



Department
for Education

Free school application form

Alternative provision

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

**LAIDLAW SCHOOLS TRUST ALTERNATIVE
PROVISION SCHOOL**

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Application checklist

| Task to complete | Yes | No |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| 1. Have you established a company by limited guarantee? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you provided information on all of the following areas (where appropriate)? | | |
| Section A: Applicant details | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section B: Outline of the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section C: Education vision | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section D: Education plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section E: Evidence of need | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section F: Capacity and capability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section G: Budget planning and affordability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section H: Premises | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the information in A4 format, using Arial 12 point font, and includes page numbers? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Have you fully completed the appropriate budget plan(s) where necessary? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| 7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Section I of your application | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| <p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Declaration

****This must be signed by a company member on behalf of the company/trust****

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 a free school in accordance with:

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted print name]

Date:

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

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



Completing the application form

Section A – applicant details (use Excel spread sheet)

Please see separate attachment – Excel Document

Section B – outline of the school (use Excel spread sheet)

Please see separate attachment – Excel Document

Section C – Vision

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The Laidlaw Schools Trust (LST) proposes to establish an Alternative Provision Free School (LSTAP) in the inner west area of the city of Newcastle upon Tyne. The school will admit pupils from Year 1 to Year 8 and will also have spaces for pupils in years 9, 10 and 11, but does not propose to admit pupils in these year groups. Admission to these year groups will be from pupils already in the school in year 8 for whom alternative placements are not appropriate. The school will open in 2017 with 80 pupils in Key Stages 1, 2 and 3 and grow to full strength of 95 by 2020 with the addition of small numbers of pupils in years 9-11. There will be no post 16 provision. (See table in Section D). Though proposed by the Laidlaw Schools Trust, the Alternative Provision School will serve other schools in the area and expects places to be commissioned by them.

The only other Ofsted inspected provider of Alternative Provision in Newcastle is Linhope Pupil Referral Unit (PRU). On February 9th and 10th 2016, Linhope PRU had an unannounced Section 8 inspection that was turned into a Section 5 inspection. Though this report is not on the Ofsted website at the time of submitting this proposal, the verbal feedback was that the PRU was placed into Special Measures, with grade 4 for Leadership and Management and grade 3 for other judgement areas. There were significant concerns around safeguarding. We understand that this was partly due to pressure from the number of pupils on roll which had doubled since the previous inspection in December 2013. In this previous inspection the Linhope PRU was judged Good with Outstanding Leadership and Management. This means that there is now no Alternative Provision provider in Newcastle that is not in an OfSTED category.

The [REDACTED] of Linhope PRU was acting as AP adviser to the LSTAP development group, but in the light of this inspection the group has secured new expertise to carry out this role (See section F for further details). Now Peter Gannon, Headteacher of Silverdale SEMH Special School (7-16 year olds) in North Tyneside and accountable manager for the Primary PRU provision in North Tyneside LA has taken up the role. Additional advisory support has been secured from the Executive Head of the Primary and Secondary PRUs in Bolton.

Pupil Cohort

Our vision is to establish a high quality alternative provision that will provide the capacity to intervene at an early point in the educational trajectories of children who are demonstrating significant barriers to effective engagement in learning. Our school will provide education, intervention and support to children with social, emotional and/ or mental health needs from an early age. The school will offer short and medium term placements to pupils in Key Stages 1, 2 and 3 who are facing significant social, emotional and mental health (SEMH) issues that provide significant behavioural

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

barriers to their engagement with learning. The expected cohort will display the following SEMH characteristics:

- deterioration in behaviour, especially in relationships with peers or staff, that indicate a need for personalised support.
- significant decline in rates of progress in core subjects that may have roots in S, EMH issues, and with low engagement make school based catch up programmes less likely to succeed.
- significant decline in attendance that may have roots in S, EMH issues and may need individualised and specialised support to tackle.
- attitudes to learning that have been stubbornly resistant to school based interventions.
- an inability over time to cope with the methodology of mainstream pedagogy and needs a different approach to learning.

Detailed criteria to support the assessment of the SEMH needs of each of the above will be developed with commissioners during the pre-opening phase.

Rationale

In spite of the high quality of provision in the Trust's academies, there are a high number of older children who complete their education in the Pupil Referral Unit, after transferring there during their primary or secondary years following many years of failing to make progress in mainstream schools. At the beginning of the Spring Term 2016, there were 60 year 7 to 11 pupils on roll at the PRU who had transferred from Excelsior (an all through Laidlaw Trust Academy), a further 97 were from Walbottle and Kenton, the other two large comprehensive schools in the west of Newcastle. 34 pupils have been referred to the PRU from these three schools in Autumn Term 2015. A key aim of our Alternative Provision School is to meet the needs of this group more effectively through early, individualised intervention, particularly at a much earlier age and thus reduce the trend of increased numbers of secondary school PRU entrants.

Through working co-operatively with the PRU, Excelsior has been able to avoid permanent exclusions and works co-operatively with other schools to provide managed moves and a fresh start for many pupils. However, the success rate for pupils who try a managed move between mainstream schools is estimated at between 40% and 50% by the Local Authority lead professional for behaviour as in most cases this strategy serves only to pass on the challenges and needs that the child has and to delay their access to appropriate support and education. Detailed data could not be provided by the Local Authority. Since September 2015 Excelsior has already had 230 requests for

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

in year admissions, 56 pupils had places in other Newcastle schools, 104 pupils were from overseas. Of these transfer requests 76 were for Primary places and 33 for places in year 7. The high number of children who transfer to Excelsior from local primary schools with extremely complex SEMH needs, become more and more challenging as they progress through KS3 and high numbers end up in the PRU. This experience is mirrored in Kenton School, a Secondary Academy who has indicated support for and a wish to commission places from the new school.

The Linhope Pupil Referral Unit in Newcastle has grown rapidly in recent years to the point where there are now over 300 pupils on roll, with this number anticipated to grow to 400 during the course of this academic year. Newcastle has 10 mainstream 11-18 Secondary schools. Numbers on roll at the PRU have increased significantly each year for the past three years with the Local Authority planned place funding numbers increasing from 182 in 2013-14, to 210 in 2014-15 to 260 in 2015-16. The increased demand for places has placed great pressure on the PRU. The main base has space for 95 pupils and additional outreach bases have been opened across the city. The high numbers in the PRU from years 9 – 11 (256 in January 2016) result from a lack of specialist early intervention both at an early age and at an early stage in pupils displaying challenging behaviour and/or SEMH needs. This has resulted in pressures that have reduced the capacity for the PRU to focus on turnaround provision. There is a clear and desperate need for such provision.

The LSTAP school proposal will provide high quality provision for pupils up to year 8 with the strongest focus on re-integration into mainstream school. Early well planned and resourced alternative provision intervention will reduce the numbers of pupils whose secondary education trajectory ends in the PRU in spite of the attempts of schools to keep them engaged and on roll. Huge Key Stage 4 numbers in the PRU will only be reduced by structured and resourced intervention in earlier years.

There are currently 42 pupils on the PRU roll in year groups 1-8 with physical space for 21. Over the last 9 years, an average of 24 pupils per year have left the PRU in Key Stages 1, 2 and 3, over half to a BESD Special School and an average of 5 per year returning to mainstream schools. Over the last 3 and a half years the number moving to mainstream school has dropped to 2 pupils per year. The LSTAP School will meet the needs of children in Key Stages 1, 2 and 3 better in that it will work with the commissioning schools to design and implement strategies for re-integration with support following intensive intervention to address the SEMH needs of the children. For too many children, the PRU is a one-way journey; a journey that becomes necessary due to the lack of high quality Alternative Provision earlier on in their education.

For the overwhelming majority of pupils who move to the PRU from the Trust's academies, scrutiny of their records from primary school and sometimes nursery identify that they present with very challenging behaviour - typically anger, violence,

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

poor co-operation, poor relationships with other children and disengagement from learning from a very early age. These behaviours are symptoms of an underlying need for support and specialised intervention to address the SE and MH barriers that pupils face. The focus of this proposal is to provide capacity for early intervention to address this SE and MH need.

The Public Health England report 'The link between pupil health and wellbeing and attainment' (2014) reported that

- pupils who reported they enjoyed school at age 11 had better attainment at key stage 3, especially for maths.
- pupils who hold positive attitudes about their school at age 14 have higher academic attainment by age 16
- a UK study found that school engagement at age 13 predicted greater academic progression from key stage 3 to key stage 4, highlighting the importance of sustaining school motivation for academic attainment during secondary school

LSTAP will intervene to ensure that the pupils it works with display these characteristics in mainstream schools and achieve lifelong success.

Vision

A key performance indicator will be the high proportion of children who re-integrate into and successfully complete mainstream provision following a period of time at the Alternative Provision School. The AP school will also place significant emphasis on working with commissioner schools to provide training for mainstream staff to help them identify issues at an early stage and provide support to work alongside them in the re-integration process. This partnership working is a key element in vision for the school.

The school curriculum will have a heavy focus on the development of literacy and numeracy, given the significance of these skills for re-integration to mainstream. Curriculum content will match mainstream, though delivery will use innovative methodology. The curriculum will have a specialist focus on and significant investment in Music and Arts which we believe can provide experiences and skill development that have a positive impact on academic performance in core subjects and on behaviour and relationships. (See the paper 'The power of music: its impact on the intellectual, social and personal development of children and young people' by Susan Hallam, Institute of Education, University of London). In a neighbouring Primary School with an offer of daily music tuition, inspectors in 2013 commented that 'Daily music tuition and opportunities for performance within and beyond the school contribute exceptionally well to pupils' spiritual, moral, social and cultural development as well as their interest

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

in learning.' LST's Sponsor has invested a significant amount of his own money (250k) in developing a research project investigating the impact of music and singing on the academic and social development of children in one of the Trust's Primary Schools. While still in its first year the external evaluation of this project indicates that it is having a significant impact on both the academic and the social development of the children. The sponsor is committed to extending this project to children in the AP provision (Reports/ evaluation of the project at Thomas Walling Primary academy are available).

An extended school day similar to that in Excelsior Academy will provide additional capacity for bespoke support such as 1:1 tuition in core subjects.

A radical, early intervention approach is needed. Existing schools in west Newcastle, including those in the Trust, have substantial and well regarded work in addressing the challenges of disengaged and challenging students in the earliest age groups. However, the need is for new capacity with access to specialised expertise, an innovative curriculum and individualised pedagogy that can give individual children bespoke intervention that mainstream schools cannot offer.

Working within the proven framework of the Laidlaw Schools Trust, the new Alternative Provision School will work closely with commissioning schools from within and without the Trust along with other specialist providers in the area, to offer a unique facility for pupils facing a degree of challenge that cannot be addressed in mainstream and if not reversed will lead to a significant reduction in life chances for the individual. The increased volume of need is clear: this targeted approach to intensive intervention will have a significant effect on the numbers of pupils completing their education in mainstream with the corresponding impact on their life opportunities.

Trust Background and Vision

The Laidlaw Schools Trust currently has one All through 4-18 school, Excelsior Academy and two 2 form Primary Academies, Thomas Walling and Atkinson Road. A modest expansion to include another All through Academy has been agreed with the Regional Schools Commissioner and will take place during this academic year. The Regional Schools Commissioner has signalled her full support for this proposal in the full knowledge of this additional change and expressed her confidence that the Laidlaw Schools Trust has the capacity to successfully manage the addition of an Alternative Provision Free school to the group of schools. A copy of her letter can be found in Section F of this application. The driver for the addition of the Alternative Provision School is fully in line with the overall vision and purpose of the Laidlaw Schools Trust in bringing about lasting and sustainable change to the lives of children in socially and economically disadvantaged parts of the area. The Trust currently serves around 2700 pupils, 1250 of primary age and 1450 secondary age students.

The Trust has no immediate desire to expand the group beyond the new All through

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Academy and the establishment of the LSTAP School. Both additions are in line with the mission and values of the Trust. Any future expansion would be considered on a case by case basis and following appropriate due diligence.

The AP School's ethos will be in keeping with the ethos of LST and its individual academies. It will be inclusive, committed to working with each child and their family, respecting and valuing each child equally and determined to enable them to be successful, confident, optimistic and well qualified young people who are able to break from the consequences of generations of poverty they have experienced, through securing employment. We will welcome children of all faiths and those of none. The addition of this AP school to the Laidlaw Schools Trust group will further deepen the capacity of the Trust to provide the individualised intervention and support that so many of the children need to enable them to overcome SE and MH issues that currently restrict their capacity to reach their full potential.

The academies of the Laidlaw Schools Trust are now a successful part of the landscape of schools in west Newcastle. As an HMI commented in the last full inspection of Excelsior Academy in 2013:

‘Since the academy opened the rate of improvement in progress, quality of teaching, behaviour and attendance has been impressive. ‘

All of the schools in the Trust were judged ‘Good’ in every category in their most recent inspection providing a sound basis for expansion to provide high quality Alternative Provision. (NB for Thomas Walling this was immediately before joining the Trust). The quality of inclusion work at Excelsior has brought HMI praise. In the HMI letter to Excelsior Academy of 2013 it was commented that:

‘The academy’s culture of inclusion can be seen in the increasing proportion of students who come from schools from across the city to make a fresh start here’

Section D – education plan: part 1

The proposed numbers in each Key Stage are as follows:

| | Current number of pupils (if applicable) | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------------------------------------|-------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Key Stage 1 | | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Key Stage 2 | | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| Key Stage 3 | | 20 | 25 | 25 | 25 | 25 | 25 | 25 |
| Key Stage 4 | | | | 5 | 10 | 10 | 10 | 10 |
| 16-19: commissioner referred | | | | | | | | |
| 16-19: student applications | | | | | | | | |
| Totals | | 80 | 85 | 90 | 95 | 95 | 95 | 95 |

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The table below outlines the subjects and hours taught for pupils at each Key Stage.

| Subject/other activity | Hours per week | Mandatory (M)/ Voluntary(V) | Comments |
|---------------------------|----------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Stage 1 /Key Stage 2 | | | |
| English | 5 | M | Includes specific provision for the development of reading, writing and speaking |
| Mathematics | 5 | M | Daily numeracy lesson |
| PE/Sport | 2 | M | Personal health and fitness and team work skills |
| Creative Arts | 4 | M | Including Music, Dance and Drama. Focus upon communication, teamwork and self-esteem |
| University | 2 | M | 6 week modules/projects chosen from a menu of curriculum linked themes driven by pupil interest. |
| Thematic Curriculum | 7 | M | Includes Science (2 hours) and Foundation Subjects. Key focus upon communication skills. Includes individual target work |
| Enrichment activities | 4 | V | Games, Music, catch-up, Art etc Monday to Thursday after school Family Learning activities, including parenting sessions, shared reading sessions and EAL sessions would be offered |
| Key Stage 3 – Years 7 & 8 | | | |
| English | 5 | M | Daily |
| Mathematics | 5 | M | Daily |
| Science | 2 | M | Specific provision |
| PE/Sport | 2 | M | Personal health and fitness |
| Creative Arts | 4 | M | Including Music, Dance and Drama Focus upon communication team work and self-esteem |
| Thematic curriculum | 6 | M | Humanities, PSICHE, RE. Key focus upon communication skills. Includes individual target work |

| | | | |
|---------------------------------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrichment activities | 4 | V | Games, Music, catch-up, Art etc Monday to Thursday after school. Family Learning activities, including parenting sessions, shared reading sessions and EAL sessions would be offered |
| Key Stage 4 – Years 9-11 | | | |
| English | 3 | M | English Language only. |
| Mathematics | 3 | M | Entry Level/ GCSE |
| Science | 3 | M | GCSE accreditation |
| PE/Sport | 2 | M | Potential GCSE/BTEC accreditation. Possible Junior Sports Leader |
| ICT | 2 | M | Potential accreditation |
| Creative Arts | 2 | M | Potential accreditation based upon interest/ability |
| PSCHE | 1 | M | Focus upon Lifeskills and employability skills. |
| Option /Vocational courses | 4 | M | Guided choice from a range of programmes based upon individual skills/needs (see KS4 below) |
| Work / Community Placement | 5 | M | Work experience and/or participation in community based activities. |
| Enrichment activities | 4 | V | Games, Music, catch-up, Art, extra accreditation etc Monday to Thursday after school. Family Learning activities, including parenting sessions, shared reading sessions and EAL sessions would be offered |

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Nature of predicted pupil intake

It is the vision of the sponsors, The Laidlaw Schools Trust, that the Alternative Provision Free School (LSTAP) should provide a high quality education that effectively meets the needs of children exhibiting social, emotional and/or mental health needs.

The area which the Laidlaw Trust Schools serve has an extremely high index of deprivation in the basket of indicators that make up the Multiple Deprivation Index. It is an area which is predominantly multi-racial and multi-cultural. Although the Alternative Free School will be open to pupils across the Newcastle Local Authority, it is expected that many of these pupils will come from the area currently served by the Trust.

In the 2010 IMD data (the last available) the wards of Elswick and Scotswood/Benwell that this proposal will serve were ranked 3rd and 4th respectively of the 26 wards in Newcastle upon Tyne. There is no reason to assume that this picture has changed. In 2013 just 36.2% of children in the Benwell/Scotswood ward achieved a 'Good' level of development in the Early Learning Goals and in Elswick the figure was 30.1%. The figure for Newcastle was 44% and the national figure was 52%. This serves to demonstrate the level of readiness for learning that children in the area have on entry to school. Other social indicators for the two wards are:

| | Scotswood/Benwell | Elswick | Newcastle |
|-----------------------------------------|-------------------|---------|-----------|
| Children with Special Educational Needs | 30% | 28% | 22% |
| Eligible for Free School Meals | 44.6% | 39.1% | 30.2% |
| Child Protection Plans (2012/13) | 53 (15%) | 24 (7%) | 362 |
| Obesity in Year 6 | 30.8% | 30.8% | 23.8% |
| Ethnicity in school population | 22% | 69.2% | 26% |

Source: <http://www.healthworksnewcastle.org.uk/wp-content/plugins/downloads-manager/upload/Local%20Needs%20Data.pdf>

Schools within the Laidlaw Trust already have successful experience in dealing with pupils who present challenging behaviours and may be facing exclusion from school. Atkinson Road Primary Academy hosts one of the City's Additional Resource Centres (ARC) with specialist provision for pupils with Autism. Excelsior Academy admits a challenging cohort with the lowest attainment on entry of all 149 secondary schools/academies in the north-east region and a range of challenging and complex needs. However, the exceptional skills of staff mean that The Trust schools have had low rates of fixed term exclusions with no permanent exclusions from the Excelsior Academy.

Excelsior Academy also participates in the Local Authority Scheme for Managed Moves and, in 2014-15, 48 pupils were placed in the Academy with 50% successfully completing their education at the Academy.

While the percentage of pupils with BME needs in the Trust's academies is high this is

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

not reflected in the percentage of children with challenging behavior and Social Emotional and Mental Health needs.

Although there is a wide range of provision within the Local Authority through the PRU, ARCs and Special Schools, much of this provision is specialist and all are currently operating at full capacity. It is the view of Head Teachers that there is a need to develop a different type of provision which prevents referral to the PRU, particularly in KS1 & KS2 through early intervention and the provision of specific support programmes which allow pupils to be effectively re-integrated into mainstream education.

The school will provide education and support to pupils aged 5 – 16 who have failed to make progress in mainstream schools and who exhibit challenging behavior which is linked to problems in Social, Emotional and Mental Health.. These pupils will, in most cases but not all, have failed to make expected progress in mainstream schools and have fallen behind in comparison to age related expectations.

Typically, these pupils may have experienced a poor home environment, parents with drug and/ or alcohol dependency or mental health problems, the impact of long term unemployment and poverty, aggressive behavior in the home and poor support for social skills development. The behaviours that they present are outlined in Section E2.

The socio-economic context of the school suggests that many pupils presenting with SEMH will have severe issues in relation to family stability and security. This element of the pupil's life cannot be ignored but provides a challenge for the school to address. At LSTAP we propose to work closely with families in an innovative way to engage parents and work with them to make them aware of the impact and influence their behavior has on their child's wellbeing and academic development and change behavior accordingly. We will work with the Newcastle United Foundation to train all Learning Support Assistants and HLTAs to work effectively with families to achieve this objective. In addition we will use a range new means of communicating with parents such as the use of video clips of their children learning that can be sent to mobile devices.

These deficiencies in early social and educational experiences place these pupils at a significant disadvantage in mainstream schooling. Often, the provision of appropriate support in mainstream schools is a lengthy process. Despite intervention and targeted support many of these students fail to make the necessary progress in learning and social skills and many face exclusion from mainstream education.

Sponsors believe that the needs of these pupils can best be addressed through individualised programmes of support in small group provision. They propose, therefore, that the LSTAP should provide places for no more than 10 pupils in any year group working in class groups of 5/6 pupils.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Because of the complex needs of such pupils and the need to provide focused support over a period of time, the Trust believes that placements will normally last for a minimum of six months with the vast majority lasting for around one year. The Trust believes that, for the majority of pupils at KS1, re-integration should be possible within the six months time scale.

However the length and structure of stay will be subject to the identified needs of the individual child and their identified and assessed needs. We anticipate that in line with practice elsewhere, length and structure of stay will vary according to the age group concerned.

For Key Stage One pupils we recognise the need for the child to keep clear linkage with the home school and thus their time in the LSTAP will be a proportion of the week (2, 3 or 4 days) with the remainder in the home school. For Key Stage Two children the proportion of time in LSTAP may increase with a link with the home school maintained but with some pupils being full time at LSTAP. At Key Stage Three we will seek to maintain the link but a higher proportion of pupils will be full time at the LSTAP. In Key Stage Four pupils will access elements of their curriculum at Excelsior Academy but receive specialized support and small group tuition in core subjects in the LSTAP.

In all cases the need for the child to receive their full curriculum entitlement will be established at the Initial meeting, recorded in the referral documentation and agreed between the two schools. We do not anticipate that a length of stay will be less than sixth months given the challenges that the anticipated cohort will face, though again this will be decided on a case by case basis based on evidence and agreement between the schools.

However, we expect that the need for a longer placement will be more likely amongst older pupil who may have more entrenched issues and levels of disengagement. On a basis of assessed need, it is likely that some placements will need to continue for more than one year with some of the more complex needs requiring a placement which may last up to or beyond two years. This is likely to be those children who need an EHCP to move to specialized provision.

It is further proposed that the school should admit pupils from years 1-8 only. Provision at years 9-11 would be provided on an assessed needs basis for a small number of students who are judged not to be ready for reintegration at the end of year 8, who may have been admitted during this year and who may have growing evidence of need in mainstream schools and not yet benefitted from appropriate levels of support. There will be a full evaluation involving parents and professionals to determine that LSTAP remains the best alternative for their continued education.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Proposed intake

The numbers outlined below represent the full- time equivalent numbers who will be placed in the Alternative Provision Free School at any given time. However, the school expects that, through its use of short to medium term placements, it will provide support for a larger number of pupils than indicated.

In the light of discussions with potential commissioning bodies, the school expects to reach maximum capacity KS1-KS3 from the outset. Consequently, the referral process will begin with commissioning groups during the summer term prior to opening.

Feedback from potential commissioning bodies suggests that the vast majority of pupils will exhibit social, emotional and mental health issues. Some of these may respond to short term intervention of six months or so but many are likely to have more complex issues relating to communication and interaction or cognition and learning.

Because of the need for a detailed and accurate referral system, it is proposed that transition into the school should take place at the beginning of each half-term. However, in exceptional circumstances, the assessment panel may agree integration into the school during a half-term period.

The proposed growth over the next three years is based upon the identification of pupils, at the end of Year 8, who will have been referred during KS3 and may not be ready for re-integration into mainstream education. For example, pupils who continue to exhibit challenging behaviours which prevent them from accessing mainstream education or pupils who continue to exhibit social, emotional and health issues which do not require specialist school provision but which may prevent them from accessing the mainstream curriculum.

It is the view of the Trust that a small number of KS4 pupils will continue to require the focused and specialized support which the school can offer and that, in order to ensure a stability of provision and prepare pupils for transition post-16, these pupils may be best served by remaining in the school for the duration of their secondary career. However, the Trust also recognizes that short term and part-time placements for some pupils during years 9 & 10 may also prove useful in helping them to re-engage with and remain within mainstream provision. Whilst we see progression to year 9,10 and 11 places (5 per year group) for pupils from year 8 for whom alternative placements were not appropriate, in the event of there being vacancies in these year groups we will admit from commissioning schools up to the figure of 5 per year where our provision meets the needs of the child.

