as appropriate to the needs of the pupils on roll. Should recruitment only reach 80% of each year's expected number on roll, further cuts to the staffing complement will be made and the leadership team will be expected to take on an increased teaching load.
Administrative staff will be expected to carry out all day to day clerical and financial tasks including those of an examinations officer and clerk to the governors. Strategic financial work will be carried out by a business manager who will be either a shared post with one of the partner schools or bought in for a fixed amount of days from a partner school. Family link workers will be expected to travel to the pupils' homes and off site provision and accompany families to appointments where the outcome is relevant to the pupil. A travel allowance will be accounted for each year to cover costs of petrol and insurance for the staff. As the staff complement will be kept as low as possible to reflect numbers on roll and because of the nature of the pupils in the school, staff absences will have a significant impact on the school and a generous supply budget has been allowed for.

Costs of curriculum and other services:

The per capita amount per pupil reflects that of local schools and similar schools nationally (DfE benchmarking data). As this sum is linked to pupil numbers, the overall spend will be smaller if only 80% of the planned numbers are recruited. The core curriculum will take place within the school itself. Broader curriculum choices and other curriculum support will be available through judicious working with partner training providers, local employers and third sector organisations. The local schools already work as a consortium and have a team of workers who broker this provision and make considerable savings through economies of scale. The Free School will be a member of this consortium and will therefore have access to its services. This will allow

pupils to access provision which is costly for a school to provide and considerably broadens the choice for young people. However, once the school reaches capacity, it will develop more in house programmes and will increase its directly employed staff. If the school capacity falls to 80% of its planned recruitment, KS3 programmes will be delivered in house only and the smaller number of students on roll will reduce the cost of off- site provision. Choices will not be diminished, as working within the wider consortium will still allow cost effective and viable group numbers. Services aligned to the LA Early Help strategy such as Mental Health and Speech and Language support will work with the Free School and will be expected to adopt the ethos of the school and not close their books prematurely to pupils and their families who fail to engage immediately. However, the school is aware that its growing numbers could place a strain on these services and that we will need to respond to differing needs according to the cohort. A sum to allow access to these services through private and third sector organisations has been included in the financial template.

The school will also work with third sector organisations, mainstream schools, post 16 providers and other partners to develop after school activities, enrichment activities and a programme for the Summer holiday designed to maintain engagement, increase skills and ease transition for those moving from KS3 to KS4 and those students moving on to post 16 programmes. A budget to cover staffing costs and resources has been included in the template.

Services:

Sums benchmarked against local schools and schools of a similar size (DfE benchmarking data) have been included in the template. However, these costs may be subsumed into a management cost dependent on agreements made with the owners of the site. Catering will be accessed either through the Worcester Warriors or through a local school, many of whom already supply small primary schools in their pyramids with hot meals and other catering services. A small budget has been included for catering supplies so that pupils can be given a breakfast at the start of the day, as many of them will come to school not having eaten since the previous day. The costs of services are unlikely to change irrespective of the number of pupils on roll, however, catering costs will be reduced if the number of students recruited falls to 80%

Section H: Premises

We have given careful consideration to the potential location for our proposed school, assessing possible sites against the following criteria:
- accessibility of site for users and centrality location
- potential partnership work with neighbouring organisations
- safe site for students
- potential for expansion
- good access to vocational opportunities for students
- high quality learning environment

We discussed our site needs with a wide range of stakeholder groups including heads of local commissioning schools, the local authority, major local employers, sports and arts organisations and the University of Worcester who are currently involved in a major expansion programme.
Having met and discussed options with these groups we are unanimously agreed that our preferred site is on ██████████
██████████

The infrastructure opened in stages through 2007 / 2008 and the conferencing was improved in 2008 with the ██████████
In addition to the development of the site and the club, ██████████
The address of the proposed site, depicted on the following plan is:
██████████████
Worcester ██████████
The following map shows the location of ██████████ in relation to Evesham, Droitwich, Malvern and Worcester, the locations of the schools that will commission the majority of places from the Aspire Academy.