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Planned growth of Student numbers for the LSTAP

| Year Group | 2017 | 2018 | 2019 | 2020 |
|------------|------|------|------|------|
| Y1 | 10 | 10 | 10 | 10 |
| Y2 | 10 | 10 | 10 | 10 |
| Y3 | 10 | 10 | 10 | 10 |
| Y4 | 10 | 10 | 10 | 10 |
| Y5 | 10 | 10 | 10 | 10 |
| Y6 | 10 | 10 | 10 | 10 |
| Y7 | 10 | 10 | 10 | 10 |
| Y8 | 10 | 10 | 10 | 10 |
| Y9 | - | 5 | 5 | 5 |
| Y10 | - | | 5 | 5 |
| Y11 | - | | | 5 |
| Total | 80 | 85 | 90 | 95 |

Curriculum rationale

It is the vision of the sponsors that the school will provide a high quality of education for all students and which, for most students, will support a successful re-integration to mainstream education and which will support all students to achieve at least good academic progress.

They believe that, in order to effectively address the needs of these children, it is important that issues are identified early and that alternative provision is provided at the earliest possible opportunity. For this reason, sponsors propose that supportive provision should be available from the earliest stages of statutory education and should, where necessary, support students into post-statutory education, training and employment.

Sponsors also believe that the majority of pupils accessing the Alternative Provision Free School will demonstrate deep-seated and complex needs which will require more than short term intervention and will, in most cases, require placements of approximately one year with a small number requiring between two or three years if pupils are to develop the academic and social skills to ensure effective re-integration into mainstream schooling or transfer into employment or training.

The curriculum provision within the school will be based upon a personalised and individual approach to all students. The approach to each student will be determined through initial assessment, at the point of referral involving the commissioning body, the

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student and the parents. Within the curriculum provision of the school there will be a rigorous focus upon the core curriculum areas of English, Maths and the Sciences. Individual targets for each pupil will be set in English and Maths. Targets will be based upon baseline information received from commissioners and additional assessment of students, using SATs papers or the school's assessment without levels where appropriate. As a minimum, targets will reflect the national benchmarks in terms of expected levels of progress, and will exceed these levels in many cases.

A programme of Personal Social Careers and Health (PSCHE) education will form part of the curriculum across all key stages. Within KS1, KS2 and KS3, this will be delivered across the curriculum and particularly, though not exclusively, within the Creative Arts and Thematic aspects of the curriculum. Aspects of the curriculum will be clearly mapped within programmes of work across the curriculum, including the core subjects. The PSCHE programme will be supported through the Thrive programme and the targets for personal and social development which form part of the education plan for all pupils. The aspects of this programme will include health education, sex education and citizenship education. It will explore what it means to be a British citizen and an understanding of what it means to be part of a multi-ethnic and multi-cultural society of diverse faiths. The vulnerable nature of many of the pupils will mean that they are potentially vulnerable for grooming by organisations that hold extreme views and/ or exploit vulnerable young people. The PSCHE programme will focus on equipping pupils to understand potential threats to their safety and well being and to manage their behavior in such situations so they are able to respond appropriately and with confidence. In KS4, there will be a particular focus upon careers advice and guidance and exploring the wider skills around employability.

Curriculum provision in the school will ensure that pupils have the necessary academic, social and emotional support and experiences which will allow them to make improved levels of progress and achieve, in line with, or above expected age-related standards. The National curriculum will remain as the key driver of the curriculum with a strong focus upon progress in the core subjects of English, Mathematics and Science.

Link with The Family School in London.

<http://www.thefamilyschoollondon.org/curriculum/curriculum-overview/>

The sponsors of this proposal will build a strong relationship with the Family School in London, sponsored by the Anna Freud Centre. We are committed to learn from their experience and curriculum in developing an innovative approach to addressing the SEMH challenges faced by our pupils. In particular we share the aims for teaching and learning expressed by the Family School when they say:

'Learning and teaching at The Family School will enable all pupils to:

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- progress academically;
- improve their challenging behaviours;
- recover their psychological and emotional wellbeing; and
- gain resilience so that they continue with fulltime education and return successfully to their mainstream school'.

The project lead for LSTAP has spoken to the Head of the Family school and a visit is planned in March. Whilst we are confident in our own curriculum provision, we believe that we will be able to develop and improve our curriculum and its implementation by learning from The Family School.

Key principles

The ethos of the school and the provision offered will be in keeping with the key principles which underpin the work of the Trust in all of its schools:

- That all pupils are respected and valued equally,
- Provision of a strong core curriculum which ensures that basic skills are embedded so that students are able to access the wider curriculum and reintegrate into mainstream education.
- Provision of a curriculum which is personalised, inclusive and meets the needs of individual students at each Key Stage
- A strong focus on core curriculum which ensures that the achievement of pupils will exceed national rates of progress, from their starting points, achieving in line with, or above, the expected standards for their age range,
- Provision of skills-based learning opportunities in all areas which equip pupils to develop communication and interaction including, speaking, reading, writing and numeracy.
- Provision of exciting learning opportunities which engage pupils, improve attendance and inspire a learning culture.
- Ensure that all pupils understand how to improve and manage their behavior and demonstrate respect for themselves and for others, both in school and in the wider community,
- That pupils are confident, optimistic, well qualified and develop high aspirations for themselves,
- That parents and families play an integral role in the development of each child and that the school will work closely with families in encouraging and supporting learning,
- That learning and social development will be enriched by access to a wide range of activities and opportunities, within and outside of the school day.
- That the curriculum of the individual pupil is designed with the commissioning school with a view to managing re-integration at the earliest opportunity.

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These principles will be achieved through:

- A strong and consistent emphasis on high attainment in English, Mathematics and Communication Skills.
- The provision of learning opportunities and experiential learning that allow all pupils to make at least good progress.
- Rigorous and regular assessment of individual needs and pupils' progress
- Access to multi-disciplinary support, including that from relevant external agencies, which will address identified individual needs.
- Regular engagement with learners and their parents/carers about their progress
- A close relationship with the commissioning school to facilitate re-integration.
- Providing an interesting curriculum that meets the needs of all pupils and motivates pupils to learn.

The team of teachers, with the support of teaching assistants and specialist staff will ensure that Quality First Teaching is at the centre of the pupil experience in the school. They will deliver a well-focused curriculum plan which equips all pupils, academically, socially and emotionally. Individual education plans will further ensure the development of each pupil's personal skills and aspiration.

Curriculum provision

See the table above.

Key features of the curriculum.

There are several key features of our curriculum provision which will ensure that our curriculum responds effectively to the needs of all pupils and prepares them for potential re-integration into mainstream schooling.

Provision within the school will:

- Provide intensive support which will move pupils rapidly towards national levels of attainment in English and Maths
- Provide pupils with skills of communication and social interaction which will support them in managing their own behavior,
- Provide a curriculum which engages pupils through a more flexible learning environment and a combination of individual and group tasks
- Improve attendance through higher levels of engagement and making learning fun
- Allow pupils to develop the independent learning skills which will support effective re-integration into mainstream schooling.
- Develop the pupil's feelings of self-esteem and self-confidence.

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Quality First Teaching will be the main vehicle for developing the key skills and knowledge of pupils and a variety of approaches will provide flexible and varied opportunities for learning which will support the wider academic and social skills of pupils.

- **Thrive assessment** – In meeting the needs of pupils it is important to have a clear picture of where they are now. During the first week of placement in our Alternative Provision, each pupil would be assessed using the Thrive Assessment Tools developed by the Fronting the Challenge Project. The program supports Individual assessment of emotional and social skills based on observed behaviours and baseline skills, as well as whole class screening. Each child's needs and the strategies to address them are set out in individual, targeted action plans, which may be implemented over a number of weeks, or several years depending on the child's needs. This approach is already being used successfully in schools within the Laidlaw Trust.

Based upon neuroscience and attachment research the Thrive tools help adults understand children's behaviour as communication. The approach focuses on the six developmental strands of Being, Doing, Thinking, Power & Identity, Skills and Structure and Separation and Sexuality. It recognizes that feelings are closely linked to behaviour and emotions are key to the learning process. The assessment tools help adults to identify a pupil's needs as signaled by their behavior and provide techniques and approaches which teach children to recognise and notice their sensations and then link these to their emotions and their thoughts. It builds their capacity to see cause and effect and begin to make real choices, with some understanding of their consequences. This is the beginning of being responsible for one's actions. It has enormous impact on behaviour, on relationships, on being available to learn and on being productive and engaged in human society.

“The relationship between a child and a significant adult is an under-recognised and under-used resource, but by using The Thrive Approach we can enhance this relationship, which will bear fruit. It can:

- help a child get ready to learn
- enhance their learning
- build positive relationships between a child and his/her peers.
- improve attainment “

Thrive 2015

- **Enquiry-based Learning** – Where possible, learning experiences will be practical and experiential. Enquiry-based learning will provide pupils with activities which engage pupils in using subject-based knowledge and develop key skills, with an emphasis upon communication skills through teamwork writing, speaking and listening. There will also be planned opportunities to develop problem-solving and

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experiential learning and child-initiated projects supporting the social and academic progress of pupils.

This is an approach that will underpin much of the curriculum within the Alternative Provision Free School. It is learning based rather than knowledge based and presents pupils with a series of scenarios and questions which encourage them to use their knowledge and skills to explore and develop problem solving approaches which assist learning. In enquiry-based learning the learning task is owned and driven by the pupil but they will be encouraged by the teacher, as facilitator, to challenge their own thinking and knowledge and explore new approaches which develop their skills of study, communication and interaction with others.

The development and use of handheld technologies within learning will help pupils to develop their own skills of research and record evidence of learning through photographic and video as well as providing an ideal platform for sharing with parents and other pupils.

“Enquiry-Based Learning inspires students to learn for themselves, bringing a real research-orientated approach to the subject.”

- **The Thematic Curriculum** – this builds upon the inter-disciplinary approach, used in many Primary Schools and in some schools at KS3, where learning is based around key topics or themes. Individual skills and aspects of subject based skills and knowledge are mapped across themes.

e.g. A theme of ‘Around the World in Eighty Days’ can be used to explore response to text, the use of non-chronological reports, settlements and land use, trade links, pupil’s own knowledge of their family and that of other groups represented in their community, etc

This approach prevents the fragmentation of learning which often makes it more difficult for pupils to understand the transferable nature of key skills. Thematic instruction integrates basic disciplines like reading, math, and science within the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on. It the teaching of cognitive skills such as reading, mathematics, science, and writing in the context of a real-world subject that is both specific enough to be practical, and broad enough to allow creative exploration

“The variety of Thematic Approaches to learning adds interest to the program for both the teacher and the students, but they also facilitate learning by making connections easier. Teachers can plan integrated activities that give scope for a wide range of explorations of ideas, learning of interesting content and development of language and other skills. When students participate in the planning process they are more likely to understand and appreciate what they are learning. Students

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usually enjoy the kind of learning that takes place in these ways of working..., “

“Using Theme Cycles”, Total Literacy: Pathways to Reading, Writing and learning,

- **University Modules** – build upon the process of Enquiry-based learning described above by providing opportunities for pupils to undertake a specific project where they have opportunities to choose materials, ideas and who they work with. These will be 6 week ‘courses’ designed around a menu of interests identified by pupils and will encourage pupils to develop skills of research, to work with, and listen to others ideas and skills of presentation. Pupils will have to apply for one of these. At the end of each course pupils will present their project, and new skills learned, to parents.

The University concept is based upon the High Scope Curriculum and reflects the work of educator and developmental psychologist, [REDACTED]. One of the key tenets is that knowledge of the world is constructed through hands-on activities. The sessions are organised around a Plan-Do-Review process. It aims to develop in children a broad range of skills, including the problem solving, interpersonal, and communication skills that are essential for successful living in a rapidly changing society. The curriculum encourages student initiative by providing children with materials, equipment, and time to pursue activities they choose. At the same time, it provides teachers with a framework for guiding children’s independent activities toward sequenced learning goals.

The “University” modules would be largely based around areas of interest shown by pupils such as construction, cookery, anime, animal care etc. Staff would then identify aspects of the national curriculum which could be addressed through this project and work with pupils to design the approach to the project including discussions about what they might research, the relevant tools available, what they want to achieve by the end of the project, the nature of their final presentation and what steps they need to take to develop their final product.

Examples:

A pupil identifying “Anime” as a theme would be encouraged to research the history of the graphic novel, the variety of artistic techniques involved in anime productions, Japanese culture and art and how this differs from ours, comparisons between American comic art and anime, key themes in anime novels/films. The pupil would also be engaged in the production of examples of anime using design processes and a study of the work of a key anime artist. The final presentation would be based upon an ICT presentation exploring the history of the art form, examples of the key aspects of anime art, examples of the work

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of a key artist and work developed by the student.

A pupil choosing animal care would be encouraged to explore different types of animals. They would compare the nature of animal forms across continents and how this is affected by habitat. Having identified a specific animal type on which they would focus, pupils would explore the impact of habitat upon the biology of the animal, the nature of the food chain, any perceived threats to the species. They may then explore the work of zoos and the World Wildlife Fund in relation to animal protection and the work of Vets in this country in treating animals. Their final presentation would include a written or ICT based work about their identified animal exploring its habitat, food chain, potential threats, and an exploration of what we do to protect and look after this species. Field work could include a visit to a local agricultural college that specialises in small animal care course.

- **Creative Arts** – this provision is based upon the reviews of research data by Donald A. Hodges and Debra S. O'Connell (The University of North Carolina) which concluded that “ A number of studies support the contention that students who participate in formal music education have higher academic achievement scores than students who do not...” Research reports which formed part of this study showed some significant impact, particularly in pupils of primary age and in areas such as reading and writing.

The Sponsors believe that the Creative Arts curriculum impacts positively upon the development of : motor skills, language development, decision making, inventiveness, cultural awareness and visual learning. This reflects the findings by [REDACTED] in 2002 and 2009, [REDACTED].

Throughout all key stages, there will be a provision for the Creative Arts through Art and Design, Dance, Music and Drama. The Creative Arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement.

By engaging in experiences within the Expressive Arts, pupils will recognise and represent feelings and emotions, both their own and those of others. The Expressive Arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting pupils to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables pupils to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through

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creative and expressive performance and presentation

- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some,
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

The Creative Arts experiences will provide challenging, inspirational and enjoyable learning and teaching activities. They can be used to help to plan a wide range of learning activities, which will enable our pupils to become:

- **successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation
- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

As well as supporting the development of communication skills, speaking and listening, the Creative Arts will provide pupils with a wide range of experiences:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response.
- opportunities to perform or present to an audience.
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with young people's experiences.
- appropriate, effective use of technology.
- building on the principles of Assessment is for Learning.
- both collaborative and independent learning
- establishing links within the expressive arts subjects and with the wider curriculum

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- opportunities to analyse, explore and reflect.

Learning in the Creative Arts offers rich and exciting opportunities for interdisciplinary work across art and design, dance, drama and music and with other areas of the curriculum. Ready examples include the opportunities for collaboration with technologies afforded by the study of design in a variety of contexts. As participation in dance activities contributes to children and young people's physical activity, experiences and outcomes in dance can be readily linked with those for physical education. Moving image media provides opportunities to explore dance, drama, music, art and design within another narrative medium and to combine these traditional expressive arts in film-making work.

Pupils will develop, enhance and apply skills gained in the Creative Arts in a very broad range of activities including role play, participation in whole school events, community events and outdoor learning. Such activities promote the development of skills in areas such as talking and working with others, and contribute greatly to pupils' mental, emotional, social and physical wellbeing.

At KS1- KS3 pupils will enjoy activities that centre on expressing ideas, thoughts and feelings through creativity and self-expression. Development of skills will be directly linked with opportunities for presenting and performing. This includes the expectation that each child will enjoy the opportunity to contribute to a public presentation or performance in art and design, dance, drama or music, as a significant culmination of his or her broad general education. By KS4 it is expected that experiences and outcomes provide a basis for more advanced study and further scope for depth, challenge, enjoyment, personalisation and choice.

In KS1-KS3 all pupils will access all four aspects of the Creative Arts through timetabled provision. Initially, each subject would receive one hour per week. In KS4 individual pupils will be able to choose an examination course any one of the four disciplines. These courses may require the pupil to attend classes in a local school or college. Students who do not opt for an examination course will continue to access one hour per week of Music and Art and Design.

Art and Design - Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Dance – Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core

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activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

Drama - Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

Music - Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

The sponsors currently fund a music based project in one of the Trust schools (Thomas Walling) which offers all children a daily music experience of singing and instrumental tuition. This project has received local and national recognition and initial reports from independent research, suggest that this is having a positive impact. The Trust would propose extending this provision to all pupils in the LTSAP.

Although this project is in its early stages, initial assessment shows that there are improvements in the attendance of pupils with and some evidence of improvement in behaviour within lessons. Attendance at school for sessions including instrumental tuition are significantly improved compared to previous attendance patterns. This is true for challenged individual pupils as well as for year groups. For the 4 year groups involved in this work, the half day when there is singing or music tuition, the majority of classes record their highest attendance for this session with attendance of over 95% in every case. There is also evidence that pupils in the earlier years are developing improved listening skills, improved vocabulary and confidence in their willingness to ask questions and make suggestions.

ICT and new technologies - Throughout all Key Stages pupils will experience planned

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opportunities for the use of ICT and new technologies. Over time, they will learn to use it confidently and with purpose to achieve specific outcomes.

The school will deliver the National Curriculum requirements for ICT across the curriculum. Specific aspects of delivery will take place within the time allocated for the Thematic Curriculum. However, ICT provision will also be mapped across each key stage and staff will be required to address aspects of ICT within their planning for all lessons. A pupil may, therefore, receive a specific lesson on the use of word processing or spreadsheet use but use of these skills would be planned within other subject lessons to provide practical experience which reinforces the skills learnt. The Deputy Head Teacher would undertake key responsibility for auditing ICT provision across the school in order to ensure compliance with the National Curriculum.

In KS1-KS3 there will be a significant focus upon the use of hand-held technologies to research, record and evidence pupil work and progress. They will start to use ICT to develop their ideas and record their creative work. Pupils will use a wide range of ICT skills across all subjects. Pupils will also have opportunities to use a wider range of digital technologies, including, digital photography, design and video to record, analyse and improve their learning and personal skills. Through training, support and guided curriculum planning, we aim to ensure that teachers understand the potential of ICT to stimulate the imagination and creativity of pupils and are able to use it with confidence.

At KS4 pupils will have access to examination courses in ICT and Computer Science as part of their options choices.

The Sponsors will ensure that appropriate guidance and safeguards are in place to protect students accessing ICT from unsuitable online content and will ensure, through a policy of e-safety, that all students are aware of how to use ICT technologies and social media safely in their own lives.

Work experience/Community placement:

In order to build self-esteem, develop employability skills and support future opportunities in education, training and employment, the school will offer all KS4 students a work-based or college placement for one day per week. This provision will help to make pupils aware of a wider variety of career possibilities through a number of short term placements. However, by the beginning of Year 11 placements will be based upon experience of the vocational awards on offer and will support progress in these areas through practical development of workplace skills. Other pupils, during this period may also take part in community based activities.

These placements would be identified and agreed as part of the development of a KS4 Exit Plan with school Mentors. This plan will provide a clear overview of the options available to pupils on leaving the school and what pupils must do to achieve their desired pathway. This plan will be reviewed each half-term with all pupils to ensure

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continued relevance and accuracy.

These places will be offered through the future development of business partnerships and links with existing community groups during the first year of the school. Work placements, as far as possible, will be based upon experience of the vocational awards on offer and will support progress in these areas through practical development of workplace skills. They will tend to be short term placements of 6 weeks but, with agreement of the business provider, may become longer placements which support an agreed post-16 progression pathway. E.g. a pupil studying Music Technology may agree an extended placement with a local Theatre company which extends over a period of one year.

As well as work experience placements, with appropriate safeguarding, the school will offer, alongside work experience placements, a variety of short term community placements which will help to develop pupils engagement within, and understanding of, their local community. These placements may involve, for example, working with Primary Schools to support sporting activities as part of a Junior Sports Leader Award, taking part in paired reading projects in primary schools, working in a community run local library, supporting afternoon activities and meal provision for the elderly.

For some pupils for whom these placements may not be appropriate, there will be opportunities to remain within the Centre to engage in further GCSE or Vocational study during this period.

This allocated time would also be used, by the appropriate staff, to provide support to pupils in preparing for post-16 pathways through visits to local colleges and training centre, the development of a personalised Exit plan, development of a CV, interview training and experience, writing a job application, support for applications for college and training courses and visits to local work places and colleges.

Communication skills - The development of communication skills will be a particular feature of the thematic curriculum of the school. We believe that pupils who have difficulties in communicating with others find it difficult to develop the necessary social skills which can lead to isolation and feelings of powerlessness and impact significantly upon behaviour. It is felt that a curriculum rich in provision for language and conceptual development has beneficial effects on cognition and reasoning, and thus for performance in key domains such as mathematics.

Speech and language capabilities are good predictors of school attainment and of later employability and therefore there will be a strong drive for high standards in communication across the school. In the delivery of subject specific knowledge, concepts and skills, there will be planned activities to embed and apply skills of

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reading, writing and speaking skills e.g. the use of letter writing in History or presentation skills in the University projects or describing aspects of Science.

In seeking to develop communication in all forms the school will offer:

- Specific programmes for reading development at all ages including book bags, phonics, home readers etc.
- Lessons which seek to increase the use of vocabulary through the use of key words and specific vocabulary.
- Opportunities for the development of extended writing,
- Improved levels of Oracy through well planned question answer sessions in lessons, opportunities for presentation and pair/small group work.
- An environment which promotes and celebrates all aspects of Literacy and Numeracy
- A well-resourced, comfortable library
- A focus in all lessons upon spelling and grammar.

The school day

- The school day will begin at 8.00 am with the provision of a Breakfast Club and activities. These will include shared breakfasts which will involve parents, an Energy Club which provides active games for pupils, both inside and outside of the building as well as access to ICT and quiet spaces.
- The first session of the day will be a 30 minute Tutor Meeting when pupils will meet in small groups to ensure a clear focus for the day ahead and address any issues. This will include a 'quiet time' before learning when pupils will focus on reading.
- In the morning sessions, learning will be concentrated upon the core provision of literacy, numeracy and science.
- Learning sessions will be more flexible in the earlier years (Years 1-2) and will vary in length according to task and capacity for attention. In earlier years, the length of teaching sessions will depend upon the nature of the task and may involve several short, well focused learning sessions. E.g. the morning session may include 2 x 30 minute sessions on maths with a 45 minute science session, a 15 minute paired reading session and one hour working on poetry. The planning of teaching time would form a key part of teacher planning and staff within key stages would work together to support flexibility. However, as pupils get older, and by KS3, it is expected that pupils will increasingly work in longer blocks of time, similar to those which they will face in mainstream education.
- The individualised learning programmes may require flexible groupings and the ability to provide learning which is stage not age related. It is likely therefore, that grouping in the morning sessions will be based in Learning Areas, rather than classes with teachers identifying the members of the teaching group based upon

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identified need. For example, in Year 3, some students with lower than average levels in maths may be grouped with more able pupils from Year 2 in studying some aspects of numeracy. In other cases it would involve teachers putting groups together for team teaching activities in which pupils would be placed in learning groups by staff based upon their learning programme.

- Lunch will normally last for 45 minutes
- In the afternoon sessions pupils will experience a more thematic approach to learning which is cross-curricular and provides opportunities for more experiential learning.
- The school day will finish at 4.15pm, including an hour at the end of formal teaching on four days per week.
- On one day per week, to be specified, the school will close at 3.15 to allow for staff training.

Because of the nature of the barriers to learning faced by pupils attending the school, intensive and well-focused staff training will be essential in developing the curriculum offer. It is, therefore, proposed that staff should attend for five extra training days at the end of the summer break. This will allow staff to provide support during the end of summer for pupils preparing for full re-integration, plan effectively for the curriculum offer for pupils and undertake training in the key skills and techniques to support high quality learning and monitoring of progress.

For pupils on part-time placements at the LSTAP, the transition plan would be established to ensure that pupils receive their full curriculum entitlement. Pupils would attend the Free School for identified periods of time and would receive identified aspects of the curriculum provision and the support programme. In these cases regular weekly sharing of information would be between the LSTAP and the commissioning school would be essential and the identified teacher would be charged with contacting the relevant teacher in the home school to share any information.

Curriculum – meeting pupil need

The Alternative Provision Free School is being developed to address the needs of children with complex needs who are currently failing to make progress or are disengaged from mainstream provision. These may also be children who have barriers to educational progress such as poor attendance, disengagement or behavioural issues are linked to SEMH. Most of these students will present with below average academic progress and poor social skills. Many will not be functioning at age-related expectations upon referral to the school. The Sponsors, therefore, have developed a curriculum model which is similar at each key stage in order to provide a continuity of experience and allow for teaching and support which will be based upon the pupil's current levels of ability, rather than age-related.

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Sponsors understand that barriers to learning may present themselves at different stages of a child's education but are often identifiable within the primary phase of education. Intervention at the earliest possible stage is seen as important and Sponsors propose that LSTAP should cater for students from ages 5-16 and across the four key stages of statutory education.

The curriculum model proposed shows that all students will receive 25 hours of formal education per week across all key stages. However, given the complex and varying needs of pupils, the timetable structure will enable flexibility and adaptability. Programmes of learning will be structured into 'learning sessions' which take account of differing learning needs and attention capacity. Each pupil will have an individualised learning programme (Case Studies) based upon an assessment of needs and pupils will experience a range of groupings, including intensive small group work and one-to-one tuition as well as cross age groupings.

The curriculum, teaching and support will be appropriate to enable each child to achieve, at least, the age related standards for children as determined by the national curriculum and national accountability frameworks.. The aim is to ensure that all pupils have access to a broad and balanced curriculum which allows them to achieve expected academic standards and qualifications in line with their peers in mainstream education.

The curriculum offered to all pupils will provide appropriate levels of support and high challenge. The curriculum, in all areas, will reflect National Curriculum guidance and expectations and NC requirements will form an essential aspect of school monitoring and assessment. Expectations of all learners will be high with personalized targets designed to support re-integration into mainstream schooling. (Case Studies)

At all Key stages, there will be discrete lessons each day in English and Mathematics. These lessons will include the teaching of EVGPS, Phonics, Reading and Mental Maths. There will be a significant focus upon the development of skills to be applied across the curriculum.

Throughout the KS1, KS2 and KS3 curriculum, there will be a thematic approach to the delivery of foundation subjects. In KS1 and KS2, this will also include Science, taught discretely or as a lead to many topics. Links between subjects and curriculum objectives will be exploited whilst maintaining relevance. In Key Stage 3 Science will be discrete provision.

Key Stage 1

In addressing the key principles, an emphasis on excellent literacy skills will be central

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to all learning at this stage. The key focus will be upon developing interaction skills and the ability to communicate through play-based learning. There will be a daily provision for phonics and literacy which will engage and inspire all pupils to become readers and writers. A range of strategies including role play and other speaking and listening activities will be used to develop the children's confidence when speaking in a small group or to the whole class. There will also be the use of classroom strategies, such as 'The Power of Reading' and Read, Write inc that will support children in the development of their literacy skills. As thematic work is planned, there will be a clear indication of how the work will contribute to the pupils' overall literacy development. This further development of literacy through cross-curricular opportunities for speaking, reading and writing will be important in supporting the development of communication skills.

There will be an emphasis on giving children practical activities and opportunities with a particular emphasis on practical exploration and investigation. For example, in Science and areas of the Thematic Curriculum, there will be extensive use of environments outside the classroom to establish the link between learning and everyday life. Teacher planning will clearly identify how the curriculum will contribute to the pupils' overall literacy and numeracy development.

The Creative Arts programme will allow all pupils to experience access to music and singing which will support the development of their skills of interaction, listening and working with others. Through this and other areas of the curriculum, they will develop the skills of active listening and will increasingly use the use of language to communicate, imagine and speak with confidence.

Key Stage 2

At Key Stage 2 Pupils will learn to adapt the way they speak and write to suit different situations, purposes and audiences. They will learn to use speech to reflect on, and modify, what they are doing. They will engage with a wide range of texts and be taught how to respond to the different layers of meaning in them. They will explore the use of language in narrative and non-narrative texts and learn how language works.

Through the pupil-centred learning activities (e.g. University) pupils will learn to increasingly use language to explain their own ideas, explain what is happening and how things might progress. They will learn to interact with peers and with adults, including visitors.

As thematic work is planned, there will be a clear indication of how each piece of work will contribute to the pupils' overall communication developing their skills to speak clearly, audibly and with confidence.

Pupils will also apply number concepts, interpret data, study shape and space and explore measurement through practical investigations and problem solving activities. There will also be an emphasis on learning tables and number bonds to enable children

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to solve mathematical problems and puzzles quickly and logically.

Key Stage 3

At Key Stage 3, each morning there will be provision for literacy and numeracy development.. There will be an overall focus upon opportunities for the development of reading skills, forms of writing, and improvements in oral and written communication. There will be an overall focus upon the understanding of mathematical concepts and the application of mathematics through the use of real-life examples from the world of work.

Science will be taught discretely at this Key Stage in order to better support potential re-integration into secondary schooling. It will be actively based and investigative with appropriate use of technology to support learning.

In the Thematic curriculum, as well as in the core subjects, there will be a focus upon enquiry based learning. The thematic cross-curricular element will provide a flexible, experiential approach to learning which equips pupils with the skills to access learning and builds upon the development of employability skills to support post-16 progression. There will be a focus upon independent and personalized learning, communication, teamwork, presentation and thinking skills.

Key Stage 4

Since a primary aim of the LSTAP is to support effective re-integration into mainstream schooling, it is envisaged that there will be a limited progression into KS4 at the school. These pupils will largely consist of pupils who have been referred to the school during KS3 and have failed to make the necessary progress which would allow them to return to mainstream schooling.

It is not proposed to accept any long term placements into the school after year 8 because of the time needed to meet the complex needs of the pupils attending the school and the time needed to provide effective support. Because of this, it is proposed that pupils remaining in the school access the KS4 curriculum in year 9.

However, the Trust recognizes the potential need for shorter term placements, particularly during years 9 & 10 where pupils could benefit from small group and individual tuition and could be successfully maintained and re-integrated into mainstream provision following a period of focused support over a period of one term to six months. For these pupils on shorter term placements, great care would be needed, at the point of referral, to develop a proposed curriculum and timetable which would ensure effective re-integration. This may include some continued part-time provision within the Free School.

The KS4 curriculum will mirror more closely the national curriculum model of most schools/academies with a view to:

- Supporting re-integration into mainstream schooling or appropriate specialist

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provision.

- Supporting effective transition into post-16 study, training or employment.
- Providing a level of qualifications which will support progression into employment or training in relation to national benchmarks.
- Strengthening key employability skills including literacy, numeracy, teamwork, communication.

All pupils, at KS4, will follow a Core Curriculum which includes English, Mathematics and Science. All pupils will be entered for nationally recognised qualifications in these subjects.

All students will also follow a Foundation Curriculum consisting of PE, PSCE, ICT and Creative Arts. Where possible, pupils will be entered for examinations in PE and in one of the Creative Arts of Drama, Dance or Music. The PSCE programme will focus upon the further development of life skills, preparing pupils for their future lives as students, employees, parents and members of the local and national community, including a multi-ethnic, multi-religious society. This provision will be enhanced by one-to-one tutorials with mentors which pupils will receive each week.

The Curriculum provision will also include the potential to take qualifications in one or two optional subjects which will be identified in discussion with pupils and will, where possible, reflect their future training and employment pathways. These options may include BTEC Unit awards and/or GCSE provision. It is likely that much of the provision will be vocationally based offering qualifications in subjects such as BTEC Business, or Media or vocationally specific modules in Cooking, Hairdressing and Beauty or Construction. The time may also be used flexibly to offer extra time to support progress in core or foundation provision or to provide vocational placements for pupils, based upon need. This programme may also include units from the AQA Unit Award Scheme which can be supplemented through the work experience/ community aspect of the curriculum. Specific provision will be developed, in discussion with pupils, during their Key Stage 3.

Although the vast majority of the KS4 curriculum will be delivered by staff within the APFS some aspects of the KS4 curriculum will require input from local colleges and schools, including the Excelsior Academy, an academy which forms part of the Laidlaw School Trust judged 'Good' by Ofsted. For minority subjects, the school may use staff deployed from other commissioning schools or other providers. For shorter term placements, this may include some timetabled attendance at the commissioning school in order to support re-integration. Where possible, this provision will still be delivered within the AP school with the school staff providing continuity of support within lessons. This partnership will require both risk assessment and quality assurance which we will address in the pre-opening phase. Subjects offered will be according to financial

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capacity and relationships with key partner schools and local business/training links.

Careers Information and Education Guidance will be a discreet programme at KS4. This programme will be part of the PSCE provision. The programme will ensure independent advice and guided options to allow the pupils to make real life choices. Choices will link to vocational experiences and links with business partners. All pupils will have:

1. A business/community mentor
2. Vocational off site experience
3. Interview experience
4. 1:1 interviews
5. Support to write CV's and letters of application
6. Guided choice to identify a relevant progression route

Examination Courses

The school currently proposes to offer a variety of external examination courses which will ensure that pupils at KS4 will have the necessary skills and qualifications to support progression into post-16 pathways. For short term placements at KS4, this list may vary slightly in order to support effective re-integration into mainstream school.

| Year | Subjects | Level |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 9 | Literacy and Numeracy | Functional Skills Level 1 |
| 10 | Academic subjects: (Core) | GCSE |
| 11 | English Language Maths Science ICT/Computer Science Art and Design/Music Optional courses: English Literature Dual award Science Food Technology Vocational awards: Business Child Development Sport Music Technology Hair & Beauty Construction | |
| | | BTEC or NVQ Level 1 and Level 2 |

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Case Studies

In order that all children are prepared for full reintegration to mainstream, all children will access the National curriculum. Objectives will be taught at an age appropriate and not developmental appropriate stage. Emotional and behavioural development will be supported through differentiation in for example; approach, ratio, environment and resources, relationships and connectivity to adults and peers.

The following Case Studies demonstrate the breadth of assessment tools and intervention strategies that the school will deploy to meet the wide range of SE & MH challenges that pupils will bring. IT gives a sense of the breadth of additionality that LSTAP will bring to the curriculum for the pupils. In each Key Stage there is a summary Case Study followed by a more detailed one, and all interventions are researched based

Key stage 1

Summary Case Study

This child is displaying issues relating to 'attachment'. History of the child supports this hypothesis.

Thrive assessment is undertaken to ascertain the emotionally development age of the child and where the child is 'stuck'. A therapeutic plan is devised in consultation with all specialist support staff, including the Educational Psychologist, speech therapist, physiotherapist, Health professional in response to assessment.

This plan will be embedded throughout the school provision.

Possible therapeutic solutions to include Filial therapy (opportunities to develop safe attachments and introduce safe touch with children- this work will also heavily involve parents through filial therapy 'homework'.

Full time curriculum in place for the child with learning 'chunked' if required.

1:1 support developing stronger attachments with key worker and then structured development of relationships with peers and other adults. Schema therapy would be given as well as access to Educational Psychologist/ Counsellor.

Full Case Study

History:

Child C is a Year 2 child. He is known to a range of services, including pediatric Speech and Language Therapy and Occupational Therapy. He has mild dyspraxia and attention difficulties. He interferes with the learning of others distracting the class in a variety of ways. He has a range of high sensory need involving light, noise, food and texture. Verbally this child is able, paying attention to detail. However his fine and gross motor skills are weak and so he becomes frustrated with writing tasks. Staff feel that he

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is underperforming in writing. Reading scores are within the average range. At times he has to be removed as actions become louder and more disruptive if he is ignored.

He will have a den in work spaces in which he can retreat and access to the sensory room when disengaged. He will have access to the Thrive base where his key worker will plan group play based therapy sessions.

Art therapy will be used alongside behaviour therapy to develop his sensory responses, encouraging him to get his hands messy. He will have access to the sensory room when he is disengaged.

He will have speech and language therapy time in which he will work on the Time to Talk Programme and be supported with a wraparound approach. Music therapy will be used to improve attention and listening skills

As reading is his strength he will be given PAT access. This means that he will read to a Therapy Dog so will be allowed to develop an unconditional relationship based upon trust and respect. This will evolve so that he is given the opportunity to read to less able children.

INPP sessions lasting 15-20 minutes each day will be delivered to readdress neurological developmental difficulties.

He will need access to the outdoor classroom, planned around forest school principals to develop social confidence and fine /gross motor control. He will need to be encouraged to take risks to develop his resilience and learning

Care plans will be planned in conjunction with parents and delivered at home and at school. As his parents are finding parenting challenging we will offer parent support sessions on site in our Parents room. Family counselling sessions will be planned alongside individual ones offered to this child in school.

This family needs a package of care programs to manage behaviours and improve relationships. Assessment by our team of professionals will base line behaviours and monitor response to intervention.

Key stage 2

Summary Case Study

This pupil exhibits problems with communication/elective mute

A Non verbal reasoning and processing skills assessments would be undertaken.

Therapeutic plan would be devised in response to assessment. Therapeutic response to be embedded throughout.

Opportunities to record non verbally would be offered in all learning, including the use of new technologies, some of which will include opportunities for voice recording and translating written word into spoken word - ipads (Photo story, Explain Everything,

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Tapestry - will enable videos of child communicating at home to be uploaded)

All staff will be trained in the use of makaton in order to support non-verbal communication.

Filial therapy would be offered as well as access to EP and counsellor

Full time curriculum in place.

Full Case Study**History:**

This pupil presents with complex SEMH needs and neurodevelopmental problems such as social communication difficulties and he is known to Social Care and has been subject to periods of disruption and crisis linked to challenges in the family dynamics. He is a Year 4 child who is functioning below age expected norms. He has a diagnosis of Dyslexia and he finds reading challenging.

He is very disruptive and aggressive with his peers and the other parents are complaining about his behaviour towards their children. His Mum believes that he is being bullied and is worried as he is starting to refuse to come to school.

Program Needed

An AP school would work to stabilise his attendance and offer a holistic treatment package. Regular music therapy sessions will be used to help him to communicate his feelings more effectively. We will include him in our hand bells group to encourage turn taking and group identity. 'Lego Therapy' will be provided to improve turn taking and collaboration so will help him to deal with social rules and changing group dynamics. To support his Dyslexia he would have his own tablet to work on Lexia (a bespoke IT program) and 1:1 sessions with his key worker using 'Toe by Toe'. He would work in a small group of children on the 'Language for Thinking' Program. The school speech and language therapist will work closely with him to create his own Social stories, a technique used to reduce anxiety.

Thrive techniques will increase his self-awareness and confidence so that he can start to engage more effectively in work with pupils of a similar age. A broad and balanced curriculum will be offered and he will be included in the decision making of topics to increase motivation and give him a sense of ownership.

Key Stage 3**Summary Case Study**

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This pupil displays long periods of absence due to chaotic family situation/disengagement from education

Thrive assessment is undertaken to ascertain the emotionally development age of the child and where the child is 'stuck'. Therapeutic plan devised in response to assessment.

Therapeutic response to be embedded throughout the curriculum

Full time curriculum offered. Learning will be 'chunked' as appropriate with opportunities for enquiry based learning.. Opportunities will be offered for child to have 'safe starts' to the day, which may involve supporting younger children prior to engaging in their own academic learning.

Opportunities provided to play, which again can be through supporting younger children, also ensuring the learning spaces are not restricted to 'age appropriate' resources; developmental appropriate resources (Lego, Duplo, puppets, small world toys) available and accessible in all areas.

The use of Social Stories, talking therapies, Schema Therapy.

Access to Educational Psychologist and counsellor.

Full Case Study

This KS3 child is functioning at L3 across the curriculum. She failed to make L4 at KS2 despite high predications at primary. Attendance is deteriorating and when she is in school the amount of time spent in lessons is significantly diminishing as she refuses to attend or runs out. She is becoming increasing emotional and at times physically aggressive towards her peers and staff.

The school would offer this child an integrated approach to therapy. Thrive would be at the heart of all its systems and she will be encouraged to set personal goals with an identified key worker and parents to identify steps needed to develop stress management systems. Her Key Thrive worker will deliver planned regular 1:1 and small group contact sessions as well as offer as needed access/support.

She will be offered alternative means of communication for those times when she feels out of control e.g. personalised visual aids can be used e.g. thermometer with a sliding scale. She will be given access to a Thrive room as a place of safety during all unstructured and difficult times (breakfast, lunch etc)

Access to the Expressive Arts would be used to develop a positive sense of achievement and support the development of communication. Talking and Drawing therapy will be offered in 12 week blocks to explore and treat the trauma of her experiences. These sessions will also help to develop communication and appropriate behaviours. Music will be used within the Thrive room to provide a calm environment and she would be encouraged to participate in the choir and tuition in an instrument of her choosing.

We will address her difficulties with appropriate touch through a range of therapeutic

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massage techniques. This will start with hands only massage. Dance with some hand holding would be used in PE and a comfort cushion given. Massage will develop to her face and back with feather face painting and peer massage. The emphasis will be on the consent of touch.. Opportunities to cook and make things for the younger children will be encouraged. We will work on her independence by giving her some sense of control- e.g. budget, product design etc.

We would monitor interaction through formal observation. This could be done in our learning with its one way glass wall and in collaboration with our Educational Psychologist, Nurse and Counsellor. We would reassess using the Thrive checklist and ongoing attendance and curriculum checks. We will offer her a personalised package detailing all intervention and as a team review her targets.

This key Thrive worker will develop a partnership with parents by actively involving them in supporting their child through a home activities plan. Parent courses will be offered and a drop in parent's room on site set up

Personal development

The personal development of each pupil is central to the vision of the sponsors and to the potential progress into mainstream schools and post-16 progression.

The school will focus upon developing in each pupil:

- Self-esteem and confidence
- An understanding of self and self-worth
- Aspiration and optimism
- Motivation and perseverance
- Respect and care for others
- Honesty, trustworthiness and integrity

The personal development of pupils will form an integral part of the academic and other provision of the school. It will underpin much of the topic based work within the Creative Arts and PSCE programmes.

Personal development will also be encouraged through the provision of a system of recognition and rewards which is consistently promoted by all staff.

Staff will be trained in the use of developmental programmes, such as INPP Screen (The Institute of Neuro-Physiological Psychology) and THRIVE (with a focus on Being, Doing, Power and Identity, Skills and Structure, Separation and Sexuality) to establish clear developmental targets for individual pupils and monitor their social development .

The identification of a Mentor for each pupil who will follow, and support, their progress throughout their placement and the provision of one-to-one tutorials on a weekly basis

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will also prove useful tools in supporting character development.

A range of opportunities within the wider curriculum provision, such as trips, activity based learning, the *University* modules, performance opportunities, regular use of visitors, assemblies and tutorials will all play a significant role in promoting the wider development of the pupil and will form an integral part of curriculum planning.

Extended Provision

The LSTAP is committed to extending learning for all of its students, through a range of social, recreational and learning activities that will take place at the end of the school day. Although these activities will be optional, it is the aim of the Trust that, over time, 100% of students accessing the school will take part in some form of extended activity and that some may continue to participate, after re-integration into mainstream education. The opportunities presented by the enrichment programme will form part of the initial discussion with students and parents at the point of referral. Participation will also form part of the weekly mentoring and target setting review with students.

Extended provision and informal learning will be designed to develop learner confidence, raise self-esteem and engage students more fully in their community and in building relationships.

The quality of teaching

In seeking to re-engage students in their learning, the delivery of high quality teaching is essential and teaching in the school will reflect the following elements:

- Clear objectives which are shared with students
- Careful planning and structure to ensure rigour, challenge and pace
- Learning opportunities which enable students to make significant progress
- Teachers who have excellent subject knowledge and understanding of the lesson content and know the students well
- Teachers who work closely together to design and deliver high quality lessons
- Activities which are differentiated and well matched to the students' needs, are based significantly upon experiential learning and offer motivation, and achievement.
- Recognition of different learning styles, including opportunities for active and deep, immersive learning
- Close monitoring and tracking of learning to ensure appropriate intervention and support
- Students taking an active part in their learning
- Students evaluating their progress in collaboration with teachers and setting appropriately challenging targets for the future

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- A creative approach to teaching and learning characterised by coaching and a willingness to engage with thoughtful and research based strategies
- Outstanding learner engagement, participation and behaviour

Working with Partners

The Laidlaw Trust schools already have a significant history in working with local partners to meet the needs of pupils across the age ranges.

The Excelsior Academy has a strong history of working closely with other local schools and Colleges in providing managed moves for students who have difficulties in current provision and to provide access to vocational courses. The Academy also provides access internally to vocational courses and is committed to supporting curriculum provision in this area. It is the intention of the Trust to further expand the list of business links which will support the curriculum model and the personal development of pupils. There are existing strong links with the Sage Music Centre through the current, sponsor funded, music project and they are committed to supporting the extension of this provision into the LSTAP.

The Trust has also engaged the support of Newcastle United Learning Foundation to develop mentoring and parent engagement and support programmes for families of pupils at the AP school.

Because of the current nature of the pupil intake into schools within the Trust, there are strong links with current support services within the Local Authority.

The schools have strong links with the local PRU which is supporting the development of this provision.

A current member of the Trust, Atkinson Road Primary currently hosts an Additional Resource Centre provision for primary aged pupils with autism and speech and language delay and will undertake a lead role in developing specific provision.

Link with the Newcastle United Foundation

The Newcastle United Foundation, the charitable arm of the Newcastle United Football Club, is a partner for this proposal and is happy to offer their public support. They have offered their full support for this proposal and are willing to contribute to the work required to engage meaningfully with parents of children at the school. In particular, we are looking to train staff in the role of Family worker/Learning Assistant and the Foundation have offered to train staff to mentor and support children and encourage parents.

The involvement of the local football club will give kudos and media profile to the work of LSTAP.

Transition and re-integration

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The key points of transition will take place at the point of referral. There will also be a significant review of the pupil's needs between each Key Stage, at the point of re-integration and moving into post-16 provision.

The process of referral is described at length in section E2 and involves senior staff from the Commissioning School/LA working with parents and pupils to undertake an assessment of the needs of the pupil and the relevance of identified needs to the criteria for entry and how effectively the capacity and expertise within the Free School can address these needs. Great care would be taken at this meeting to gain the fullest information on the academic ability, potential and barriers to learning of the pupil.

An Initial Assessment Panel, involving parents and key staff would then agree the length and purpose of the stay, would agree communication protocols with the Commissioning Body and would identify an initial plan for re-integration.

In order to ensure a smooth integration, this initial profile would be reviewed by staff during a two week period in order to monitor the success of the transition.

This process of induction will vary in nature dependent upon the identified needs of the pupil.

In the case of part-time placements, the identified support worker would maintain increased contact with the commissioning school and would follow the pupil back into school in order to provide some continuity of support and monitor any differences in behavior.

For pupils on full-time placement, the induction period would include a staggered move to the school, attending for 2/3 days per week or for identified sessions to help them settle into the differing environment.

It is accepted by the Trust that, especially in the early years, some placements may be on a part-time basis. In these cases the appropriate timetable for attendance at the Trust school would be discussed and decided.

The length and structure of stay will be subject to the identified needs of the individual child and their identified and assessed needs. We anticipate that in line with practice elsewhere length and structure of stay will vary according to the age group concerned. For Key Stage One pupils we recognise the need for the child to keep clear linkage with the home school and thus their time in the LSTAP will be a proportion of the week (2,3 or 4 days) with the remainder in the home school. For Key Stage 2 children the proportion of time in LSTAP may increase with a link with the home school maintained but with some pupils being full time at LSTAP. At Key stage three we will seek to maintain the link but a higher proportion of pupils will be full time at the LSTAP. In Key Stage 4 pupils will access elements of their curriculum at Excelsior Academy but receive specialised support and small group tuition in core subjects in the LSTAP.

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In all cases the need for the child to receive their full curriculum entitlement will be established at the Initial meeting, recorded in the referral documentation and agreed between the two schools. We do not anticipate that a length of stay will be less than six months given the challenges that the anticipated cohort will face, though again this will be decided on a case by case basis based on evidence and agreement between the schools.

We will build trusting and lasting relationships with parents beginning at the point of entry. We will encourage parents to work with school and enable them to understand and support their child's learning. We will provide parenting support to enable parents to understand the impact/ influence they should have on their child's development socially and academically.:

Parents will be invited to attend the school during their child's induction week to introduce them to life in the school. They will be given a tour of the school and a written brochure describing the school's values and operation which will be available in community languages. Where necessary, bilingual staff will be available to support parents and pupils. They will be introduced to their contact from the staff who will be their first point of contact.

Following the discussion a parent contract outlining expectations and commitments will be discussed and agreed. Opportunities for parental engagement with the operation of the school will be discussed for example parental attendance at assemblies and any appropriate celebration activities.