██████████

██████████ meets all of the key criteria that we set for the preferred location of the Aspire Academy as follows:

<u>Accessibility of site for users and centrality location</u>
██████████

Distances from the main geographical areas that will commission places are as follows:
Worcester City Centre 5 miles
Droitwich 5 miles
Pershore 9 miles
Malvern 12 miles
Evesham 14 miles

Potential partnership work with neighbouring organisations

Both ████████ are very keen to engage fully with the proposed Aspire Academy and initial discussions have identified possible areas of collaborative work including:

- Utilising the ████████ aspirational scheme within the school. This programme, developed by the ████████, addresses social issues and helps young people to develop skills such as team working, problem solving, communication, confidence and self-discipline. This represents an ideal fit with the curriculum approach proposed by the Aspire Academy
- Involving the ████████ from time to time as role models for young people and ambassadors for the school within the local community
- Providing some work experience opportunities for young people across the spectrum of trades involved at ████████ including health, fitness and wellbeing, horticulture, hospitality, event management, security, facility maintenance and estate management.
- Developing specific projects in conjunction with the ████████ such as an organic allotment or small breeds farm on land within the extensive ████████.
- Developing a volunteering initiative possibly linked to the ████████ that could reward participants with low or no cost access to events and activities that take place at ████████
- Developing a vocational and recreational summer programme that provides for an educationally based 'fourth term' for students of the Aspire Academy. This programme would also be extended to engage other community groups in the provision of a wide range of activities attractive to all young people in the area. The ████████ provides significant capacity to host such a programme in a safe and accessible environment.
- The ████████ is also adjacent to the large ████████, the location for a number of major employers including Worcester Bosch who have expressed a willingness to support the Aspire Academy.

Safe site for students

The ████████ represents a secure and safe environment for the education of young people. While it is fully accessible in terms of transport links it is separated from the risks sometimes associated with sites that front major roads, are adjacent to industrial premises or are located within housing estates.

The estate is managed by the ████████ to a very high standard and the school would therefore benefit hugely from having the highest standard of environmental security provided at no cost.

Potential for expansion

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As demonstrated by the above site plan, the ████████ offers tremendous opportunity for the future expansion of the Aspire Academy. The whole estate comprises 60 acres and discussions with both the club and the ████████ have confirmed that, subject to this proposal being accepted, there is an enthusiasm to explore a longer term vision for the expansion of the school in a manner that will add a huge new dimension to the educational infrastructure for South Worcestershire. The management of ████████ have already demonstrated their vision and innovation in developing ████████ as a world class facility and the opportunity to link this with the Aspire Academy is a compelling opportunity that we wish to take advantage of.

Good access to vocational opportunities for students
As previously stated, both the ████████ are enthusiastic about working with the school to provide vocational opportunities for young people and employers located on the nearby Blackpole Retail and Trading Estate are equally keen to engage with us in this respect.

The local Chamber of Commerce is also situated close to ████████ and they have promised their support to the school by promoting work experience and vocational learning opportunities for Aspire Academy students whenever possible.

The 60 acres of the ████████ also provides the opportunity for the Aspire Academy to develop a range of work experience projects. Already we have identified horticulture, animal husbandry, construction and health and wellbeing as activities that could be integrated within the whole estate with minimal impact.

High quality learning environment
We are very conscious that for a significant number of students educated in alternative provision or at Pupil Referral Units the standard of facilities and in some cases tuition is woefully low. Sadly this has been the case at Newbridge, the local short stay school, and evidenced by the most recent Ofsted report (see section E).
We are therefore determined that the Aspire Academy should live up to its name and aspire to 'be the best' for every young person who attends.

████████ we know that the facilities for the school will be among the best that are available and completely fit for purpose.
The proposed location and affinity with such an important and growing brand, recognisable nationally and increasingly beyond the UK represents an important opportunity for us to also set our sights high when it comes to the appointment of staff and the training and support programme that we will offer to everyone on our team.
Our vision is for the Aspire Academy to be the best Alternative Provision Free School and with our highly desirable location, highest quality learning facilities and unique partnership we are confident that we can attract the most accomplished staff to deliver our vision.

The owner of the ████████. In principle discussions have taken place

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between both these bodies, ███████ and the Aspire Academy Trust regarding the lease of the proposed site to the Foundation who would subsequently provide a long lease to the Trust.