Because of the nature of the pupils who will attend the school, there will be no distinct separation between the Key Stages. While recognising and maximising their areas of expertise, staff who work within the LTSAP would work across the Key Stage boundaries in order to better address the needs of pupils. Pupils will progress between stages based upon academic progress and ability against national benchmarks. Transition between stages would, therefore, be based upon progress and ability, rather than age related.

Transition would be based upon the assessment of pupil progress against identified benchmarks. The Deputy Principal/SENCO will have in place a robust system for tracking and monitoring pupil progress against benchmark data and against targets. At the point of agreed transition, the DP/SENCO will meet with relevant staff, and parents to ensure a sharing of information and a review, if necessary, of the pupil's Individual Education Plan. This Case Conference will include any multi-agency professionals.

The development of improved communication skills will be essential in supporting transition so that the pupil is able to express any concerns or fears. However, it will be essential, during an agreed period of transition, that the Key Worker maintains contact

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with a nominated person at the receiving school and that the Welfare Manager maintains weekly contact with the family, through home visits or telephone, in order to provide advice and guidance and identify any potential issues which may arise.

Because of the complex variety of needs exhibited by pupils each re-integration process will require an individual plan based upon the skills required. For example, the pupil in Case Study 1 may require a period of visiting the school to establish close links with an identified 'mentor' supported by the key worker from the APFS.

Short term placements into specific subject areas which the pupil enjoys can help to support the feeling of belonging and develop opportunities to meet other pupils. The identification of a pupil mentor and meetings prior to full transition can support the pupil. Staff who will teach the pupil will benefit from a meeting with staff from the AP school to learn about the previous support programme and receive advice on how to adapt learning to suit the needs of the pupil.

The pupil in Case Study 3 may be able to be re-integrated with appropriate support from his/her key worker and continued involvement of the Education Welfare worker with the family. The identification of a key worker in the receiving school and regular meetings beforehand will help support transition and the AP staff will work with the receiving school to advise on appropriate support mechanisms. Alternatively, should the family situation continue to cause problems for the pupil, he/she may require a more long term placement in the AP school until the end of KS4. In this case, providing opportunities for work/ college placements and opportunities to meet college/ business mentors, as well as good quality careers advice and guidance could effectively support transition.

In all cases of re-integration, the commissioning school would receive detailed copies of reports on the progress of pupils. These will include, copies of reports to parents, a copy of the latest IEP for the pupil, up-to-date assessment data for all subjects within the curriculum followed at the AP school, advice and guidance from specialist staff who have worked with the pupil and parents during their placement and samples of pupils work. Transition material would also include reports upon the behavior of pupils and the techniques used to bring about improvement.

This data would be discussed in full at the re-integration meeting and would support the development of the re-integration programme for each pupil.

Re-integration may take place at any time during a pupil's placement at LSTAP. The Trust believes that the majority of pupils at KS1 should be better able to re-integrate into mainstream education after a shorter period of support at the Free School. Most should be able to be re-integrated within a six month period with very few remaining in the school beyond one year. However, it is expected that, for older students who may

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

have more deep-seated and long standing histories of disengagement, longer placements in the Free School will be necessary.

In order to ensure that this process is as smooth as possible it will take place over a period of several months, particularly for pupils who have spent long periods within the Free School. For these pupils, there will be a clear focus, during the re-integration process, upon ensuring core skill provision which brings them in line with age-related expectations and will allow them to access mainstream learning. In these cases, re-integration would be likely to include some alteration to the individual curriculum provision (e.g. to create a greater focus upon reading, writing or numeracy skills). It is also likely that pupils who had been placed in the Free School for more than two terms would require a phased re-integration with support from relevant teaching and support staff from the Free School.

Once re-integration is identified as a potential step, the Deputy Principal/SENCO will lead a case conference of LSTAP School staff, parents and staff from the receiving school. This meeting will agree the timescale and steps to be taken in ensuring a smooth transition. This will include a sharing of detailed information with the receiving school in relation to the pupil's academic and personal progress and identification of the process to be followed in transition. Where necessary, the LSTAP School will support a phased transition with staff from the Free School supporting the student during this period. Relevant staff will continue to visit the receiving school to support the transition process during the first few weeks of full transition. This support may also be offered through after school provision at the LSTAP School.

Where re-integration takes place following the summer break, the Free School will provide a 'Transition school' during the last week of the summer holidays in order to support the pupil and parents

For KS4 pupils preparing for re-integration into mainstream school and those pupils approaching the end of KS4 and transition to post-16 provision, The Deputy Head and Key Stage staff will work with the pupil to support the production of a transition plan. This will involve the pupil, parents, multi-agency staff as well as relevant staff from the relevant area of employment/training/further education.

Because of the importance of this stage of transition this process will begin towards the end of Year 10 and be built upon strongly during Year 11 with Careers guidance, the development of a career plan, creation of a CV, interview techniques, use of a relevant Business Mentor, where possible, and opportunities for workplace visits etc.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

The nature of the pupils who will be referred to the LSTAP means that most will come to the school with a history of disengagement and levels of underachievement against national age-related expectations.

Key Performance Indicators will be based, largely, upon rapid progress being made by individual students from the baseline established at the point of referral. At the end of each Key Stage, national expectations will be used to benchmark pupil progress. It is the expectation of the sponsors that pupils will exceed national rates of progress from the point of entry.

Benchmarking

Individual Targets will be set for all learners. Measurement of pupil progress in core subject areas will be at the heart of the target setting and assessment system. Progress to and beyond nationally expected levels will be the norm in target setting. Given the nature of the pupils attending the school, it is likely that most will be working below age-related expectations. However, national and local attainment data for schools, although not fully relevant to the nature of the school population, will be used to inform targets for individual pupils and the self-evaluation process of the school. The key benchmark data for the school will be that of national levels for more than expected progress from starting points on entry in order to rapidly close the gaps in progress and attainment that the children are likely to have on entry. In measuring levels of progress and attainment from point of entry, the school will use national measures and will also compare itself to other institutions that receive pupils for defined and limited period often in mid-year, such as hospital schools and local and national PRUs and AP schools as they emerge..

Currently, there is a lack of similar schools, both nationally and locally which can provide specific benchmarking for a similar nature of intake. However, as the number of Alternative Provision Free Schools increases and data becomes available, the Trust will compare attainment and progress measures within the school against the highest achieving AP schools nationally.

Key performance Indicators

| | Target | Success Criteria |
|---|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | To improve the proportion of pupils reaching national expectations | At KS2 70% of pupils will achieve level 4 in reading, writing and maths with 90% achieving 2 levels of progress in both English and maths from KS1. At the end of KS4, 65% of pupils will achieve 5A*-C incl. Eng. and maths. The proportions achieving 3 levels of progress from KS2 in these core subjects will be in line with national averages |

D2 – measuring pupil performance effectively and setting challenging targets

| | | |
|---|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | To ensure high levels of re-integration into mainstream education. | 100% of pupils admitted during Key Stage 1 will be successfully re-integrated into mainstream schools or specialist provision. 1000% of pupils entering during KS2 will be successfully re integrated into mainstream or specialist provision 80% of pupils admitted in KS3 to be re-integrated into mainstream |
| 3 | To achieve attendance which is above the current national average. | Attendance to be 95% across the school |
| 4 | To ensure positive progression for pupils at KS4 | 100% of pupils to progress into further education, employment or training opportunities at the end of KS4. |
| 5 | To improve the communication skills of all pupils | 100% of pupils to progress in Reading, Writing, Speaking and Listening in line with national benchmarks for progress and attainment . |
| 6 | To improve the behaviour of all pupils | No permanent exclusions Data from assessment measures and school records shows that 100% of pupils have improved behaviour |

Self-Evaluation

The sponsors see self-evaluation and quality assurance as crucial processes within the development planning cycle of the Free School. The cycle for school improvement (see diagram below) will provide the framework for the development planning strategy in which the AP school will analyse its own needs and performance with a clear focus upon improving outcomes for pupils

The Trust will follow clear principles in relation to self-evaluation. Practice will reflect the criteria within paragraph 28 of the Common Inspection Framework (Ofsted, June 2015), providing robust self-assessment and rigorous performance management which ensure high standards of performance for learners and develop, within the AP School, the capacity for sustained improvement.

D2 – measuring pupil performance effectively and setting challenging targets



- The overall responsibility for the successful management of the self-evaluation process will be a key responsibility of the Principal. The Principal, with the Governors, will establish a cycle for school improvement and self evaluation within the academic calendar of the school. It will include the provision of clear guidance and criteria in order to achieve consistency in evaluation judgements across the AP school. Where needed, training to secure understanding of the guidance will be given.
- Effective self-evaluation will be an integral part of the culture of the school. It will be a process not an event, as identified in the cycle above.. Documentation will be updated as and when the need arises, but the process will be built-in to the operational procedures of the academy.
- The Principal and senior staff will put in place systems of quality assurance which consistently review how well the school and its staff and pupils are doing.
- These systems will take account of the views of all users involving all staff, pupils, parents, and wider stakeholders. The contributions of all will be valued, regardless of status.
- Self-evaluation judgements will be founded on the evidence from the school's performance data and will compared with national benchmarks and the progress of similar providers in securing a clear understanding of how well the school is doing and what more they can hope to achieve.
- Accurate self-evaluation will be important in identifying the right priorities for improvement for the School Development Plan. Effective planning and target setting will clearly identify what more the school hopes to achieve and what actions need to be taken in order to make it happen. They will also identify key personnel and timescales for proposed actions.
- External evaluation through reviews by Partner Schools, an experienced

D2 – measuring pupil performance effectively and setting challenging targets

Achievement Partner and external inspection commissioned by The Trust will be used to support self-evaluation and to validate the accuracy of the internal process.

- Outcomes of self evaluation and of external validation will be regularly reported to the Governing Body and other appropriate groups so that they maintain an accurate picture of how well the Centre is doing which will guide their future planning and decisions.

Improvement planning

The Trust will underpin and secure rapid improvements within the school through the delivery against a quality Development Plan. They will delegate the preparation of the plan to the Principal and will minute their formal approval.

This operation of this plan will be the collective responsibility of the Senior Leaders. Working with the Trust and the Governors of the Centre, they will determine the priorities, plan and execute appropriate actions and monitor the impact upon standards.

School Development Planning will ensure the continuous improvement of the quality of learning and teaching through a process of regular and on-going planning, monitoring, evaluation and review. Development planning will include all aspects that contribute to improvement (e.g. ethos, equal opportunities, staff development, behaviour, buildings).

In particular, school development planning will seek to:

- Raise the standards of pupils' attainment and ensure outstanding progress
- Improve the quality of learning and teaching
- Provide a rigorous mechanism of self-evaluation which clearly supports the prioritisation of areas for improvement
- Provide the means of aligning resources to priorities
- Improve the quality of experiences of the pupils
- Promote organizational effectiveness and ensure a shared understanding of policies, procedures and practices among all staff

The Development Plan will:

- Extend over a period of 3 years.
- Year 1 of the plan will be the most detailed, with targets, actions, timescales and responsibilities recorded.
- Future years will be higher level, focusing more on targets and actions to be taken forward in Years 2 and 3. This arrangement allows the plan to be rolled forward.
- The Development Plan will not be an extensive document, but more importantly, will be a working document which every member of staff can and does use routinely as a reference point for prioritising improvement in carrying out their

D2 – measuring pupil performance effectively and setting challenging targets

work.

- Contribute to driving forward improvement through improved teaching and learning.
- Target the raising of standards of all the pupils and accelerating their progress.

Quality Assurance

Organisational Effectiveness will provide the basis for the school's approach to quality assurance. The principles of consistency, clarity and openness will be central, as will the provision of high quality data. Benchmarking of performance will be against 'best in class' performers at national level.

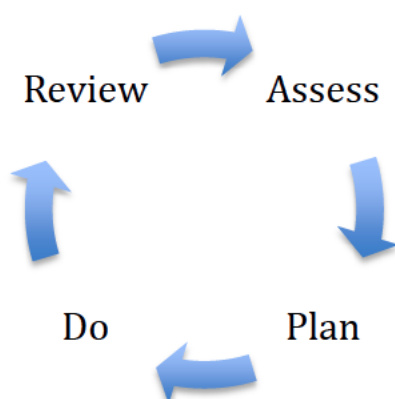
Key elements for the delivery of excellent quality assurance include:

- Accurate self-evaluation judgements (see self-evaluation above)
- A clear staffing structure in which roles and responsibilities are clearly delineated.
- A leadership which holds staff to account for pupil progress and standards of attainment.
- A robust appraisal system, informed by regular monitoring of staff performance against Teacher Standards, where relevant, and clear job descriptions.
- The views of pupils, parents and other stakeholders will be part of the quality assurance process. These views, on a range of issues, will be regularly collected and analysed.

Within 12 months of opening the academy, the Trust will carry out a rigorous external review of school systems, ethos and procedures with results fed back to the Senior Leadership and Governors.

Monitoring and tracking pupil performance

The Model adopted by the LSTAP will be based upon the following model:



Assess – ensuring that full and accurate information is available about each pupil, including academic, social and behavioural. This information will be reviewed and updated regularly.

D2 – measuring pupil performance effectively and setting challenging targets

Plan - staff use the information to develop an individual education plan (IEP) for each pupil, to identify appropriate provision and establish targets for progress

Do – Staff implement the identified actions and interventions

Review – Staff continually review the impact of activities against the IEP and refine and review actions.

Ensuring a complete and accurate measure of current levels of performance for each individual pupil will be essential in establishing an accurate benchmark for target setting and measuring progress. This process is explained in more detail in Section E2 and referred to in the paragraph above.

On entry to the school each pupil will also undertake a two week period of assessment by staff and, where necessary, multi-agency partners, to standardize and ensure the accuracy of information received. The Individual Education Plan will be produced at the end of this period which will include progress targets for each pupil. These targets will be shared with all relevant staff, the pupil and parents. Achievement targets will reflect the national expected levels and the KPI above.

In order to ensure the accuracy of information and the appropriateness of targets, the school will draw upon existing expertise within the Local Authority for example ARC Centres, the local PRU and 1 specialist schools as well as expertise in specialist provision in neighbouring Local Authorities and nationally. This will include new AP Schools as they evolve. .

The Deputy Principal/SENCO will have primary responsibility for the establishment and implementation of a programme for monitoring and tracking pupil progress. This will clarify for all staff and pupils the regularity of assessments and reviews of progress against targets. The school will ensure that a review of the progress of all pupils against targets will take place at least every 6 weeks. However, assessment for each pupil will be an ongoing process, as required by the IEP. In each key stage the monitoring and intervention programme will monitor pupils' attainment and effort using standardised and moderated assessments, in line with publicly examined expectation and on a half-termly basis. For each individual pupil, their progress against targets will be RAG rated and where progress is graded red, an intervention programme will be implemented to support the pupil.

Data for all pupils will be stored on the pupil tracker system and will be available to all staff. This data will be updated on an ongoing basis. In line with the IEP, staff will use a variety of assessment techniques to monitor and record pupil progress. These will include standardised assessments such as the Salford Reading Test, National Curriculum sub level/school based assessment post levels at it emerges /PIVOT Scales, Assessment of Comprehension and Expression, INPP screening, Test of Abstract Language Comprehension and Thrive. Data from multi-agency staff, such as the Education Psychologist and Speech Therapists will also be recorded.

Assessments will measure progress against academic, social, behavioural and

D2 – measuring pupil performance effectively and setting challenging targets

attendance targets. They will also regularly record progress in the key aspects of Communication which is central to the vision of the Trust.

Senior staff at the school will monitor the overall performance of the school against established targets every six weeks and will report to Governors each term. As well as progress against the KPI above, The Principal will also report to Governors on achievement and progress within the key area of Communication.

The progress of individual pupils will be monitored more regularly to ensure that any lack of progress is identified as early as possible and appropriate intervention put in place.

- Form Tutors will monitor pupil progress daily in Tutor group
- Class Teachers will monitor progress within lessons on a daily basis, providing detailed feedback to pupils. They will review the progress of individual pupils each week against IEP targets.
- Subject co-ordinators will monitor progress each week in discussion with teachers
- Each week, individual pupils will review progress with their Tutor/Mentor
- Key Stage leaders will review progress of individuals and groups of pupils on a weekly basis
- Review Panels, led by the Deputy Principal/SENCO will review progress of all pupils each half-term. This review panel will also meet, as required, should serious concerns be raised about any individual pupil.

Much of the challenge and support which the Governors will bring to the Principal and the staff will be through the work of specialist committees which will meet each half-term. The Schedule of Delegation will establish the specific remits of all sub-committees and their level of decision-making.

The Governing Body will meet at least termly with sub-committee meetings taking place before the main meeting. The focus of all Governing Body meetings will be as follows: to monitor and evaluate performance against academic, financial and operational targets; setting strategic priorities and plans for the short, medium and longer term; monitoring standards and achievement within the school; confirming appropriate budgets for the school; engaging with all stakeholders in order to improve outcomes; provide support, positive challenge and act as a critical friend to the Principal and the Senior Leadership Team in respect of practice within the school; receive reports from the individual sub-committees along with the termly report from the Principal.

Governors will provide further challenge and support to the Principal and Senior staff through the appointment, during the first year, of an experienced School Achievement Partner. This person will be a current or former school leader with experience of providing support and challenge to schools, academies and alternative provision. The Achievement Partner will also support Governors during the Appraisal process for the

D2 – measuring pupil performance effectively and setting challenging targets

Principal.

Assessment for Learning

All staff will be expected to use pupil data and IEPs in the planning of teaching activities for pupils. They will be expected to monitor the progress of students against IEP targets on an ongoing basis through planned opportunities for assessment.

The provision of quality first teaching will be essential in ensuring that pupils make high levels of progress. Teachers will be expected to use a range of techniques to assess pupil progress and provide feedback which supports further learning. These will include:

- Regular use of high quality question and answer in lessons
- The use of peer and self-assessment
- Clear learning objectives which reflect the identified learning needs of all pupils
- Regular oral feedback between teachers and pupils in lessons
- High quality written feedback between pupils and teachers which supports progress
- One-to-one feedback sessions outside of classroom time.

Social and Emotional development of pupils would be measures against the Thrive assessment towards the targets agreed by for each pupil.

Tutors will record progress against targets on a daily basis and discuss with pupils, reviewing targets where necessary. Key stage Co-ordinators will meet weekly with teaching staff and key workers to monitor social and emotional progress. Half-termly meeting of Key stage Co-ordinators, the Deputy Head Teacher and specialist support staff such as the Education Psychologist, the Welfare Manager, and Health professionals will also review the progress of each pupil's emotional and social development and review the support plan for each pupil accordingly.

Pupil engagement

It is the belief of The Trust that every pupil will benefit from active involvement in reviewing and understanding their own progress. Each pupil will have regular contact with a named adult who will act as a mentor and support the pupil in understanding targets, expectations and what steps they might take to ensure improved progress. In some cases, but not all, this named adult may be the Tutor but it is expected that all staff will act as mentors to students.

The pupils will meet with their mentor on a weekly basis at an agreed time but each half-term, following the review of progress, mentors will meet with pupils to review individual progress. They will agree new targets where necessary. It is intended that mentors should remain with a pupil throughout their time at the school in order to provide stability and continuity of support. They will operate across key stages and will

D2 – measuring pupil performance effectively and setting challenging targets

play a key role in planning and supporting reintegration into mainstream schooling.

Quality of teaching

Pupils are more likely to be able to manage their own learning and understand how to make progress in effective learning environments. It is the responsibility of all teachers to ensure that they create a positive learning environment which engages pupils. They can best do this through:

- Well planned learning experiences which address the identified needs of pupils and are based upon a clear understanding of data.
- The consistent use of praise and reward to recognise progress and promote good behaviour
- The use of quality assessment for learning practice in lessons
- Engagement in professional development opportunities, including shared planning, which will improve their own practice and that of others.

In order to monitor and improve the quality of teaching, the school will have in place a cycle of monitoring which will include both formal and informal lesson observations, quality of planning, assessment for and of learning, marking and feedback to pupils.. This will be undertaken by senior leaders. A formal Lesson Observation pro-forma will record the quality of teacher input and the effectiveness of classroom practice in promoting learning using standard Ofsted criteria. However, the observers will also be required to comment upon criteria linked to the school's vision and the impact classroom practice is having on the pupil's behaviour and attitude to learning.

Regular Learning Walks' which would generally be thematic and applied across the range of classrooms and the outcomes would be used to enable teachers to improve practice and identify CPD needs . Reviews of pupil work and pupil voice activities would also be used to support effective self-evaluation of the impact of teaching.

In order to support the accuracy of the school's judgements, the Trust will engage external validation through:

- The involvement of staff from other schools within the Trust, - Atkinson Road Primary Academy, Thomas Walling Primary Academy, Excelsior All through 3-19 Academy
- The use of expert advisors,
- The engagement of a school Achievement Partner
- Expertise in other specialist providers including PRUs and AP
- Headteachers and staff in commissioning schools

Effective appraisal will be key in ensuring the high quality of teaching and learning which will help the school to deliver it's vision. Each teacher will have an agreed set of targets with both key stage and outcome goals. Outcome goals will be linked both to a

D2 – measuring pupil performance effectively and setting challenging targets

teacher's performance overall and pupil performance in half-termly assessments.

Teacher appraisal targets will also reflect the relevant professional standards; include goals around their own passions and specific CPD needs. We want our teachers to bring their own experiences and enthusiasms to the role, and we would like them to be involved in after school activities that genuinely excite them. In our experience the relationships between pupils and teachers are cemented when there is an open-ness about what they like to do in their own time.

Appraisal targets will be reviewed halftermly, during meetings between teachers and their line managers. Staff will also have a termly meeting with the head or deputy Principal to review their career development. Where teachers have achieved their goals over the course of a year, and summative data suggests all pupils are on track to reach targets (excluding children with very complex needs), they will be referred to the Governing Body. The Governing Body will decide how teachers will be rewarded.

Where teachers are not performing, there will be rapid intervention to ameliorate performance with identified targets and programme of support. We will treat the probation period for all new members of staff seriously assessing whether they are meeting the high standards set by the school.

Liaison with parents and commissioning schools

It is enormously important that, as early as possible, the school establishes positive and open relationships with the parents/carers of the pupils. Such good relationships can only increase the chances of a student being more successful and ultimately being reintegrated back into their mainstream school. The Alternative Provision School will build upon the experience of its existing academies that have all either achieved or are working towards the Leading Parent Partnership Award and will also aspire to achieve this award.

At the point of referral and the initial needs assessment parents will be part of the discussion with the commissioning school. It is important that the school has as much information about the child as possible and parents/carers are ideally placed to provide that. That dialogue and conversation needs to continue throughout the length of the placement. A similar planning meeting, in which parents are involved, will take place at the beginning of each academic year.

Detailed review meetings will take place each term which parents are invited to attend and which will review progress to date. Staff from Commissioning Schools will also be invited to attend these reviews. At the termly academic review parents and commissioners will receive detailed feedback about their child's progress and the content of the Individual education Plan will be reviewed. The child will also be present at these review meetings and will be encouraged to contribute to the discussion.

Parents/carers and commissioners will receive a hard copy of that profile document

D2 – measuring pupil performance effectively and setting challenging targets

which will serve as the Pupil Report.

However, it is important that parents and commissioning schools know that at any point during the placement that they have a named person within the school who they can contact to ask questions, raise concerns or make us aware of information.

In most cases, this first point of contact will be the Tutor. However, parents will also receive regular feedback from their child's Mentor who will advise them of the outcomes of any necessary interventions or any progress made by the pupil.

Opportunities will be provided at the beginning and end of each day for parents to meet with tutors/key workers to discuss progress and parents will be encouraged to stay through the shared breakfast provision.

The school will actively seek to involve parents in school based activities so that they can better understand the educational experience of their child. Assemblies, awards ceremonies, pupil presentations and performances will all provide rich opportunities to build positive links with parents. Family Fun days, story sacks, home reading schemes and the 'University' projects will provide opportunities for parents to become involved in pupil learning and see progress. 'Inspire days' and the use of new technologies will allow parents to evidence the progress made by their child and participate in celebrations of progress. The development of specific activities such as gardening clubs, cookery clubs and paired reading schemes will seek to engage parents in working with their children outside of school hours.

Parents/carers will be actively encouraged to become involved in supporting their child in the voluntary after school sporting/enrichment opportunities as part of an opportunity for family learning. It is also intended that the school will develop a programme of family learning and parenting classes which will help parents to understand how best they can support the progress of their child.

Other parent link activities that we will explore include : Parent Partnership Award, Family Fun days, Family Fridays (pm with children reading, gardening etc, Parent lunches and picnics, video clips of children working sent by social media to parents

In the case of hard to reach parents, the school Welfare Manager and Key workers will make home visits or arrange meetings outside of the school in order to promote good communication. They will also make use of technology to keep parents informed of key developments in their child's progress to reinforce a positive connection with the home. For EAL parents school documents will be made available in the appropriate languages and in review meetings, parent's evening and activity sessions, where parents do not have an interpreter with them, bilingual adults will be available to engage with parents who have limited skill in English. Support for these parents will also be actively sought from local community groups and places of worship which already have good links with the schools.

D2 – measuring pupil performance effectively and setting challenging targets

At the end of a placement, The Trust will conduct an exit questionnaire with the student, parents/carers and the mainstream school to ascertain their satisfaction with the placement and any outcomes of that placement. This will be used to aid future developments and improvements to the provision

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

The staffing will be structured in a way to ensure that pupils learn in small groups. The staffing will also ensure that pupils can work closely with a small number of teaching and support staff to give greater continuity to their education. This approach, which is usual in key stages 1 and 2 will be extended into key stage 3 and to a more limited extent in key stage 4. At the same time staffing will be sufficiently flexible to allow different grouping arrangements to provide intervention opportunities to address learning difficulties, for instance in literacy or numeracy. A thematic approach will be taken to much of the pupils' learning programmes.

Staffing Structure

Staffing at the school will build in the following way:

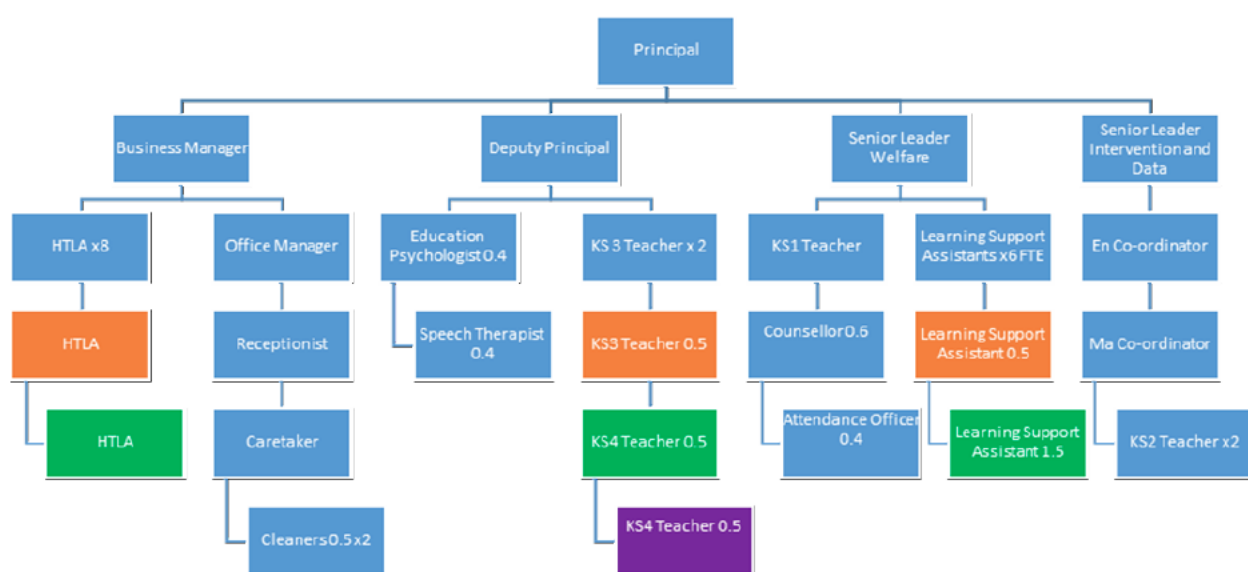
| Staff/ year | 2017 | 2018 | 2019 | 2020 |
|-----------------------------------------------------|------|------|------|------|
| Pupils on roll | 80 | 85 | 90 | 95 |
| Leadership Team | | | | |
| Principal | 1 | 1 | 1 | 1 |
| Deputy Principal / SENCO + Key phase | 1 | 1 | 1 | 1 |
| Business Manager | 1 | 1 | 1 | 1 |
| Total leadership | 3 | 3 | 3 | 3 |
| Teaching staff | | | | |
| Senior Leader Welfare (Inc. Attendance) + Key Phase | 1 | 1 | 1 | 1 |
| Senior Leader Data and Interventions + Key Phase | 1 | 1 | 1 | 1 |
| English/Literacy Co-ordinator | 1 | 1 | 1 | 1 |

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

| | | | | |
|------------------------------------------------------|-------------------------|--------------------------|------------------------|------------------------|
| Maths/Numeracy Co-ordinator | 1 | 1 | 1 | 1 |
| Main-scale teachers | 4 | 4.5 | 5 | 5.5 |
| Higher Level Teaching Assistant | 8 | 9 | 10 | 10 |
| Learning Support Assistant with a range of expertise | 6 (4x1FTE + 4x 0.5 FTE) | 6.5(4x1FTE + 5x 0.5 FTE) | 8(6x1FTE + 4x 0.5 FTE) | 8(6x1FTE + 4x 0.5 FTE) |
| Specialist Staff | | | | |
| Educational Psychologist | 0.4 | 0.4 | 0.4 | 0.4 |
| Speech and Language Therapist | 0.4 | 0.4 | 0.4 | 0.4 |
| School Counsellor | 0.6 | 0.6 | 0.6 | 0.6 |
| KS4 specialist staff (in partner schools) | 0 | .5 | 1 | 1.5 |
| Administration, Building and Catering | | | | |
| Officer Manager | 1 | 1 | 1 | 1 |
| Receptionist | 1 | 1 | 1 | 1 |
| Caretaker | 1 | 1 | 1 | 1 |
| Cleaners | 2 x 0.5 | 2 x 0.5 | 2 x 0.5 | 2 x 0.5 |
| External Catering Provider | | | | |

Staffing Organogram

The following organogram shows the lines of accountability for the staffing structure. Much of the staffing structure will be in place from the first year of operation of the school. Staff that are added as the school builds to full capacity are shown in different coloured boxes.

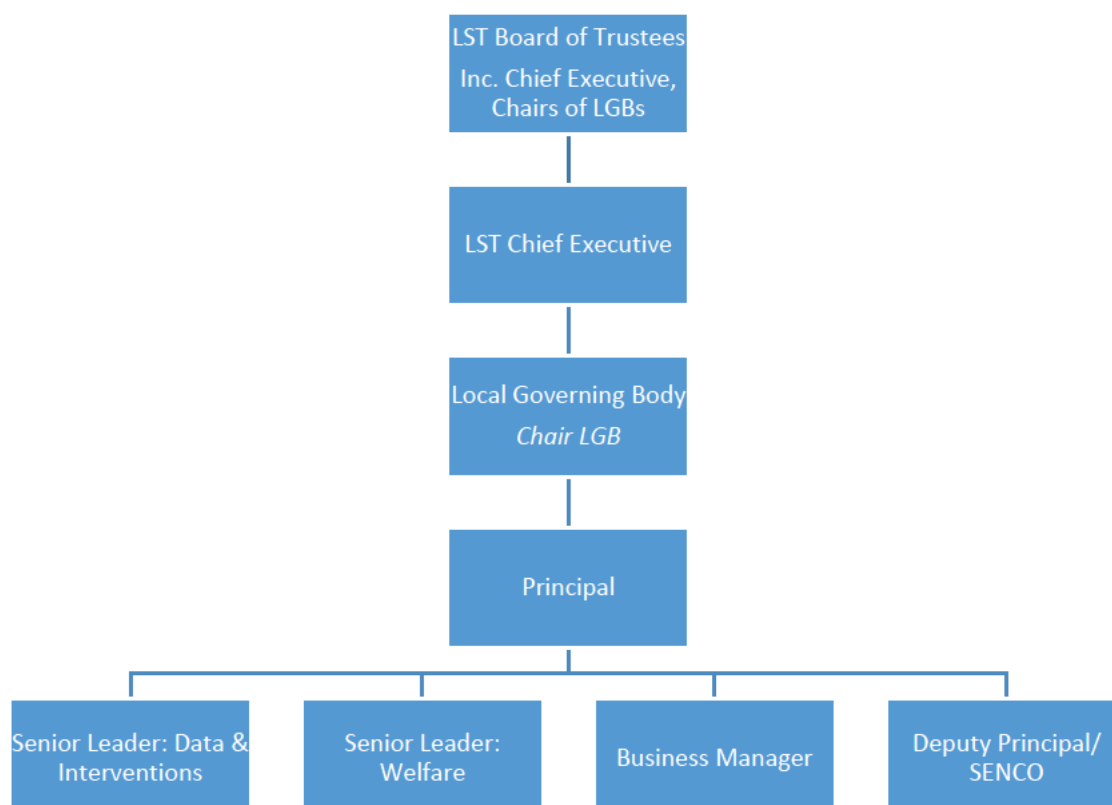


D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

| | |
|-------------------|-------------------|
| Appointed 2017/18 | Appointed 2018/19 |
| Appointed 2019/20 | Appointed 2020/21 |

Leadership Structure

The following diagram outlines the Leadership structure:



Roles and responsibilities

Accountability structure

The Laidlaw Schools Trustees will delegate responsibilities for supporting and monitoring the quality of provision at the Alternative Provision school to the Local Governing Body. They are responsible for ensuring high standards in all aspects of performance, including academic standards and high quality provisions in all areas of school life. The Chief Executive of the Trust (Peter Fair) and the Chair of the School's LGB will be responsible for the performance management of the Principal and for setting performance targets with the Principal.

The Principal

The Principal will establish a strong strategic direction for the Alternative Provision School by leading on the creation and development of the most important systems and

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

processes within the framework of The Trust's vision and ethos.. They will create the ethos and culture of high expectations, which will re-engage pupils and drive standards forward. The main responsibilities will be:

- Vision and ethos and strategic planning
- Engagement with the Trust and Governors
- Engagement and liaison with all commissioning bodies
- Executive responsibility for Safeguarding and Health and Safety issues
- Operational responsibility for Child Protection
- Leadership of the Senior Leadership Team
- Ensuring the development of an improvement plan which is rigorous and fit for purpose
- Links with strategic partners
- Government agendas and their likely impact on the school
- Operational management of the staff appraisal system and its links into the school's continuing programme of professional development
- Publications
- Achievement
- Recruitment and staffing
- Day to day operation of the school

The Deputy Principal

The Deputy Principal will work closely with the Principal, and will undertake management responsibility for all matters concerning curriculum structure and development along with matters related to improving the standards of teaching and learning experiences. The holder of this post will work with staff to ensure the school develops excellence in the delivery of the learning at the core of pupils' experience. They will also take on the SENCO role. The Deputy Principal will have a 0.5 teaching commitment and will largely share this commitment with the classes taught by the two Senior Leaders. The Deputy Principal's main activities will include:

Curriculum and Learning

- Curriculum development
- Teaching and learning including teaching standards, staff induction programmes and CPD.
- Deputising for the school's Principal as required

SENCO

- Take the lead in constructing the schools provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
- Provide training opportunities for learning support assistants, teachers and other stake holders to learn about SEN and work with other colleagues to deliver training on specific intervention programmes.
- Disseminate good practice in SEN provision.
- Identify resources needed to meet the needs of pupils with SEN and advise the Principal of priorities for expenditure.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

- Contribute to Senior Leadership Meetings on the effectiveness of SEN provision in the school and be prepared to share this information with other stake holders.
- Work with colleagues to set challenging targets for raising achievement among pupils with SEN.
- Update the Principal and Governors on the effectiveness of provision for students with SEN.

Key stage phase leadership

- Oversee the quality of teaching, attainment , progress and social development of pupils in a relevant key stage, depending on expertise

Business Manager

The Business Manager will be a member of the SLT and directly responsible for the operational activities of the School on a day-to-day basis. The main responsibilities will be:

- Oversight of facilities management
- Operational aspects of finance (planning and management)
- Operational aspects of HR and liaison with bought in HR services
- Use of premises
- Line manager for administrative staff and site staff
- Contracts with commissioners
- Contract monitoring for SLAs
- Charging arrangements for placements
- Management of HLTAs

Senior Leader Welfare

Welfare

- Oversight of welfare systems
- Management of learning support staff
- Attendance monitoring and initiating strategies to tackle any unsatisfactory attendance
- Liaison with key internal and external support staff
- Ensure IEPs are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
- Attend EHC review meetings, parent evening consultations keeping parents informed about their child's progress.

Key stage phase leadership

- Oversee a relevant key stage, depending on expertise

Teaching

- Class teaching

The Senior Leader Welfare will have a 0.6 teaching commitment.

Senior Leader Intervention and Data

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

As much of the curriculum will be taught through a thematic approach, this role will be important in setting up systems to monitor provision and ensure National Curriculum delivery.

The main responsibilities will be:

Timetable

- Oversight of timetable

Data and interventions

- Set up and manage digital systems to monitor and track pupils progress
- Reporting and on-line reporting including -
- Pupil outcomes and reviews of progress
- Preparation of regular reports on pupils' attainment and progress

Key core subject monitoring

- Oversee the work of the English Coordinator and the Mathematics Coordinator

Key stage phase leadership

- Oversee a relevant key stage, depending on expertise

Teaching

- Class teaching

The Senior Leader Intervention and Data will have a 0.6 teaching commitment.

Deployment of Teaching Staff

It is intended to deploy one teacher per year group for Years 1 to Year 8. Each year group will also be supported by a Higher Level Teaching Assistant. In addition, there will 1.5 Learning Support Assistants will be deployed across each pair of year groups (i.e. Y1&2, Y3&4, Y5&6 and Y7&8). Teachers and support staff will work in teams. This will allow flexibility in group organisation, for instance small groups of pupils could be identified to give intensive support for a theme or topic or aspect of numeracy or literacy. Mixed age groups could be organised where appropriate for example when pupils have a common learning need.

It is intended to recruit a wide range of expertise within the teaching team. Particular emphasis when recruiting will be placed on the ability to promote the creative curriculum. This arrangement will allow flexible deployment of specialist staff across the age range. For instance, some staff appointed will also have specialisms in music teaching and can lead work with children across different key stages.

One teacher will have the responsibility of leading on and coordinating English and Literacy throughout the school. Another teacher will have the responsibility of leading on and coordinating Mathematics and Numeracy.

For Years 9, 10 and 11, there will be 0.5 FTE teacher appointed per year group. There

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

will be only 5 pupils per year group and it is intended that pupils will spend much of their time in the mainstream provision of partner schools. At full capacity pupils will be supported by two HTLAs and two Learning Support Assistants who will directly support pupils when accessing mainstream provision. At Key Stage 4 the School will buy in additional teaching support to allow pupils to access vocational, science and other relevant examination classes at a partner secondary school or college. HTLAs and Learning Support Assistants will be contracted for term time only.

Specialist Support Staff

Many of the pupils will have emotional, social and behavioural difficulties. The school will therefore fund access to an Educational Psychologist (0.4 FTE) and Counselling (0.6 FTE) support to provide opportunities for early intervention. In addition, some pupils will have language difficulties and Speech Therapist (0.4FTE) support will be funded. The school will also appoint an Attendance Officer (0.4 FTE). These staff will be engaged during term time only. The Educational Psychologist and Speech Therapist will be line managed through the Deputy Principal. The Counsellor and Attendance Office will be line managed by the Senior Leader Welfare. These staff will be deployed to provide individual support to pupils. Priorities for support will be identified through assessment on entry to the school. In addition, tracking and monitoring systems, including weekly feedback from class teachers will identify pupils that would benefit from specific types of support. The management of the information systems will be the responsibility of the Senior Leader Intervention and Data. Specific needs will be discussed at regular Senior Leadership Team meetings. The Attendance Officer will work in the mornings at the school and will immediately follow up instances of non-attendance and lateness. This will include home visits where relevant.

Recruitment and staff development

The Principal will be appointed two terms before the school opens in order to plan and prepare all of the necessary policies, oversee any building work and enact the staffing structure ready for the September opening. Together with the governors, the Principal will appoint the rest of the teaching and non-teaching staff ready for the September opening. A further crucial appointment will be the role of the Deputy Principal who will take on SENCO responsibility for the whole school. This will be a key strategic role ensuring pupils are correctly assessed prior to admission to the school and ensuring their individual learning plan accurately reflects their assessed needs. The SENCO will also be responsible for overseeing the half termly update of these plans to ensure that each individual pupil makes outstanding progress.

The Principal appointment process will take place in the Autumn term in time to allow the successful appointee to take up post by the beginning of the spring term 2017. The senior staff recruitment process will take place in the spring term 2017. This will allow the opportunity for a second advert if no suitable applicants apply. Other teaching staff will be recruited at the beginning of the summer term. The number of staff appointed

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

will be dependent on the number of commissioned places formally agreed by the end of April 2017.

The school will seek to recruit staff with experience of working in inner urban areas and where possible experience of working with children with a range of learning difficulties. From experience of recruitment in the location of the proposed school, the sponsors are confident that they can recruit staff with appropriate experience and expertise at MPS 5.

Staff development

The school will promote the ongoing professional development of staff. All staff will participate in an induction programme prior to taking up their post. Induction will include:

- Vision and ethos of the school
- Safeguarding and child protection procedures
- The school's approach to special educational needs
- Behaviour and attendance management
- Classroom routines and practices
- Referral and assessment processes.
- Promoting British values.

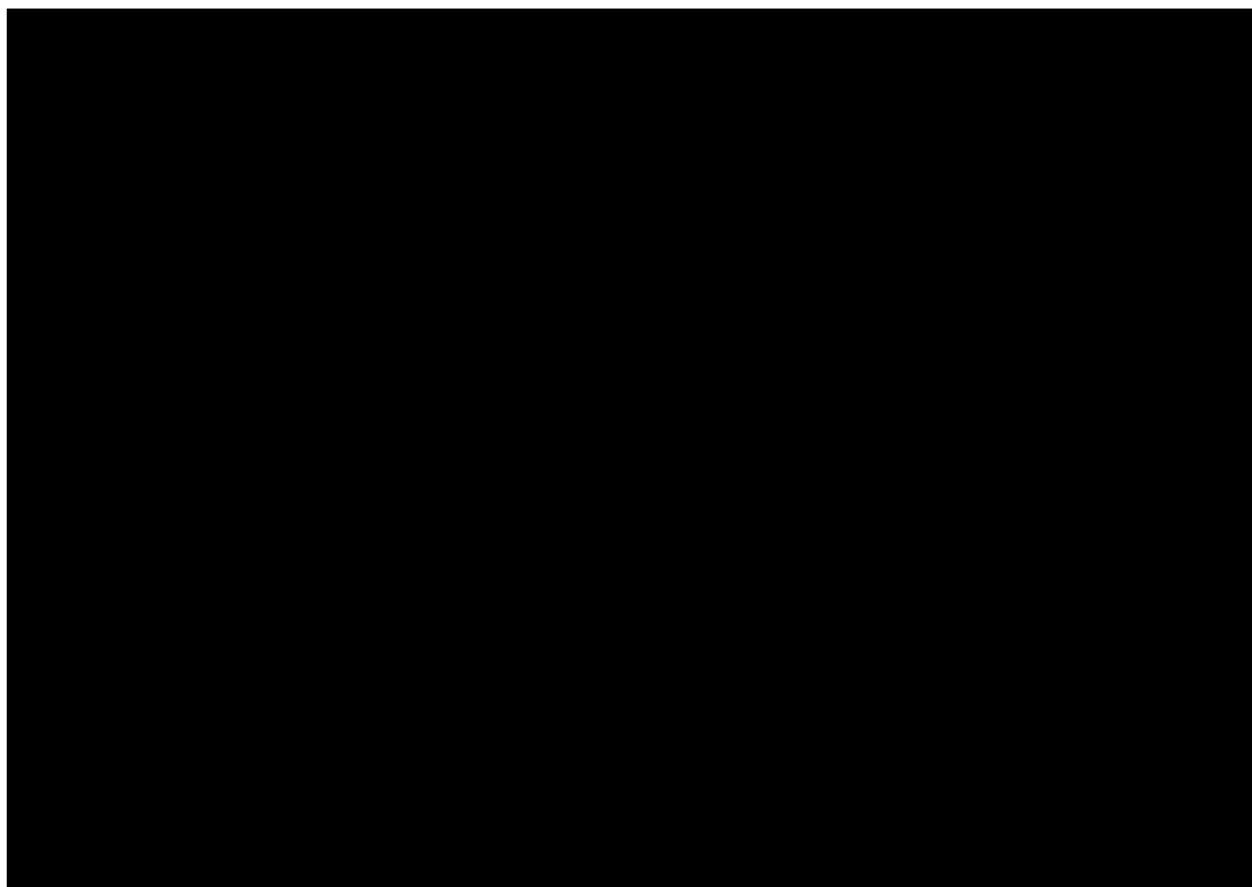
The Principal and Deputy Principal will lead staff development processes. Development sessions and programmes will be scheduled throughout the year and will often feature as part of staff meetings. Staff performance management systems will identify additional training needs and appropriate development programmes will be organised.

When in operation, the school will use the expertise of specialist staff, such as the Educational Psychologist or Speech Therapist to further develop skills in working with pupils with learning difficulties. CPD will include training and development of the Thrive Approach to relationship development and behaviour management with young people (<https://www.thriveapproach.co.uk>). The school will seek to develop at least two staff as Licensed Thrive Practitioners who can lead further work in this area with both professional staff and parents. The schools in the Laidlaw Schools Trust have experience of working with children with learning difficulties. The Alternative Provision School will draw upon their experience to support staff training. It will also draw on expertise in specialised settings including PRUs locally and nationally and on the expertise that is emerging nationally

The school will aim to recruit staff at KS3 and KS4 with secondary experience. It is also envisaged that at least one member of the leadership team will have secondary experience. The School will work with partner secondary schools such as Excelsior Academy to ensure that these staff can access CPD opportunities through the secondary schools.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Operating at less than full capacity.



Existing schools in the Laidlaw Schools Trust

It is not intended for any staff from schools which comprise the Laidlaw Schools Trust to teach in the Alternative Provision School throughout Years 1 to 8. As indicated above, some staff may be involved in staff training and this will be funded from the AP school's budget. In Years 9 to 11 some staff from the secondary school may be involved in teaching pupils. In most cases this is likely to be through pupils accessing courses at the partner secondary school. The Principal and Deputy Principal will liaise with the partner school to organise appropriate access. For Y9 to Y11, 0.5 FTE teaching support per year has been budgeted to facilitate this access.

D4 – the school will be welcoming to pupils of all faiths/world views and none

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Our ethos will be in keeping with the ethos of our trust and our individual academies. It will be inclusive, committed to working with each child and their family, respecting and valuing each child equally and determined to enable them to be successful, confident, optimistic and well qualified young people who are able to break from the consequences of generations of poverty they have experienced, through securing employment. We will welcome children of all faiths and those of none.

The school will address the needs of all pupils through a comprehensive individualised approach to their learning and support. This will be centred on the Individual Education Plan that will record the needs, curriculum and progress of every pupil. The Plan will be reviewed on a termly basis at which point teaching staff from the Alternative School and the commissioning school along with relevant professionals and parents will consider progress made and changes to the curriculum offer and delivery. This review will cover the emotional and behavioural needs of the child as well as their cognitive development. Any changes in behaviour will be recorded in the Plan. Parental invitation to the termly review meetings will establish a regular and meaningful contact with the families. Where parent do not attend the school will follow up with a home visit to discuss the pupil's progress.

Engagement with parents is a key part of the ethos of the Laidlaw Schools Trust. The Ofsted report for Atkinson Road Primary Academy (April 2013) said the academy

'.....is at the heart of the community. Parents and pupils are proud of their school. Parents say it is improving theirs and their children's lives.' and

'The school provides an exceptionally caring and supportive environment in which all pupils and their families are valued. Pupils and adults treat each other with respect and have a high regard for others' cultures and beliefs. This was exemplified by one pupil who said, 'We have friends joining us from other countries and other schools. Everyone is different but everyone is welcome.'

We will build trusting and lasting relationships with parents beginning at the point of entry:

Parents will also be invited to attend the school during their child's induction week to introduce them to life in the school. They will be given a tour of the school and a written brochure describing the school's values and operation which will be available in community languages where appropriate. They will be introduced to the staff member who will be their first point of contact.

Following the discussion a parent contract outlining expectations and commitments will be discussed and agreed. Opportunities for parental engagement with the operation of the school will be discussed for example parental attendance at assemblies and any appropriate celebration activities as well as examples of parent/ family inclusion activities such as family baking.