The entire ████████ extends to 65 acres. The proposed site for the Aspire Academy, indicated on the site plan above comprises ████████

The Academy will enjoy its own dedicated learning facilities within the new development and there will be some areas developed for joint and wider community use. The proposed ████████ will be available to the wider public during evenings and weekends (providing a source of income), some small rooms available for corporate functions will be available to the school as quiet study areas and larger spaces will be available to the school as physical arts settings and ████████

We are presently at an early stage in developing our long term vision for the integration of the Aspire Academy within the ████████. However, such is the enthusiasm for the proposal, an initial feasibility study into the design and development of the facility of the overall ████████ has been undertaken by ████████ and detailed planning consent on the site has been granted.

Subject to our proposal for the Aspire Academy being accepted by the DfE the development at ████████ would be completed in time for an opening of the school in September 2014.

In summary, the availability of the ████████ and the enormous attraction of working alongside ████████ in the development of the Aspire Academy offers a unique opportunity that we believe is simply too important to pass up.

The proposed site completely meets the criteria we established for a site and the excellent community profile, corporate presence, media brand and aspirational nature of the whole ████████ establishment sets exactly the tone we wish to encourage our students to aspire to achieve.

We also believe that, given the opportunity to develop our proposal, the Aspire Academy (and particularly the relationship between the Aspire Academy Trust and ████████) could become a flagship development for Alternative Provision Free Schools of the future.

The Chantry School
Martley
Worcs
WR6 6QA

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

Dear Sir, Madam
Confirmation of support for Aspire Academy
The Chantry School confirm that we support The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if they are successful in their application.
Based on the planned top up of fee of ███████ or relevant proportion of that sum, we believe that we would refer 4 full time and 3 (FTE) places in year 1 rising to 6 full time and 5 FTE places by year 4. We confirm that whatever referrals we do make we will make to The Aspire Academy.

Title ████████, ████████
Date: 7th December 2012

Yates Hay Road, Malvern, Worcs. WR14 1WD
Telephone: (01684) 564751   Fax: (01684) 573765   E-mail: office@dysonperrins.worcs.sch.uk
Headteacher: ███████████

6 December 2012

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

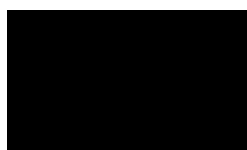Dear Sir/Madam

Confirmation of support for Aspire Academy

Dyson Perrins Church of England Academy confirms that we support The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if they are successful in their application.

Based on the planned top up of fee of ███████████ or relevant proportion of that sum, we believe that we would refer 6 full time and 5 FTE places per academic year. We confirm that whatever referrals we do make we will make to The Aspire Academy.

Yours faithfully

███████████

███████████

THE CHASE SCHOOL

serving its community

The Schools Network™ iNet
The Specialist Schools and Academies Trust

[black redaction box]

GERALDINE ROAD
MALVERN
WORCESTERSHIRE
WR14 3NZ

Tel (01684) 891961
Fax (01684) 566643
www.chase.worcs.sch.uk
office@chase.worcs.sch.uk

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

December 12th, 2012.

Confirmation of Support for Aspire Academy

Dear Sir/Madam,

I write to confirm that The Chase School, a converter Academy since November 2011, is in full support of the establishment of 'The Aspire Academy', an Alternative Provision Free School in Worcester which will open in September 2014, subject to a successful funding application.

For generations the provision of alternative education for damaged and disaffected young people in Worcestershire, especially in Worcester City and the South of the county, has been inadequate. The needs of such students have consequently never been satisfactorily met and this has had a detrimental effect on the educational experience of all young people, as well as leading to a regrettable rate of school exclusion.

We therefore fully support the application for an outstanding facility which will meet the needs of these students. We anticipate making 2 FT referrals and 3 full time equivalent (FTE) places to The Aspire Academy over the first academic year following the school's opening and 10 referrals in the second year. We confirm that whatever referrals we do make for young people who really struggle in our mainstream school will be to The Aspire Academy.

Yours faithfully,

[black redaction box]

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CHRISTOPHER WHITEHEAD LANGUAGE COLLEGE

Bromwich Road, Worcester WR2 4AF
Tel: 01905 423906   Fax: 01905 420788
Email: █████████████████████

Our Ref: NM/KW
6 December 2012

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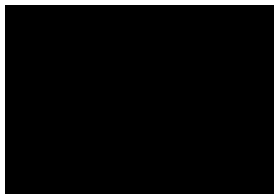Great Smith Street
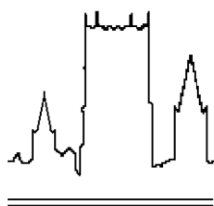London SW1P 3BT

Dear Sir, Madam

Confirmation of Support for Aspire Academy

Christopher Whitehead Language College confirms that it supports The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if they are successful in their application.

We fully support this application and, based on the top up of █████ anticipate making three referrals of full time equivalent (FTE) places to The Aspire Academy over the first academic year following the school's opening and six referrals in the second year.

Yours faithfully

Evesham High School
Specialist Sports, Maths & Computing College
and
Simon de Montfort Middle School
Advancing Learning in Partnership

6 December 2012

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

Dear Sir, Madam

Confirmation of support for Aspire Academy

The Federation of Evesham High and Simon de Montfort Middle School confirm that we support The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if they are successful in their application.

Based on the planned top up of fee of ██████████ or relevant proportion of that sum, we believe that we would refer five full time and six full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make we will make to The Aspire Academy.

██████████

██████████

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DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE
Specialist Sports College
Briar Mill, Droitwich Spa, Worcestershire WR9 0AA
T: 01905 774421 F: 01905 777070
Head teacher: ▮▮▮▮▮▮▮▮

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

Dear Sir or Madam

Confirmation of support for Aspire Academy

Droitwich Spa High School and Sixth Form Centre confirm that we support
The Aspire Academy's application. We understand that The Aspire Academy
is an Alternative Provision Free School in Worcester which will open in
September 2014, if they are successful in their application.

Based on the planned top up of fee of ▮▮▮▮▮▮▮▮ or relevant proportion of
that sum, we believe that we would refer 8 full time and 6 full time equivalent
(FTE) places per academic year.

We confirm that whatever referrals we do make we will make to The Aspire
Academy.

Title: ▮▮▮▮▮▮▮   ▮▮▮▮▮▮▮▮   ▮▮▮▮▮▮▮

Date: 7 December 2012

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13th December 2012

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

Dear Sir/Madam

Confirmation of support for Aspire Academy

Bishop Perowne Church of England College confirm that we support The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if they are successful in their application.

Based on the planned top up of fee of ████████ or relevant proportion of that sum, we anticipate that we may refer up to 2 full time and 2 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be to The Aspire Academy.

The Governors of Bishop Perowne Chuch of England College wish to offer their support for the application from the Aspire Academy to open an alternative provision free school in Worcester in September 2014.

Yours faithfully,

arts colleges

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Merriman's Hill Road
WORCESTER
WR3 8LE
Telephone : 01905 746800
Facsimile : 01905 746846
E-mail: info@bishop-

██████████

30th November 2012

Dear Sir, Madam

Confirmation of support for Aspire Academy

Prince Henry's High School confirm that we support The Aspire
Academy's application. We understand that The Aspire
Academy is an Alternative Provision Free School in Worcester
which will open in September 2014, if they are successful in
their application.

We fully support this application and anticipate making **two**
referrals of full time equivalent (FTE) places to The Aspire
Academy over the first academic year following the school's
opening [and **two** referrals in the second year]

Yours faithfully

██████████

██████████

Nunnery Wood
High School
Spetchley Road
Worcester
WR2 4BX

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

Dear Sir, Madam
<u>Confirmation of support for Aspire Academy</u>
Nunnery Wood High School confirms that we support The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if they are successful in their application.
We fully support this application and anticipate making four full time referrals and three full time equivalent (FTE) places to The Aspire Academy over the first academic year following the school's opening [and 12 referrals in the second year.]

Title: █████████
Date: 2nd December 2012

Pershore High School
Station Road,
Pershore,
Worcestershire,
WR5 2LT

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

Dear Sir, Madam
Confirmation of support for Aspire Academy
Pershore High School confirm that we support The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if they are successful in their application.
We fully support this application and anticipate making 4 full time referrals and 7 full time equivalent (FTE) places to The Aspire Academy over the first academic year following the school's opening [and 12 referrals in the second year] and agree to pay the planned top up of ███████████.

███████████, ███████████
Date: 06.12.12

![worcestershire county council logo] **worcestershire**
c o u n t y   c o u n c i l

██████████

Nunnery Wood High School
Spetchley Road
Worcester
WR5 2LT

Children's Services
County Hall
Spetchley Road
WORCESTER
WR5 2NP

17th December 2012

By e-mail: ████████████████████

Our Ref: JE/ ajbs

Dear ████

I write further to our meeting on 5th December 2012 and subsequent e-mail communication regarding the proposed Aspire Academy submission for Alternative Provision Free School status. I understand the proposal would be for the Free School to open in September 2014.