At the termly academic review parents will receive detailed feedback about their child's progress and the content of the Individual education Plan will be reviewed. The child will also be present at these review meetings and will be encouraged to contribute to the discussion.

SMSC

The curriculum will be broad and balanced for all year groups. Whilst the focus will be

D4 – the school will be welcoming to pupils of all faiths/world views and none

the improvement of rates of progress in English and Maths, most other subject areas will be delivered through carefully mapped and assessed topic delivery. This will give the required broad content delivery along with the opportunity to integrate the practical elements of literacy and numeracy in other subject areas for example the ability to show the application of number and measurement in PE lessons. There is a high emphasis on the teaching of Social Moral Spiritual and Cultural (SMSC) education in the existing schools in the Laidlaw Schools Trust and this will continue into the new school. In January 2013 Ofsted said of SMSC in Excelsior Academy (11-18)

'Many lessons contribute well to the students' spiritual, moral, social and cultural development. Time is built in for reflection and consideration of moral issues'

In Atkinson Road Primary Academy, Ofsted commented

'The curriculum offers a wide range of exciting experiences, including after school clubs. It makes a positive contribution to pupils' good spiritual, moral, social and cultural development.'

The delivery of all elements of SMSC will be adapted to the stage and age of the pupils, introducing increasing levels of conceptual complexity through the Key Stages. Aspects of SMSC can be developed through virtually all parts of the curriculum, although some subjects and activities are likely to be most relevant than others. Delivery of areas of SMSC will be monitored and assured through planning of and auditing of schemes of work that cover the cross-curricular projects that will form the core of delivery in the first three Key Stages. In Key Stage 4 SMSC will be delivered through subject areas and with access to discrete Personal Social Cultural and Health (PSCHE) teaching. It is recognised that the delivery of a high quality SMSC curriculum can greatly enhance the teaching of British Values: there is a clear inter-relationship between the two areas.

At all key stages pupils will be encouraged to reflect on their own beliefs and the beliefs of others. Festivals of all religions represented in the school as well as within the wider community will be celebrated and discussions on their meaning will be encouraged. Assemblies will reflect the multi faith nature of the pupil and local population. The development of an enjoyment in learning will be a particular focus given the fact that many pupils will be at the school as a result of their dis-engagement from learning and specialists such as the counsellor and whole school staff training will focus on this element. Pupils will have a unique opportunity to develop their creative skills with the programme of Music and Arts which will give each child the opportunity to sing or play a musical instrument for 30 minutes of each school day. We believe that this specialism of the school will both develop self-confidence and self-esteem in pupils but will also develop creativity and have a positive impact on the pupils' cognitive progress in literacy and numeracy. In addition, a programme of cultural visits will be put in place to mirror the practice at other Laidlaw Trust Academies.

Moral aspects of SMSC will focus on positive behaviour management to instil pupils' understanding of right and wrong. The Behaviour system established within the LST AP School will reflect the vision and ethos outlined in section C. It is important that the systems and processes established are understood by all involved and that the children recognise how crucial they are to their success. A core principle underpinning the entire behavioural system will be that of respect for the uniqueness of the individual, a respect which runs staff to pupil, pupil to staff and pupil to pupil.

D4 – the school will be welcoming to pupils of all faiths/world views and none

The school will develop social aspects of SMSC through participation in social settings in the community. The operation of the School Council will give a practical exemplar of participation and decision making consistent with democratic values. Opportunities to listen to and respond to pupil voice will be sought in other aspects of the school's operation.

The school will, as for other schools in the Laidlaw Schools group, offer a comprehensive range of cultural visit opportunities to understand and appreciate the cultural influences that have shaped their heritage and that of others. The celebration of elements of other cultures will be seen in participation in religious and cultural festivals from world cultures.

Promoting British Values

Democracy

Children, parents and staff will have many opportunities for their voices to be heard at LST AP School. Stakeholder involvement through parent and pupil voice is a strong element in the ethos of the Laidlaw Schools Trust. The School Council will be an expression of this with representatives drawn from every year group and regular meetings to discuss real issues for decision. A member of the teaching staff will have the explicit role of supporting the operation of the School Council as well as training pupils to operate and understand the Council. The Council will have its own budget and will genuinely be able to effect change within the school. Every child on the student council will be voted in by their class.

Further to this we see the use of pupil voice as an important element in developing pupil self-esteem and self-confidence that will be central to the development of positive behaviour patterns in those children who present with difficulties in their relationships with their peers and adults. To achieve this position we expect the use of pupil voice to be all pervasive in the delivery of education. Where possible pupils will be given choice in their learning and explicitly given the information to make the choice and in doing so give pupils enhanced ownership of their learning and greater commitment to the school as a whole.

Pupils in the Secondary phase of education will have contact with local democratic institutions including visits and arranged contacts with local political representatives and leaders of local economic and social provision and organisations.

The Rule of Law

Given the nature of much of the intake, the school will have a clear focus on teaching the difference between right and wrong. In doing so there will be a clear statement of school rules in each classroom and assemblies will regularly re-inforce this position. It is important that pupils understand the reasons for the school rules and the benefit that compliance with the rules brings benefit to all. The development of school rules will be done in consultation with the School Council bringing together the concepts of Democracy with the Rule of Law.

Whilst understanding of the rules of the school is a key starting point to pupils' commitment to the rule of law links with external bodies and individuals will make this understanding explicit in relation to broader society.

Individual Liberty

D4 – the school will be welcoming to pupils of all faiths/world views and none

The essence of pupil understanding of individual liberty is the ability to consider the impact that their choices have on their lives and on the lives of others effected by their choices. Underpinning this is the importance of respect for others and their views. The Ofsted report on Excelsior Academy commented:

When asked to describe what it was like to be a student at the academy, one student commented, 'It's great because everyone respects each other here.'

Pupils of all ages will be able to express views and make choices within the structure of the school rule and other requirements. In employing a Counsellor the school will give the opportunity to discuss individual choice supported by 1:1 contact to give the support to make the choices informed.

Mutual Respect

As identified above in relation to other elements of the British Values agenda, mutual respect lies at the core of this work. Mutual respect is at the heart of our values. Children will learn that their behaviours have an effect on their own rights and those of others.

The school will contain pupils from a number of very different cultural and religious backgrounds. The school sees this multi-cultural diversity as an opportunity to develop a deep sense of respect in all young people. Children will be encouraged to discuss differences between people such as their faith, ethnicity, disability, gender or sexuality. They will also discuss differences in family life such as looked after children or young carers.

At LST AP School we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Prevent training will be given to all staff and all governors at before the school has opened.

Tolerance of those of Different Faiths and Beliefs

LST AP School will be situated in an area of great diversity: it will be a diverse school. We will actively promote diversity through our celebrations of different faiths and cultures. Themes in the topic work of all groups will reinforce messages of tolerance and respect for others. Multicultural pages on our website and in our school display will illustrate our commitment to exploring our diverse school community. Members of different faiths and religions will be encouraged to share their knowledge to enhance learning within classes and the school. The children will visit places of worship that are important to different faiths.

Inclusivity includes making arrangements for parents to opt out of certain elements of the school corporate life should they feel that they conflict with their beliefs. This may be the case with elements of SMSC, food and uniform. At all times there will be discussion with the parent to ensure they have an accurate understanding of what the school does and if necessary alternative arrangements will be made. Food choices will reflect this as will uniform rules which will be consistent with those in other Laidlaw Trust schools. Excelsior has a long and successful track record of working with children from a very wide range of cultures. LSTAP will adopt and build on this experience by engaging with community leaders and recognising cultural requirements and observance.

D4 – the school will be welcoming to pupils of all faiths/world views and none**Prevent Duty**

The sponsors recognise the importance of the Prevent Duty and the AP school will develop a systematic approach to the implementation of the duty. This will be particularly important given the anticipated multi cultural school population. The core of our response will be build children's resilience to radicalisation through the approach to teaching of British values as identified above. To underpin this, the school will develop clear policies and procedure for the Prevent Duty based on robust risk assessment, working in partnership with the LA and other organisations, comprehensive staff training and IT user policies. This preparation will be done in the set up period.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

We believe that social, emotional and mental health (SEMH) issues lie at the root of the barriers to learning that many children face. Such issues are almost always complex but can manifest themselves in a range of exhibited behaviours. It is our belief that the socio-economic nature of the catchment area we will serve will have a significantly higher instance of SEMH concerns than figure nationally and for the wider city. We define the two overlapping concepts as

'Social and emotional well-being' refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions.

'Mental health problems' refers to the wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses that can beset both pupils and staff, including stress and burnout, anxiety, depression, attachment difficulties and behavioural problems.

We are particularly concerned by the following data

- Half of lifetime mental illness starts by the age of 14.
- 1 in 10 children and young people have a clinically diagnosed mental health disorder and/or emotional and behaviour problems (often the same children) and around one in seven has less severe problems that interfere with their development and learning.
- Anti-social behaviour and conduct disorder affect over five per cent of children, particularly boys, while anxiety and depression affect four per cent.

From 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' - Professor Katherine Weare (2015)

The challenges faced by a minority of children facing these challenges will be met by referral and the production of an Education, Health and Care Plan (EHCP). However,

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

this process can be extremely slow and in addition there are significant numbers of children with SE & MH challenges for whom an EHCP is not the appropriate solution but whose specific needs mainstream schools struggle to meet. The LSTAP School will meet the individual needs of children in both of these groups.

As previously stated, the needs of children in this group are complex and by definition their need is for the highest level of individualised learning. As such we will categorise their needs as specifically as possible to reflect the particular aspects of SEMH that lie beneath the behavioural traits demonstrated. Categorising children in this group is not an exact science as children may well exhibit a combination of these traits. We believe that the types of behaviour presented by pupils will be

- Deterioration in behaviour, especially in relationships with peers or staff, or sudden changes in behaviour
- Significant decline in rates of progress in core subjects that will have roots in SEMH issues,
- Significant decline in attendance that may have roots in SEMH issues
- Attitudes to learning that have been stubbornly resistant to school based interventions
- An inability over time to cope with the methodology of mainstream pedagogy
- Where a pupil is in danger of being excluded by a school that has exhausted all internal systems

Whilst these will be the behaviours that pupils will present with we have sought to audit the sub groups of SEMH within the four schools of the Laidlaw Schools Trust.

| Category | Key Stage 2 & 3 numbers | Key Stage 3 numbers |
|----------------------------------------------------------------------------------|------------------------------------|----------------------------|
| SEMH – Withdrawn or isolated | 16 | 9 |
| SEMH – Disruptive and disturbing | 15 | 12 |
| SEMH – Hyperactive and lack concentration | 13 | 9 |
| SEMH - Immature in relation to social skills | 34 | 36 |
| SEMH – Exhibiting challenging behaviour arising from other complex special needs | 9 | 20 |
| Total | 87 | 86 |

In addition to the above data on SEMH, the audit identified significant numbers of children with needs in Communication and Interaction and in Cognition and Learning. For many SEMH pupils there were issues to address in these two areas of Special Need and the proposers are aware on the complex nature of the needs of many children. However it is the belief of the sponsors that many of the challenges faced by the children are rooted in SEMH issues and this area will provide the focus for the new

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

school.

Recognising the range of pupils that will present with SEMH needs the school will:

- have staff skilled in the use of a battery of assessment and diagnostic tools to specifically identify particular SEMH needs
- develop the curriculum flexibility to personalise the learning response for the individual
- Engage with all appropriate external partnerships to draw on the best knowledge and support
- create a positive school atmosphere to build positive relationships
- design the layout of the building to accommodate bespoke physical requirements such as a sensory room, a Thrive room, a quiet room and time out provision.

The school's response to meeting the individual needs of pupils will centre on the Individual Education Plan (IEP). However this alone will not be sufficient. The underpinning thinking behind the school's response to pupil need is reflected in 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' - Professor Katherine Weare (2015).

By employing a range of specialist staff such as a Speech and Language Therapist, Education Psychologist and Counsellor drawing on the widest range of external 'bought in' expertise in the fields of behaviour, attendance and CAHMS staff we will provide a greatly enhanced range of expertise from which to put together individualised programmes for the child. The deployment of these specialised staff will follow the requirements of the Individual Education Plans of each individual child. Flexible deployment of this resource will be managed by the Deputy Headteacher, along with any necessary prioritisation. Where pupils are on part-time placement with the school it may be necessary to deploy them in the commissioning schools to develop staff there to support the needs of the individual child

However additional expertise on its own will not provide the flexible response required to meet the needs of all pupils. . All staff in the school will undergo high quality specialist training in areas appropriate to their role to help them understand and respond to the needs of the pupils. Training will be both external with learning cascaded to other staff and planned training in directed CPD time to keep within the allocated budget. Strong relationships with the city's excellent special schools as well as emerging AP expertise nationally will provide opportunities to exchange expertise and observe high quality practice across the full range of special needs provision. We will seek to develop a structured relationship with the Compass Foundation Trust that links this special school provision. The school will have a common language to discuss the individual's needs, used across all staff and experts: every staff member will have expertise in SEMH. This will be further translated into staff training for the delivery of high quality teaching modified to reflect the demands of the pupils. All staff will be trained in the Thrive programme and other relevant diagnostic tools including for specific language difficulties (such as WRAT and Assessment of Comprehension and Expression), social/communication difficulties (such as Children's Communication Checklist), development concerns (such as Thrive and INPP screening) and cognition (such as Wechsler Intelligence scale). The initial assessment of children using

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

appropriate tools depending on their primary need will support the identification of appropriate foci in the Individual Education Plan.

In line with the proposals of Professor Weare (From 'What works in promoting social and emotional well-being and responding to mental health problems in schools?') - we will adopt a 'Whole school approach' which ensures that all parts of the school organisation work coherently together to

- Provide a solid base of positive universal work to promote wellbeing and help prevent problems.
- Develop a supportive school and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference.
- Start early with skills based programmes, preventive work, the identification of difficulties and targeted interventions.
- Work intensively, coherently, and carry on for the long term
- Promote staff well-being, and particularly address staff stress levels through regular surveys of staff feelings and attitudes coupled with a pro-active approach to work life balance for staff.

This will enable the school to

Implement targeted programmes and interventions (including curriculum)

- Ensure high-quality implementation of specific programmes and interventions
- Explicitly teach social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods.

Implement targeted responses and identify specialist pathways

- Provide more intense work on social and emotional skill development for pupils in difficulties, including one-to-one and group work.
- Use specialist staff to initiate innovative and specialist programmes to ensure they are implemented authentically,
- Where pupils experience difficulties, provide clear plans and pathways for help and referral, using a coherent teamwork approach, including in the involvement of outside expertise and agencies such as CAMHS

Although not all pupils will have an Education and Health Care Plan, the SENCO will have a central role in the management and delivery of the specialist programmes at LSTAP. Based on recent audit data from the four schools in the Laidlaw Trust 22 pupils were identified as moving to EHCP/High Needs funding element 3 and a further 23 moving to Support Plus element 2. On this basis we can confidently predict that LSTAP School will have a significant proportion of pupils on entry with identified SEN needs. Consequently we intend to place the SENCO role in the senior leadership team with the Deputy Principal. This will allow for the co-ordination of externally commissioned expertise for individuals along with the management of the intensive training programme for staff in LSTAP. We anticipate that the SENCO will be fully qualified and hold the National Award for SEND Coordination. A SEN policy and associated procedures will be developed during the set-up phase.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

As SENCO the Deputy Principal will

- Be a fully qualified SENCO against national standards.
- Manage relationships with external agencies and organisations that provide expertise to the school.
- Manage professional relationships with the commissioning schools and the LA around the needs of individual pupils.
- Ensure staff at LSTAP have the appropriate training to provide the required support to individual pupils, including those with SEN.
- Manage the operation of the initial assessment panels and any subsequent meetings to examine the needs of individual pupils.
- Manage the purchase of any specialist equipment and materials required to meet the needs of pupils with an Education and Healthcare Plan.
- Maintain the SEND register and communicate with parents, staff and external agencies.
- Ensure all EHCP reviews are carried out in a timely manner with attendance of parents and appropriate individuals.
- Report on the delivery and quality of SEN work to the governors including liaison with the nominated governor.
- Ensure school compliance with the requirements of the EHCP legislation and manage implementation and evaluate the effectiveness of the school's statutory SEN policy.

The Governing body will have a member allocated to SEN. Their role is to champion the issue of Special Educational Needs within the work of the governing body. They will meet regularly with the SENCO to discuss the school's arrangements and provision for meeting special educational needs. While they cannot discuss the support offered to an individual child, they are able to communicate and meet with parents on the school's support for pupils with SEN.

Our entitlement offer to pupils with SEN is that we will

- recognise that the family is the expert on their child and work in partnership with them,
- place the needs of the individual child at the heart of our provision for them,
- provide needs-based Individual Education Plans for all pupils (IEPs),
- offer access to high quality specialist expertise and well trained school staff,
- ensure all staff have completed, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom,
- offer access to external examinations where appropriate,
- have a fully qualified SENCO available to manage the support the child needs.

The range of pupil need will be broad and consequently we anticipate engagement with a wide range of agencies, to include social services, health professionals and education specialists. Relationships with these agencies will be co-ordinated by the Deputy Principal/SENCO who will manage a detailed records system to record each interaction with each agency. The 'front line' relationship may involve a specific member of staff. We will request a single point of contact with each agency given the extent of likely demand.

External agencies will be fully involved in the initial assessment and subsequent termly

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

review process to facilitate their full involvement in supporting pupil development. Relationships with external agencies will be managed on a systematic basis by the senior leadership of the school. Relationships with these agencies will be on-going and at a strategic level, not solely on the basis of individual case history.

A proportion of the school population may have English as a second language: with the proportion in potential commissioning schools ranging from 27% to 46% of pupils. However the proportion of pupils with EAL needs is not reflected in the proportions of pupils with SEMH needs. The Trust is highly experienced at responding to the needs on this group of pupils and expertise from the Trust will be brought in to plan and deliver this support. Along with the positive response to the range of cultural backgrounds we are aware of the need to provide communication support for families where the home language is not English and for pupils who may need the services of the school but are recently arrives in the country and have communication difficulty.

Safeguarding will be the direct responsibility of the Principal as the named officer. A governor will be identified as the named governor with responsibility for safeguarding. Both will be fully trained with regular refresh training in the area. This training will cover all aspects of safeguarding, including e-safety, staff recruitment and Prevent. During the set-up phase policies and associated procedures in relation to safeguarding and child protection will be developed. A comprehensive assessment of the premises by a suitable qualified safeguarding professional will be carried out before opening. Responsibility for keeping the Central Record up to date will lie with the School Business Manager.

The statutory school behaviour policy will be produced during the set up period. Principles underpinning this policy will be to

- produce an atmosphere of mutual respect
- focus on a reward culture to recognise good behaviour
- have clarity about the sanctions that will be applied
- provide clarity on required classroom behaviour
- make responsibility for individual behaviour clear
- re-inforce the principles of British values
- provide a clear role for pupil voice in the school approach to behaviour

The school's approach to behaviour management will be built on a culture of reward for acceptable and good behaviour. In doing this we will build an expectation of good behaviour as the norm for pupils around the school and in relationships with staff and other pupils. Many pupils will have come from an environment where sanctions are the only experience they have of external response to behaviour. A comprehensive rewards system will be put in place where staff will give credits for good behaviour and responses, credits that can be exchanged for tangible rewards that can be chosen by the pupil. There will be celebratory assemblies and public recognition of good or changed behaviour. Parents will also be involved in this reward programme.

We will set clear and high expectations for behaviour around the school and in classrooms. In establishing a personalised curriculum with an appropriate range of interventions and support we will provide an education that will engage the pupils. This approach, delivered through high quality teaching, will reduce the incidence of poor

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

behaviour linked to pupil disengagement. A simple code of conduct will establish the behaviour norm and this code will be both publicised in posters around the school and will form a key part of the Home-School contract signed between the school and parents/carers. This contract will clearly lay out the expectations and responsibilities of both parties to support the development of the child. A simple sanction code with graded responses will operate across the school. This will start with a verbal warning to the pupils and pass through stages of parental contact, moving teaching group, detention or restorative task to internal exclusion. All sanctions given will be recorded and will be discussed at the termly review meeting to monitor the progress of the pupil. At this point some pupils may need additional behavioural support commissioning. Some of the children coming to the school will exhibit volatile behaviour patterns and the school will have a 'Time out' area to help manage difficult episodes. .

On opening, the school council will be fully involved in the development of specific rules and procedures in the school.

Attendance will be the responsibility of the Senior Leader for Welfare who will record and analyse all data relating to attendance and punctuality and report this to phase leaders on a weekly basis who will draw up attendance plans where necessary. Support from an experienced attendance officer (0.4 FTE per week) will be procured. As with behaviour we will publically reward good attendance and seek to establish this as the norm. Where there are issues with the attendance of individual pupils, home visits and when appropriate the use of texts to parental mobile phones will be used. All pupils identified as Persistent absentees will be the subject of an attendance plan that will identify stronger intervention strategies customised to the individual's circumstances. Attendance targets will be set for individuals as well as for year groups and the whole school. The target for each year group will be 95% attendance.

Education and Health Care Plans will have the health needs of the pupil clearly identified and these will be met. LSTAP will have strong partnership arrangements with health care professionals in the statutory and voluntary sector as part of the need to meet pupil need. For many children without a formal EHCP, their problems require a whole community approach and this requires close working with agencies outside the education sector. The school will have trained First Aid staff available.

LSTAP places individual pupil needs at the heart of its work. As such the length of pupil placement will be dictated by the pupil circumstance not an artificial constraint on the length of placement. However we also recognise the imperative of re-integration to the mainstream school. We anticipate that the average length of stay will be 1 year, recognising that re-integration is likely to be a longer and more difficult process the longer the child is away from their mainstream school. We have arrived at this view after examination of evidence from Professor Katherine Weare in her paper quoted above in which she states that:

'The overwhelming evidence is that interventions generally need substantial time and regular practice to produce benefits – on average at least 9 months to a year, especially for deeper and broader areas such as well-being, improving behaviour and in response to more severe problems such as violence and bullying, anger and preventing mental disorders'.

The length and structure of stay will be subject to the identified needs of the individual

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

child and their identified and assessed needs. We anticipate that in line with practice elsewhere length and structure of stay will vary according to the age group concerned. For Key Stage One pupils we recognise the need for the child to keep clear linkage with the home school and thus their time in the LSTAP will be a proportion of the week (2, 3 or 4 days) with the remainder in the home school. For Key Stage 2 children the proportion of time in LSTAP may increase with a link with the home school maintained but with some pupils being full time at LSTAP. At Key Stage 3 we will seek to maintain the link but a higher proportion of pupils will be full time at the LSTAP. In Key Stage 4 pupils will access elements of their curriculum at Excelsior Academy but receive specialised support and small group tuition in core subjects in the LSTAP. Whilst we see progression to year 9,10 and 11 (5 places per year group) for pupils from year 8 for whom alternative placements were not appropriate, in the event of there being vacancies in these year groups we will admit from commissioning schools up to the figure of 5 per year where our provision meets the needs of the child. In all cases the need for the child to receive their full curriculum entitlement will be established at the Initial meeting, recorded in the referral documentation and agreed between the two schools. We do not anticipate that a length of stay accessed in this way will be less than six months given the challenges that the anticipated cohort will face, though again this will be decided on a case by case basis based on evidence and agreement between the schools. At this stage it is not possible to say what proportion of the pupils are likely to be part-time and what proportion full –time, though this proportion will change from key stage to key stage.

Section E – evidence of need

E1 – provide valid evidence that there is a need for this school in the area

Commissioner Demand Table

| | Year 1 | | | | Year 2 | | | |
|--------------------|--------|-----|---|------|--------|-----|---|------|
| | A | B | C | D | A | B | C | D |
| Key Stage 1 | 20 | 27 | | 100% | 20 | 27 | | 100% |
| Key Stage 2 | 40 | 52 | | 100% | 40 | 52 | | 100% |
| Key Stage 3 | 30 | 33 | | 100% | 35 | 33 | | 100% |
| Key Stage 4 | | | | | | | | |
| Totals | 80 | 102 | | 100% | 85 | 102 | | 100% |

The numbers of places that we expect to be commissioned seems to far exceed the number of places that we are planning for. However we expect that this may not be so significant as we are intending to offer flexibility in the length of stay and are to have a strong emphasis on working with the home school, in particular with younger children.