The purpose of the letter is to reference our initial dialogue, and to welcome the opportunity to engage in further discussions subsequent to your application to the DfE. We consider the outline proposal to present an exciting opportunity regarding provision for these challenging young people, and welcome the chance to work with you regarding this initiative. One of our key priorities is to improve provision for our vulnerable learners. To this end we would seek to engage with you further to manage this provision, for example through preferred provider status or other mechanisms to secure our effective working relationship.

I look forward to discussing further the details of this subsequent to the formal submission of your proposal to the DfE.

Yours sincerely

██████████████████████

5 December 2012

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

Dear Sir/Madam

Confirmation of support for Aspire Academy

Hanley Castle High School, an academy, confirms that we support The Aspire Academy's application. We understand that The Aspire Academy is an Alternative Provision Free School in Worcester which will open in September 2014, if it is successful in its application.

Based on the planned top-up fee of ███████ or a relevant proportion of that sum, we believe that we would refer approximately three students, or their full time equivalent (FTE), for places per academic year. We confirm that whatever referrals we do make, we will be likely to make them to The Aspire Academy.
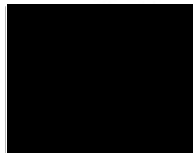
Yours faithfully

███████

12th December 2012

███████ South Worcestershire Network of Schools and Colleges
C/O Nunnery Wood High School
Spetchley Road,
Worcester,
WR52LT

Dear ███████,

The Aspire Academy

Worcestershire Council for Voluntary Youth Services (WCVYS) is writing to offer its support to The Aspire Academy Trust's application to open a new Alternative Provision Free School in Worcester in September 2014.

WCVYS is aware of the challenges of reengaging excluded or pupils at risk of exclusion. We work with a wide range of youth organisations and our members tell us that young people demonstrating challenging and disruptive behaviour can be a significant issue for them to address. WCVYS welcomes the proposal for an Alternative Provision Free School as it offers the opportunity to develop innovative methods with a focus on providing these young people with the skills and knowledge to make successful transitions from learning to employment whether through apprenticeships or good work experience opportunities.

Amongst WCVYS's members there are organisations who would welcome the opportunity to work with Aspire Academy Trust in the development of the Alternative Provision Free School. Their aim would be to support the Free School and where possible, enrich the Alternative Provision.

I am delighted that the proposed new school is enjoying the support of headteachers across Worcester, Wychavon and Malvern Hills and I know that our members would want to work with you to develop a locally accountable solution for the educational needs of our young people.

Yours sincerely

███████

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██████ South Worcestershire Network of Schools and Colleges
C/O Nunnery Wood High School
Spetchley Road,
Worcester,
WR52LT

18th December 2012

Dear ██████████,

Thank you for writing to me with details of the Aspire Academy Trust's application to open a new Alternative Provision Free School in Worcester in September 2014.

I believe this would meet a need which is currently not properly met and I am excited about the potential of the suggested partnership with the Worcester Warriors to provide a level of positive engagement which has hitherto been impossible to achieve with some of the harder to reach pupils in my constituency.

As a member of the Business, Innovation and Skills select committee and with a longstanding interest in education, I am determined to improve the educational chances and the readiness for work of as many students in Worcester as possible. I believe that this proposal would help to secure that aim and has the potential to raise the attainment of some of the most difficult to reach pupils in the County, whilst also helping our existing schools and academies to achieve their own objectives. I also understand that it provides a greater number of places in alternative provision and helps to close the gap between the South of the County and the North. I would be extremely wary of any free school application that was aimed at cannibalising the funding or demand for existing provision but I believe that in this particular case the application is filling a genuine gap.

I am delighted to hear that the proposed new school is already enjoying the support of a large number of headteachers across Worcester, Wychavon and Malvern Hills and that other community groups are working with you to develop a locally accountable solution for the educational needs of our young people. I hope that you will continue to be able to build a strong base of support for this project and maintain the support and involvement of secondary heads across Worcester and the South of the County. I also hope that the project will be able to deliver on the huge potential of a tie up with the Worcester Warriors.

Yours sincerely

Robin Walker MP

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