Letters from local schools indicating their intention to commission places are included below (the length of this section is extended owing to the inclusion of 9 commissioner letters):

E1 – provide valid evidence that there is a need for this school in the area



Excelsior Academy

A Business Enterprise Academy

Denton Road
Newcastle upon Tyne
NE15 6AF
Tel: 0191 228 8400
Fax: 0191 274 7466
Website: www.excelsiornewcastle.org.uk

Dear [REDACTED]

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

[Please insert Commissioner/School Name] would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

Please keep me informed of progress in this initiative

| Name of Commissioning School/Authority | | |
|----------------------------------------|---------|---------|
| | | |
| | 2017-18 | 2018-19 |
| Places in Key Stage 1 | | |
| Places in Key Stage 2 | | |
| Places in Key Stage 3 | 2 | 2 |
| Total | 2 | 2 |

Signed... [REDACTED]

Please return the letter by 19th February 2016 to: [REDACTED]

Or

[REDACTED]
c/o Excelsior Academy,
Denton Road,
Newcastle upon Tyne.
NE15 6AF
Tel :0191 2288400
Mobile 07595120784



Part of Laidlaw Schools Trust

EX171418.2016

22nd February 2016

[REDACTED]
C/O Excelsior Academy
Denton Road
Newcastle upon Tyne

E1 – provide valid evidence that there is a need for this school in the area

Dear [REDACTED]

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

Kenton School would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

Please keep me informed of progress in this initiative.

| Kenton School | | |
|-----------------------|-----------|-----------|
| | 2017 - 18 | 2018 - 19 |
| Places in Key Stage 1 | | |
| Places in Key Stage 2 | | |
| Places in Key Stage 3 | 6 | 6 |
| Total | 6 | 6 |

Yours sincerely

[REDACTED]

E1 – provide valid evidence that there is a need for this school in the area



Excelsior Academy

A Business Enterprise Academy

Denton Road
Newcastle upon Tyne
NE15 6AF
Tel: 0191 228 8400
Fax: 0191 274 7466
Website: www.excelsiornewcastle.org.uk

Dear [REDACTED]

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

[Please insert Commissioner/School Name] would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

Please keep me informed of progress in this initiative

| Name of Commissioning School/Authority | | |
|----------------------------------------|---------|---------|
| | 2017-18 | 2018-19 |
| Places in Key Stage 1 | 6 | 6 |
| Places in Key Stage 2 | 10 | 10 |
| Places in Key Stage 3 | 12 | 12 |
| Total | 28 | 28 |

Signed..... [REDACTED]

Please return the letter by 19th February 2016 to:

[REDACTED]

Or

[REDACTED]

c/o Excelsior Academy,
Denton Road,
Newcastle upon Tyne.
NE15 6AF
Tel :0191 2288400
Mobile 07595120784



Part of Laidlaw Schools Trust

E1 – provide valid evidence that there is a need for this school in the area



Excelsior Academy

A Business Enterprise Academy

Denton Road
Newcastle upon Tyne
NE15 6AF
Tel: 0191 228 8400
Fax: 0191 274 7466
Website: www.excelsiornewcastle.org.uk

Dear [REDACTED]

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

[Please insert Commissioner/School Name] would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

Please keep me informed of progress in this initiative

| Name of Commissioning School/Authority | | |
|----------------------------------------|---------|---------|
| HATKINSON ROAD PRIMARY ACADEMY | | |
| | 2017-18 | 2018-19 |
| Places in Key Stage 1 | 10 | 10 |
| Places in Key Stage 2 | 20 | 20 |
| Places in Key Stage 3 | | |
| Total | | |

Signed. [REDACTED]

Please return the letter by 19th February 2016 to:

Or

c/o Excelsior Academy,
Denton Road,
Newcastle upon Tyne.
NE15 6AF
Tel :0191 2288400
Mobile 07595120784



Red of Laidlaw Schools Trust

ExLTHJan2016

E1 – provide valid evidence that there is a need for this school in the area



Excelsior Academy

A Business Enterprise Academy

Denton Road
Newcastle upon Tyne
NE15 6AF
Tel: 0191 228 8400
Fax: 0191 274 7466
Website: www.excelsiornewcastle.org.uk

Dear [REDACTED]

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

[Please insert Commissioner/School Name] would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

Please keep me informed of progress in this initiative

| Name of Commissioning School/Authority | | |
|----------------------------------------|---------|---------|
| THOMAS WALLING | | |
| | 2017-18 | 2018-19 |
| Places in Key Stage 1 | 10 | 10 |
| Places in Key Stage 2 | 20 | 20 |
| Places in Key Stage 3 | | |
| Total | | |

Signed [REDACTED]

Please return the letter by 19th February 2016 to:

[REDACTED]

Or

[REDACTED]

c/o Excelsior Academy,
Denton Road,
Newcastle upon Tyne.
NE15 6AF
Tel :0191 2288400
Mobile 07595120784



Part of Laidlaw Schools Trust

E1 – provide valid evidence that there is a need for this school in the area

[REDACTED]
[REDACTED]
C/O Excelsior Academy
Denton Road
Newcastle upon Tyne
NE15 6AF
Dear [REDACTED],

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

.....would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year. Please keep me informed of progress in this initiative.

| North Fawdon Primary School | | |
|-----------------------------|-----------|-----------|
| | 2017 - 18 | 2018 - 19 |
| Places in Key Stage 1 | | |
| Places in Key Stage 2 | | |
| Places in Key Stage 3 | | |
| Total | | |

Yours sincerely

Hi [REDACTED]

We currently have a Y2 child who will be Y4 and then Y5 by the time the Provision is open. He would definitely be a child we would be commissioning a place for from our mainstream.

I would say we have on average one child a year that we would be likely to look to commissioning a place for. We have very high mobility so it is difficult to pinpoint exactly. On average 60% of our children have NOT been with us for the previous two years. With high mobility we always have spaces so we never know who we may be getting hence it is difficult to say exactly how many spaces we would need. 60% of our classes for the Year 2017/18 will be new admits.

[REDACTED]
[REDACTED]
[REDACTED]
North Fawdon Primary School
North Fawdon
Newcastle Upon Tyne NE3 2SL
(0191) 285 1350
[REDACTED]

E1 – provide valid evidence that there is a need for this school in the area

[REDACTED]
C/O Excelsior Academy
Denton Road
Newcastle upon Tyne
NE15 6AF
Dear [REDACTED],

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

.....would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year. Please keep me informed of progress in this initiative.

| West Newcastle Academy | | |
|------------------------|-----------|-----------|
| | 2017 - 18 | 2018 - 19 |
| Places in Key Stage 1 | 1 | 1 |
| Places in Key Stage 2 | 1 | 1 |
| Places in Key Stage 3 | | |
| Total | | |

Yours sincerely

[REDACTED]
West Newcastle Academy

Excelsior Academy
A Business Enterprise Academy
[REDACTED]

Denton Road
Newcastle upon Tyne
NE156AF
Tel: 0191 228 8400
Fax: 01912747466
Website: www.excelsiornewcastle.org.uk

Dear [REDACTED]

E1 – provide valid evidence that there is a need for this school in the area

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

St Cuthbert's Catholic High School would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

Please keep me informed of progress in this initiative

Name of Commissioning School/Authority

| | 2017-18 | 2018-19 |
|-----------------------|---------|---------|
| Places in Key Stage 1 | | |
| Places in Key Stage 2 | | |
| Places in Key Stage 3 | 3 | 3 |
| Total | 3 | 3 |

Signed [redacted] [redacted]

Please return the letter by 19th February 2016 to:

[redacted]

Or

[redacted]

c/o Excelsior Academy.
Denton Road,
Newcastle upon Tyne.
NE156AF

[redacted]

E1 – provide valid evidence that there is a need for this school in the area

29th February 2016

Dear [REDACTED]

Initial expression of interest in places at the Alternative Provision School

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne. Walbottle Campus would expect to purchase a minimum of the number of places in the table below at LST AP School at a top up cost of AWPU + Pupil Premium where appropriate for Key Stage 1, AWPU + Pupil Premium where appropriate for Key Stage 2 and AWPU + Pupil premium where appropriate for Key Stage 3. The exact cost may differ depending on the specific needs of the child and this will be discussed with Laidlaw Schools Trust on a case-by-case basis. I understand that pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

Please keep me informed of progress in this initiative.

Name of Commissioning School/Authority Walbottle Campus

| | 2017-18 | 2018-19 |
|-----------------------|-----------|-----------|
| Places in Key Stage 1 | 0 | 0 |
| Places in Key Stage 2 | 0 | 0 |
| Places in Key Stage 3 | 10 | 10 |
| Total | 10 | 10 |

Yours sincerely

[REDACTED]



[REDACTED]
Hexham Road, Walbottle
Newcastle upon Tyne, NE15 9TP
Tel: 0191 2678221 Fax: 0191 2293300
admin@walbottlecampus.net
www.walbottlecampus.net

Information sent to prospective Commissioners to inform them of the offer of the new school is as follows:

E1 – provide valid evidence that there is a need for this school in the area

Dear Colleague,

The Laidlaw Schools Trust is proposing to open a new Alternative Provision facility in September 2017 to serve the schools in the west of the city of Newcastle upon Tyne.

The school will admit pupils from Year 1 to Year 8 and will also have spaces for pupils in years 9, 10 and 11, but does not propose to admit pupils in these year groups.

Admission to these year groups will be from pupils already in the school in year 8 for whom alternative placements are not appropriate. In 2017-18 we propose to admit 20 pupils in Key Stage 1, 40 in Key Stage 2 and 20 in Key Stage 3. These numbers will grow to 20, 40 and 25 in the second year of operation.

The school will offer short and medium term placements to pupils in Key Stages 1, 2 and 3 who are facing significant social, emotional and mental health (S, E and MH issues) issues that provide a significant barrier to their engagement with learning.

These issues may present as

- deterioration in behaviour, especially in relationships with peers or staff, than indicate a need for personalised support
- significant decline in rates of progress in core subjects that may have roots in S, E and MH issues, and low engagement makes school based catch up programmes less likely to succeed
- significant decline in attendance that may have roots in S, E and MH issues and may need individualised and specialised support to tackle
- attitudes to learning that have been stubbornly resistant to school based interventions
- an inability over time to cope with the methodology of mainstream pedagogy and needs a different approach to learning.

The alternative provision school will offer

- enhanced access to specialist provision in the area of S, E and MH issues, which will include behaviour specialists ,speech and language therapy, and psychology services
- small group sizes (average of 6) flexibly organised better to meet the individual needs of pupils with foe example teaching teams operating across year groups
- an individual education plan for every child produced following the initial assessment process
- a re-integration strategy that is agreed with the commissioning school at the

E1 – provide valid evidence that there is a need for this school in the area

point of entry and regular reports to the commissioning school on the progress of individual pupils.

- a focus on music and the arts that will provide an enhanced creative dimension to the curriculum, offering every child the opportunity to sing or learn a musical instrument.
- a relentless focus on accelerated progress in core subjects to support the re-integration process that is at the core of the Alternative School's offer.

We recognise that the needs of individual pupils will vary considerable and we will offer flexibility on placement length and re-integration criteria to reflect this. However, interventions of this kind take time and we do not anticipate pupils being in the alternative school for less than six months and our expectation is that the length and structure of placement will vary though placements are likely to last for around 1 year. Pupils will be dual registered.

The school will receive £10,000 per pupil from the EFA place funding plus a top-up fee paid by the commissioning school. We propose to set the top-up fee at the same level as the AWPU for the year group plus the Pupil Premium where appropriate. Pro rata top-up fees will be charged where the pupil is with the school for a proportion of the year.

The Proposers have written to the Newcastle Local Authority in respect of the impact of a successful proposal in the third year of operation. All places at the school will be commissioned by schools or academies within the boundaries of the local authority. This letter states:

Dear [REDACTED]

As you know, the Laidlaw Schools Trust is proposing to establish an Alternative provision Free School in the west of the city. In doing this we are seeking to enhance the range of provision available for pupils with a range of barriers to learning associated with social, emotional and mental health issues. We will be working closely with all current providers of education to develop a bespoke and innovative type of provision for this area of the city.

You will also be aware that from the third year of operation, the local authority will have to bear the base rate costs of the places in the school, currently £10,000 per place per year.

I would be grateful if you could confirm your awareness of this position in writing and

E1 – provide valid evidence that there is a need for this school in the area

communicate the position to the Schools Forum.

Yours,

On behalf of the Laidlaw Schools Trust

In response we have received letters from the [REDACTED]

[REDACTED] I attach both as annexes to this bid. Both identify the conditions that the Local Authority has agreed to support bids for new schools. Laidlaw Trust meets these conditions. Both confirm that they are aware of the financial implications for the High Needs budget in the third year of operation and both outline a local authority strategy to address issues in relation to the high numbers of pupils in the PRU. In that context both welcome the contribution that this proposal will make to tackling these issues. The Lead Member states:

‘There is no doubt that, as a city, we need to reduce the numbers of children who do not attend or are excluded from their schools. Parental neglect is often a factor. As we discussed, our staff in Children’s Social Care are also working with children and families who they come into contact with for this reason through the Family Insights programme. Your proposal would seem to complement this piece of work’

She further writes:

‘I understand that your proposal is to reduce the pressure on this block (High Needs funding block) in the long term as the desired outcome is to reduce the numbers of children whose education is funded from this block by reducing non-attendance and exclusion. This is to be welcomed.

[REDACTED] writes:

‘The pressure on places in some of our specialist schools and ARCs has increased dramatically, and as you know the escalating numbers of pupils being referred in the PRU has reached unsustainable levels.’

And after outlining the timescale for LA proposals he says:

‘We would welcome the Laidlaw Schools’ Trust being involved in these discussions and consultation; and will of course consider your current proposal for provision within the city as part of this review.

The desire of the Laidlaw Trust to be involved in meeting these future needs is very much welcomed and it is evident from the outline of proposed provision that it has merit and is based on both the experiences of your schools in dealing with similar pupils and some assessment of needs and/or gaps in existing provision within the city.

AP provision in Newcastle – the strategic challenge to meet quality and quantity

E1 – provide valid evidence that there is a need for this school in the area requirements

There is no bespoke Alternative Provision in the city for the specialism and age range that we seek to serve. The only Alternative Provision for children in Newcastle upon Tyne is at the all through Linhope Pupil Referral Unit (the Local Authority PRU, managed through a Local Management Committee). Ofsted judged the PRU as Good in 2013, but in February 2016 an inspection of the PRU in Newcastle will place it into Special Measures. The report is not available on the website at the time of submission but verbal feedback indicated grade 4 for Leadership and Management around safeguarding and grade 3 for all other areas. There is now no separately inspected Alternative Provision in the city that meets the quality standard of Good or better.

This inspection outcome has necessitated a change in the AP leadership advice that the group has taken. Since February 10th we have moved quickly to secure the support of the Headteacher of Silverdale SEMH Special School (7-16 age range) in North Tyneside. At the request of the LA he is also the accountable manager for the Primary PRU provision in the borough along with a range of outreach work in schools supporting pupils with SEMH and those in danger of exclusion. He has agreed to support the group through the set up phase of the proposal. In addition support has been offered for the set-up phase from the Executive Headteacher on the Pupil referral service in Bolton. Of the 4 schools in this service 2 are Ofsted Good and 2 are Outstanding.

Prior to this very recent inspection of Newcastle LA's PRU there was a significant and growing issue in relation to its capacity to provide a flexible response to range of ages and needs. The Linhope Pupil Referral Unit in Newcastle has grown rapidly in recent years to the point where there are now over 300 pupils on roll, (there were 150 at the time of the previous inspection) with this number anticipated to grow to 400 during the course of this academic year. Numbers on roll at the PRU have increased significantly each year for the past three years with the Local Authority planned place funding numbers increasing from 182 in 2013-14, to 210 in 2014-15 to 260 in 2015-16. Increasing PRU referrals at primary and Key Stage 3 level (60 in 2012-13, 98 in 2013-14 and 91 in 2014-15) coupled with the lack of local AP at secondary level means that significant numbers of pupils are on roll at the single city PRU. It is located on the outer area of the city with a building for fewer than 100 pupils, with other small delivery centres scattered across the city.

For too many pupils, the PRU is not a revolving door. Analysis of data from the last 9 years of PRU operation show that in Key Stages 1,2 and 3, 218 pupils have left the PRU for other destinations.. Of these 128 had an SEN/EHCP statement and moved to Trinity, the SE & MH Special School in the Local Authority, with a further 15 moving out of the LA area. This gives a re-integration figure of approximately 10 per year to

E1 – provide valid evidence that there is a need for this school in the area

destinations other than to Trinity, and many of these were to ARCs (23) or mainstream schools with a Statement (12). Of the 50 moving back to mainstream provision without a statement since 2007, only 8 of these have been since 2012. We believe that the need is for a specialist AP school to work closely with the commissioning schools to construct a bridge for re-integration that will provide better outcomes for this challenging group of children.

This growth in PRU numbers and pressure on the PRU structure, results from the lack of any alternative provision to tackle SE & MH issues at an earlier stage. There is no doubt that Excelsior Academy and its feeder schools are the route for many of these young people in the PRU. Excelsior All through Academy serves the most complex challenging and deprived community of all 149 secondary mainstream schools in the 12 Local authority areas of the North east, not just the City of Newcastle.

The exceptionally high level of turbulence that Excelsior Academy responds to, in particular requests for in year transfer places for children with SE & MH needs who are not successful in other schools clearly supports the need for appropriate provision in the local area. During Autumn Term 2015, Excelsior all through Academy processed 230 requests for in year transfer, 56 from other schools and 104 from pupils from overseas, many of whom had experienced trauma identified as SE & MH. 76 requests were for Primary places, 33 of them from children from local primary schools, 43 from children new to the area. The Academy knows that the underlying issue for many of these children is based in the need for Specialist intervention to address SE & MH issues at a much earlier stage.

The high number of children who transfer to Excelsior from local primary schools with extremely complex SE & MH needs which become more and more challenging as they progress through primary and mainstream secondary until they move to the LA PRU also supports the need for appropriate provision in the local area. Between 2011 and 2015, 110 pupils moved to the PRU from Excelsior, the overwhelming majority came from Excelsior's Primary feeder schools. This trend has increased.

Transition of Pupils from Excelsior to the Newcastle PRU

| Year | Numbers transferring (KS3 number) |
|-----------------------|------------------------------------------|
| 2011-12 | 15 (6) |
| 2012-13 | 11 (6) |
| 2013-14 | 35 (18) |
| 2014-15 | 36 (13) |
| 2015 Autumn Term only | 13 (6) |

E1 – provide valid evidence that there is a need for this school in the area

Every year Excelsior alone admits around ten pupils into year 7 whose needs can't be effectively met in mainstream education given their issues with SE & MH. Sometimes they have been in an ARC but it has not been deemed appropriate for them to be placed at Trinity Academy at the time of transfer. This can be for a variety of reasons including the time it takes to complete an assessment if they have secured a late placement at an ARC or lack of parental co-operation. Sometimes they have been at the PRU.

Typically these children require exceptionally high levels of support and restricted timetables and their behaviour becomes increasingly more challenging as they get older until they can no longer be safely managed due to the detrimental effect they have on their own safety and / or the safety and well-being of other children. Typically they then move to the LA PRU between the end of Y7 and Y10 and don't return to mainstream.

Discussions with our closest neighbouring secondary schools, confirm that there are significant numbers of children with this level of need in their Y7 intakes and that the challenges faced by them strongly support the need for the specific SEMH offer of the LSTAP School. During the last two years Excelsior has offered over 40 pupils a managed move place to pupils from across the city as their behaviour in their original school has placed them at risk of permanent exclusion or transfer to the PRU. Less than 50% are successful in spite of the significant resource that Excelsior Academy commits to these children. Kenton School offered managed moves to 27 pupils in 2014-15 where they were at risk of exclusion in their previous school.

Both Excelsior (84 since September 2013) and Kenton (56 since September 2013) refer high number of pupils to the PRU. In both cases significant numbers came to secondary school from a relatively small number of primary feeder schools. The age range and targeted approach of the LSTAP will seek to address this at an early stage in schools within and beyond those in the Laidlaw Schools Trust.

The lack of quantity of appropriate Alternative Provision places

Newcastle currently offers the following provision

Additional Resource Centres (ARC) designated SE & MH Specialist Units

- One nurture unit of 5 places in total for children in Reception – Year 2 in the north central area of the city. This is a small unit based in a different part of the city from that of the intended target group for LSTAP.
- Two nurture units each providing places for 6 pupils in total from years 3 – 6,

E1 – provide valid evidence that there is a need for this school in the area

one in the outer north west area of the city and one in the east. These are small units based in a different part of the city from that of the intended target group for LSTAP.

- One nurture unit providing places for 12 children in total from years 3 – 6 in the inner west area of the city. This unit is in the target area for LSTAP but is full and is having to limit admissions. In addition it is limited to the Key Stage 2 age range, (increasingly the upper part of that range) severely restricting available intervention provision for the wider age range of LSTAP.

Other Additional Resource Centres (ARC) designated Specialist Units with a link to this proposal

- Atkinson Road Primary Academy (LST) 5 places for primary aged children with Autism
- Atkinson Road Primary Academy (LST) ARC 6 places for children with speech and language delay

Whilst these specialist units do not cover the specialism of the proposed LSTAP School they are based in an existing LSTAP school. Advice and support from the managers of this provision will greatly increase the new school's capacity to manage alternative provision. It will also provide access to expertise and professional development support where pupils have complex needs that may include the specialisms of these units. Collaboration with these facilities will be cost neutral for the LSTAP.

The criteria for admission to an ARC includes following an action plan (previously School Action Plus) for at least a year with multi-disciplinary involvement (in most cases). Securing a place is through an application that is assessed against the ARC admission criteria by a multi professional panel. The aim is to provide support that will enable the child to return to mainstream.

Experience is that there is often a delay of several months in accessing ARC provision as it is full with a waiting list which can lead to restrictions in age range for admission. Also an admission panel meets only once a month and there is usually a waiting list of more than two months before a child's case is heard. If we accept that early intervention is crucial, in terms of intervention at both an early age and stage in the process of a child displaying emotional, mental health or behavioural difficulties as well as when they are young in years then access to appropriate support is delayed, often by more than a year.

ARC provision is specialised and there is no provision available to meet the needs of the target group proposed in this proposal. Significant new provision is required to meet the SE & MH needs in the west of the city.

Specialist Education Provided by Special Schools in Newcastle.

E1 – provide valid evidence that there is a need for this school in the area

There are five special schools in Newcastle. In every one there is significant pressure on places and the capacity for future growth is extremely limited. All 5 are either Good or Outstanding in their last Ofsted inspections. LSTAP will work with these schools to access the expertise they have in their specialised areas. Whilst we do not envisage significant recruitment from these schools, we believe that the early intervention model of LSTAP may offer an alternative approach to a small number of pupils who might otherwise have joined the roll of these schools.

- Hadrian School, providing for children aged 2 -11. Designation -Children with complex and severe learning difficulties PMLD (Ofsted – Outstanding)
- Thomas Bewick School, providing for children aged 4 – 18 Designation - Children with Autistic Spectrum Disorder – Foundation to KS5 Statement or EHP (Ofsted - Good)
- Sir Charles Parsons is for children ages 11- 19 with severe learning difficulties, complex learning difficulties and disabilities PMLD. It provides 157 places (including 52 post 16) Access via Statement or EHP.(Ofsted – Outstanding)
- Newcastle Bridges Secondary provides for anxious/ vulnerable pupils with a long history of being unable to attend school, pregnant school girls and school aged mothers and the Hospital Teaching Service. (Ofsted – Outstanding)
- Trinity Academy is for 160 pupils aged 8 - 16 with Social Emotional and Mental Health needs. (Ofsted – Good). LSTAP will work closely with Trinity Academy, which takes in significant numbers of pupils from the PRU. We do not envisage pupils transferring to LSTAP from Trinity, though pupils who get an EHCP whilst at the LSTAP may well be identified for a place at Trinity. Transfer from mainstream secondary education to Special School typically takes around two years to complete the assessment process.

The only other specialist resource available for primary aged children and the only one where speedy access can be gained is the Local Authority Pupil Referral Unit (see above for further analysis and commentary on the recent inspection of the Newcastle PRU). It is the view of many headteachers as well as the headteacher of the PRU (who saw his roll double in two years) that we should develop flexible SEMH specialist provision to meet the needs of primary and younger secondary aged children who are placed at the PRU, particularly those from KS1 and KS2. The outcome of the recent inspection re-inforces the need for new complementary Alternative Provision that will address SEMH issues at an early stage and avoid a PRU referral at a late stage in the child's career.

The provision of a new school offers an exciting opportunity to create an innovative curriculum and relevant pedagogy responding to the current gap in our local offer and add to the choice of provision on offer locally. For the first time there will be a coherent

E1 – provide valid evidence that there is a need for this school in the area

and co-ordinated Alternative Provision serving this disadvantaged part of the city, provision that will have a specific pedagogic focus to support re-integration into mainstream. Commissioning schools and the Local Authority have strongly confirmed their support for this new type of AP provision locally. (See letters in the Annexes)

Please tick to confirm that you have provided evidence as annexes:

**E2 – clear plans to manage referrals**

The referral process and its implementation will be the strategic responsibility of the Principal. Management of the process will be the responsibility of the Deputy Headteacher/SENCO. Outcomes of the referral process will be reported to the Governors by the Principal through his/her regular reports. An individual governor will be identified with responsibility to monitor the referral and re-integration process, given that this will be at the heart of the school's rationale. This governor role will be carried out by holding discussions with external and internal staff, parents and pupils and observing the operation of the assessment and re-integration meetings. Pupils will be dual registered to facilitate re-integration, though pupils in Key Stage 4 may be on the roll of the LSTAP.

Referrals can take place at any time of the school year. They will always be driven by pupil need not organisational requirements. It will be the responsibility of the senior staff in the LSTAP School to manage resources in the school to meet individual pupil need irrespective of what time in the year that the pupil joins. However, at one point during the Academic year, normally the summer term, commissioning schools will be approached by the LSTAP School Principal to try to ascertain the likelihood of referrals in the forthcoming year in order to enable the LSTAP School to recruit appropriate staff to meet likely need.

A description of the anticipated pattern of referral in length and structure of stay can be found in Section D5. However the key principles underpinning our assumptions are:

- All length of stay issues will be agreed with the commissioning school during the referral process
- Our planning assumptions are that younger pupils will have more flexible balance of stay between LSTAP and the Commissioning school
- Key Stage 1 pupils unlikely to be full time at the school, with balances at say 3/4 days in LSTAP and 2/1 in home school
- Key Stage 2 will see balance more likely to be 4 in LSTAP and 1 in home school with increasing numbers of Full time short placements.
- Key Stage 3 will be predominantly full time in the LSTAP with some having time in commissioning school.

E2 – clear plans to manage referrals

- In all cases the fulfilling of the curriculum entitlement will drive the design of the provision and the support and resource necessary to meet the child's needs in both mainstream curriculum and specialised support.
- Part time pupils unlikely to be less than 0.5 FTE in any event.
- Length of stay with the school will depend on need. But placements will be planned on the basis of 'up to a year'.
- Where a child has been with us for a full year this will trigger consideration by school and commissioning school staff of the need for an assessment for an EHCP
- In all cases the decisions will be evidence based

Referrals will be received for pupils in year 1 to year 8. For pupils approaching the end of the normal transfer age to secondary (from the beginning of year 6) there will be a special review meeting to examine the issues linked with progression to the secondary sector. This progression will usually be to the commissioning school of the feeder school for that school. If progression to the secondary school is considered the most appropriate way forward, the re-integration process will be put into operation: if not the pupil can remain on the roll of the Alternative School.

We believe that the average length of placement at the school will be one year. We have come to this conclusion from the reading of the research by Professor Katherine Weare which states that:

'The overwhelming evidence is that interventions generally need substantial time and regular practice to produce benefits – on average at least 9 months to a year, especially for deeper and broader areas such as well-being, improving behaviour and in response to more severe problems such as violence and bullying, anger and preventing mental disorders'

However we accept that placements of a term may be effective for promoting some aspects of wellbeing such as social skills, emotional control and milder versions of problems such as conflict and anxiety. In planning for this length of placement we recognise the tension between a placement of a sufficient length to allow intervention to work and the need to plan for re-integration as quickly as possible to improve the chances of success.

There will be no direct admission to years 9, 10 or 11. Pupils in these years will enter from year 8 in the Alternative School and entry to year 9 will be the recorded decision of the year 8 review process for the pupil. In this way the issue of progression at the end of year 6 and year 8 will be the focus of special consideration.

The referral process

An approach from a commissioning school will result in a **first meeting** between a

E2 – clear plans to manage referrals

member of the senior leadership team and the representative of the commissioning school. This meeting is to ensure the appropriate evidence and documentation is available and understood to ensure the success of the Initial Assessment meeting. This meeting will also ensure that there is a common understanding of the relevance of the intervention that the Alternative school can offer to meet the needs of the pupil.

Following this first meeting, the commissioning school will be invited to complete the LSTAP school referral form that will pull together all available information on the pupil and the needs that they present. This form will be part of the documentation considered at the Initial Assessment Panel meeting.

The referral to LSTAP must be on the designated referral form. The detail of the referral form will be discussed with commissioners during the pre-opening stage, in order that it is fully relevant and fit for purpose for the complex target group of pupils. We also need to agree a standard around what information will be submitted. If the form and the initial assessment of needs are to be of benefit to the child then it needs to be comprehensive.

The **Initial Assessment Panel** meeting will be a multi-professional discussion with the aim of clearly identifying the needs of the pupil including measures of performance and attitude where appropriate, matching the capacity and expertise available at the Alternative School to the needs of the pupil, and agreement on a re-integration plan and communication protocol between the commissioning school and the AP school.

The Initial Assessment Panel will include

- The Senior staff member for the LSTAP school who attended the first meeting
- The staff member from the Commissioning school who attended the first meeting
- The relevant middle leader who will manage the pupil on a day to day basis in the LSTAP school
- Appropriate professionals from the AP school (as agreed at the first meeting)
- Any relevant professionals from outside the AP school, including Local Authority professionals
- The pupil's parents

This Initial Assessment Panel will also agree

- The initially proposed length of stay in the school for the pupil and what proportion of the week should be in the AP School. The average length of stay at the school may be up to one year though this will depend on the age of the pupil. On the basis of the length of stay, financial arrangements can be put in place and as can appropriate support provision for the individual needs of the pupil both in the AP school and the home school if the pupil is based in both.
- The communication protocol between the commissioning school and the AP school. This will include frequency and nature of information to be passed back to the commissioning school. The nature of this information will be determined by the needs of the child and the school.

E2 – clear plans to manage referrals

- A re-integration plan including relevant indicators of behaviour and performance that could trigger a readiness to begin re-integration. Re-integration is a process not an event. We anticipate that decisions on re-integration will be agreed by the two schools and will be based on a agreed evidence base for the individual pupil. Re-integration itself is likely to take place over a period of months to give the pupil the comfort of support through a process that is likely in itself to be challenging.

The information presented to the panel by both the commissioning school and the pupil's parents will form part of the **assessment on entry pupil profile**. This entry pupil profile will constitute an agreed assessment of the pupil's characteristics, typical behaviours and performance level in core subject areas. In addition the AP school will carry out SEMH related assessments that are appropriate to the SEMH related behaviours presented by the child. This basket of assessments will constitute the baseline against which progress will be measured whilst the pupil is at LSTAP.

This assessment on entry pupil profile will be added to by AP staff (in conjunction with staff from the commissioning school) during the first two weeks of placement to ensure its accuracy as the basis for the construction of an Individual Education Plan. An initial review will be held after the first 2 weeks at the school to monitor the success of the admission and induction arrangements in meeting the needs of the pupil. Parents and appropriate professionals will be fully involved in this review meeting.

After two weeks at the school the AP school staff will construct an **Individual Education Plan** for the pupil. Accountability for this will lie with the relevant middle leader. The plan will be based on the assessment on entry profile and any subsequent modifications as a result of the initial few weeks the pupil has spent in the LSTAP School.

The Individual Education Plan will contain

- A pupil timetable
- Engagement with the Music and creative arts curriculum
- Cognitive and appropriate behavioural targets
- A comprehensive statement of the support needs of the pupil
- A timetable for reporting on the outcomes of the pupil's development
- Arrangements to record the pupil's view of their learning
- Identify the team to work with the pupil

Referral Case Study 1

The AP school is contacted by the Deputy Head of a Commissioning school who requests a First Meeting about a pupil who is causing concern. The pupil (Key Stage 3) has long periods of absence due to chaotic family situation and is disengaged from education. The Deputy from the AP school and the Deputy Head from the commissioning school meet and share the contents of the pupil file and other

E2 – clear plans to manage referrals

information including performance, behaviour and involvement of external agencies. The agenda and attendance list for the Initial Assessment meeting are agreed. The likely Form teacher in the AP school will attend. The pupil will be involved in an appropriate manner. This is likely to involve the AP Attendance Officer, and in the case of chaotic domestic circumstances, invitation to a social worker. The AP school Education Psychologist may also be involved if a professional assessment is likely. Parents will be invited though may not attend and future communication with them will have to be considered. Parental consent to a place for their child in the AP School will be essential. At the Initial Assessment meeting evidence will be presented and shared with the Deputy from the AP school making a recommendation for the intervention programme for the child. Relevant SEMH assessments will be agreed. The AP school will develop an Individual Education Plan and arrangements for the communication of this will be agreed, including the commitment of all staff and professionals involved in the intervention. Monitoring arrangements and future review meetings will be agreed.

Review Process.

All Individual Education Plans will be reviewed on a termly basis at a **review meeting** managed by phase leaders. Parents and appropriate professionals including staff from the commissioning school will be invited to these review meetings and the Individual Education Plans will be modified if necessary. These review meetings will examine all evidence of behavioural and cognitive progress made by the pupils during the term as well as the child's disposition towards working in the Alternative Provision School. At this review meeting a re-integration process could be triggered with the agreement of both schools and the parents.

In between the termly review meetings, weekly team meetings will allow for discussion on pupils' progress to pick up any evidence of rapid improvement or deterioration in pupils' position. This will enable rapid response to significant changes

Re-Integration process

The Re-integration process will be driven by the production of a Re-integration plan, discussed with and agreed by the commissioning school and parents. The plan will lay out a target timescale for the re-integration process along with milestones through which the success of the process can be monitored. It will also clearly identify the human and physical resource needed to support the re-integration and the responsibilities for carrying out aspects of the plan. When the re-integration process has started, it will be monitored by weekly contact and discussion between the two schools and parents. When the process is deemed to have reached a successful conclusion, this will be reported to governors of both schools, though communication between schools will remain in place to ensure the sustainability of the re-integration.

Re-integration Case Study 1

E2 – clear plans to manage referrals

In case Study Key Stage3 (Section D) the pupil displayed long periods of absence due to chaotic family situation/disengagement from education. Intervention included 'safe Start' to the day and the capacity to work with younger children, use of identified developments resources (Lego, Duplo, Puppets) and access to the Educational Psychologist and Counsellor. The re-integration plan would provide appropriate support from his/her key worker and continued involvement of the Education Welfare worker with the family. The identification of a key worker in the receiving school and regular meetings beforehand will support the transition and the LSTAP staff will work with the commissioning school to advise on appropriate curriculum delivery and support mechanisms. Access to the Counsellor could be organised in the commissioning school and phased out.

Characteristics of pupils referred and possible evidence base for the referral

Below are the general referral criteria and possible evidence which would be used when considering the possibility of a student being enrolled onto a placement at LSTAP. However, it is important to stress that during the pre-opening period the project steering group would want to engage with the commissioners to give more detail and example to these outline criteria and the evidence base for consideration.

To be accepted into the LSTAP School a child must have evidence of significant concern in at least one of the following indicators:

- Deterioration in behaviour, especially in relationships with peers or staff, that indicate a need for personalised support. It is important that the school are able to demonstrate specifically what has been done and what interventions have been employed over a period of time.

(for example evidence of two or more instances of aggressive behaviour against staff or pupils)

- Significant decline in rates of progress in core subjects that may have roots in S, E and MH issues, and low engagement makes school based catch up programmes less likely to succeed

(Evidenced by a standstill or reversal of progress in core subjects and a professional assertion that there are S, E and MH issues at root)

- Significant decline in attendance that may have roots in S, E and MH issues and may need individualised and specialised support to tackle. This will obviously need to be evidenced by the school. It is particularly important that if the attendance service have been involved that this is clearly recorded

(Evidenced by a decline in attendance linked to S, E and MH issues and not responsive to tried and tested interventions to improve attendance)

- Attitudes to learning that have been stubbornly resistant to school based

E2 – clear plans to manage referrals

interventions

(Professional assertion and evidence of measured attitude to school and learning)

- An inability over time to cope with the methodology of mainstream pedagogy and needs a different approach to learning. The expectation would be that this is an issue which has been developing for some time and which the school can demonstrate what interventions they have tried and with how much success.

(Professional assertion and evidence of measured attitude to school and learning)

- Where a pupil is in danger of being excluded by a school that has exhausted all internal systems and can clearly demonstrate the interventions they have used and what has or has not worked in respect of intervention

(This is likely to be a combination of elements of the above and will be examined on a case by case basis)

Many pupils will have previous engagement with external agencies and evidence will be sought from them as well as their involvement in the referral and innovative approaches adopted by the Alternative Provision School. LSTAP school leadership will keep constant contact with all key support agencies in the west of the city.

Communication Strategy with Commissioners and Parents

Close partnership with staff in commissioning schools will be a vital element in the success of LSTAP. Good communication with commissioning schools and parents is central to the success of the referral process and the subsequent re-integration process. Commissioners and parents will be involved in the initial assessment panel and subsequent termly review meetings where their views will be recorded and written reports of the outcomes of the meetings will be circulated to both the commissioning school and pupil's parents. Commissioners will receive information on academic performance and progress of pupils in core subjects, records of behaviour and attendance at the AP school and outcomes and the significance of any changes in the results of re-applied SEMH assessment tools applied on entry (eg attitudinal measures) Relationships with parents will go well beyond traditional activities, given the central role that parents will play in the interventions. Parents will be openly invited to share in the widest range of school collective activity, such as Assemblies, Celebrations, School trips, sharing meal times. Family learning and parenting workshops will be delivered to parents needing this support. Communication with parents will include attendance at all group discussions on the work and interventions for the pupil's development, Social media, preparation of translated or clearly written information, production of video clips of pupil to evidence pupil behaviour change.

Section F – capacity and capability

F1 (a) Skills and experience of your team

- The person in charge pre –opening is [REDACTED] Her CV is enclosed.

| Name | Where they live (town/city) | Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open) | Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give | Available Time (hours per week) |
|-------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| | Durham | Lead throughout project | CV enclosed | 20 hours |
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| | | | | |

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Below is a letter from [REDACTED] confirming support for LST to expand to include the AP Free School proposed:



Department
for Education

Department for Education

Bishopsgate House

Feethams, Darlington DL1 5QE

Tel: 01325 340494

Email: RSC.North@education.gsi.gov.uk

Date: 29 January 2016

[REDACTED]
Via email

Dear [REDACTED]

FREE SCHOOL APPLICATION

Thank you for sharing your trust's plans for an alternative provision free school with me, and our recent discussions about Laidlaw Schools Trust's capacity and the ongoing development of the trust.

I am satisfied that the Laidlaw Schools Trust has capacity to apply for a new alternative provision free school. You are eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form. Please refer to page 6 of the free schools guidance document which sets out the path for completing the curriculum and finances sections (D1, D2, D3 and G).

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide>.

It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

Please can you include this letter when submitting your free school application to the department. As discussed, this letter is not an endorsement of your application as a whole and does not imply your application will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website; we will then give you a unique registration number that you should quote when you submit your formal application.

If you have any questions or have any difficulties accessing advice or information,

F1 (a) Skills and experience of your team

please contact Oliver Brooke on or email: Oliver.Brooke@education.gsi.gov.uk

I wish you the very best in developing your free school application further.

Yours sincerely,

[REDACTED]

[REDACTED]

Trust capacity and experience of developing provision in a challenging context

The projects that LST has successfully managed include establishing a brand new academy to replace a failing secondary school in a context of hostility from the local council, local authority and local schools; conversion of primary schools to primary academies; extension of age range from secondary 11- 19 to all through 3- 19; extension of age range to include nursery provision from 2 years old; re brokering into LST a failing academy from its previous sponsor. These experiences have given the Trust the experience and capacity to manage any local resistance to the establishment of a Free School and establish successful provision in this context driven by local pupil need for the highest quality education.

Securing high quality advice and engagement from successful AP leadership

In the early phases of preparation of this proposal the development group had the expertise of the Headteacher of Newcastle Linhope Pupil Referral Unit. This provision had been judged Good in its previous 4 full Ofsted inspections, and Leadership and Management was judged to be Outstanding in the last inspection in December 2013. Following on from significant increase in pupil numbers at Linhope (The number of pupils on roll had doubled since the previous inspection and was heading to 400) on February 9th and 10th 2016, this provision had an unannounced Section 8 inspection which was converted into a Section 5 Inspection. Though the report is not on the website at the time of submission, the feedback indicated that the PRU would go into Special Measures, with Leadership and Management grade 4 and other judgements grade 3.

Recognising the need to identify other high quality AP expertise we have secured the support of [REDACTED] in North Tyneside, a 7-16 school of some 70 pupils with emotional, social and behavioural difficulties. Silverdale was judged to be Good in all areas in the inspection of February 2014. Commenting on Peter's leadership Ofsted described 'The positive view and ambition of the headteacher, ably supported by the senior leadership team, securely drives the school forward.'

In addition to this, [REDACTED] manages and is accountable for the Primary PRU provision in North Tyneside with up to 36 places commissioned by the Primary Schools through the Schools Forum. In addition Peter manages an outreach team of 80 working with pupils in their mainstream environment. In respect of this role for the Local Authority the Ofsted report on Silverdale (February 2014) said 'The local authority provides only a 'light-touch' support to this good school and has tremendous confidence in the

F1 (a) Skills and experience of your team

leadership team and staff. So much so, that from September 2014 additional outreach support, assessment and provision will be managed and run by Silverdale.'

██████ has already had a significant influence on this proposal in, for example, the review of the staffing model for the AP school. ██████ will continue his involvement with the proposal into the pre-opening stage, funded through the pre-opening grant.

In addition to ██████ involvement, we have secured the support of the Headteacher of the PRU provision in Bolton, ██████. ██████ is currently in the midst of converting the 4 schools under his leadership (one primary and one secondary PRU) into a Multi Academy trust. All schools are Good or Outstanding. He is also to bring into the MAT a previously failing SEMH Special school in Bolton. ██████ has committed to advise the establishment of the LSTAP school in the pre-opening phase.

F1 (b) Skills gap analysis

| Skills/experience missing | Where is the gap? ie pre-opening team, trustees, local governing body | How and when do you plan to fill the gap |
|---------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AP School Principal | Pre opening Team | <p>Our planning team includes expertise from headteachers and senior leaders who work in Alternative Provision with both primary and secondary aged pupils as well as in specialist schools and units for children with SEMH needs.</p> <p>Our planning team includes expertise from headteachers and senior leaders who work in Alternative Provision with both primary and secondary aged pupils as well as in specialist schools and units for children with SEMH needs.</p> <p>We will appoint a Principal early in the pre-opening stage. (See below for timescale). We appreciate that as our focus is mainly Primary and younger Secondary aged pupils, there is very limited AP established nationally to recruit from. We will start the recruitment process formally once we are informed that our application is approved with the aim for her/him to take up post ASAP afterwards. In the meantime we are considering the suitability of senior leaders that are known to us who have the ability to be successful in this or another senior role.</p> <p>The academies in our trust serve exceptionally challenging communities and we have a number of senior leaders with high levels of experience and expertise in working with children and</p> |

| Skills/experience missing | Where is the gap? ie pre-opening team, trustees, local governing body | How and when do you plan to fill the gap |
|---------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>families with SEMH needs.</p> <p>LST has an excellent record of recruiting and training staff and in the absence of a field of applicants for the role of Principal with appropriate AP experience we will recruit a leader who is skilled and experienced at working with exceptionally challenging children with SEMH needs in either mainstream or specialist schools/ units.</p> <p>We are establishing a network nationally with other emerging and recently established AP for pupils of the same age that we propose to work with and will work with their governors, principals and staff to share experience and expertise.</p> |
| Specialist Governance | Pre opening /Local Governing Body | We will recruit suitably experienced and qualified governors in the area of Alternative Provision. If this proves to be a challenge we will appoint a specialist advisor to the Governing body who will work with them until such a time when we are able to recruit specialist governors. The specialist adviser will be recruited from a field of experienced teachers, senior leaders, school improvement officers, and inspectors. |
| | | |

Timeline for Appointment of Principal Designate

LST AP School

First half of Spring term 2017

| Action | Lead/Group | Date |
|---------------------------------------------------------------------|------------------------|----------------|
| Agreement of draft Advert, Person Specification and Job Description | Trustees/LGB | September 2016 |
| Final sign off on Advert, Person Specification and Job Description | Trustees/Chair | September 2016 |
| Discussion of Information pack for applicants | Trustees/LGB | September 2016 |
| Final sign off on Information pack for applicants | Trustees/Chair | September 2016 |
| Production of Applicant Pack and load on website | Trust Admin | October2016 |
| Headhunting to boost applications | Trustees to commission | October2016 |
| Placing of the Advert with TES | Trust Admin | October2016 |
| Advert appears in TES Website | | October2016 |
| Planning of shortlisting process and 2 day interview process | Trustees/LGB | October2016 |
| Closing Date for applications | | November 2016 |
| Processing of responses and documentation | Trust Admin | Ongoing |
| Initial sift/assessment of applicants, to include Ofsted research | Trustees | November 2016 |

| | | |
|-------------------------------------------------------------|------------------------|---------------|
| Shortlisting (Special meeting) | Trustees/LGB | November 2016 |
| Request for references | Trust Admin | November 2016 |
| Communication to shortlisted Candidates to include CRB info | Trust Admin | November 2016 |
| Production of final interview Pack – Days 1 & 2 | Trustees/LGB | November 2016 |
| Technical Assessment for Final Interviews | Trustees to commission | November 2016 |
| Final Interview (Special Meeting) | Trustees | December 2016 |
| | | |

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Laidlaw Schools Trust (LST) is a small Multi-Academy Trust (MAT). It has a successful track record in improving educational opportunities for young people in the North East. The communities served by our academies are in the most deprived areas of west Newcastle and Sunderland south.

Excelsior All through Academy, the first of the trust's academies has by far the most deprived, complex, turbulent and challenging secondary intake of all secondary schools /academies in the north east region and yet is one of the highest performing.(data from 12 Local Authorities, 149 secondary schools/ academies – source DFE Performance Tables 2014).

The Trust has extensive experience of successfully managing growth and change. Originally established in 2006 as Excelsior Academy Trust, it developed as LST MAT in 2012 when a local 2 form entry Primary School converted to Academy status and chose to join the trust. LST now includes one All through Academy (ages 3- 19) and two 2 form entry Primary Academy (ages 2- 11). A second All through Academy is in the process of being re brokered to join LST as a sponsored academy and we expect this to be completed successfully by summer 2016.

Excellent governance, leadership and management have ensured that the academic standards achieved by pupils as well as attendance, behaviour and personal development in our academies have continued to improve as our MAT has expanded.

At the last YPLA/EFA audit Excelsior was rated as Outstanding.

These experiences have afforded LST governors and leaders the experience to successfully manage and develop skills in both small and large scale project management; building management including new build as well as refurbishment; a wide range of Human Resource (HR) matters included TUPE process, changes to contracts, safer recruitment of new staff and governors and delivering effective support and challenge to LST academy leaders.

LST regularly reviews the effectiveness of governance for each academy as well at trust level, particularly at times of expansion. Skills audits conducted by trustees and The CEO identify gaps in expertise and experience and governors are recruited to fill them. The effectiveness of governance structures are also reviewed at least annually and adjusted where support, challenge, accountability, balance of expertise could be improved. We are currently conducting a review of governance in the light of current developments and anticipated expansion.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

This has ensured that standards in all aspects of academy life have been maintained in all academies throughout each development and change process. Expansion or development has had no detrimental impact on any academy.

To achieve this LST sponsor and trustees place high importance on ensuring:-

- *The LST vision for high expectations and high standards is shared by all governors who are all committed to ensuring that all of our children achieve their potential.

- *All governors are clear about their roles and responsibilities and the standards that are expected, particularly their responsibility to both support and challenge academy leaders.

- *A good balance of experience and skills across the different teams who make up the governance structure.

- * High quality external professional advice to both inform and challenge governors (Ofsted Consultants).

- * Regular and appropriate governor training.

Our expansion plans for the new AP provision include appointing additional governors with the appropriate expertise in this area. We are aware that this may not be possible due to the lack of established high quality AP provision for pupils of the age range we are planning in the local area. To address this we are developing links nationally to form a network of established and emerging AP provision where we can share practice and draw on expertise. We are also working closely with experts in working with children with EMHD needs in specialised provision. While acknowledging the differences between AP and specialised schools, staff working with children who require this provision have much expertise to offer that is relevant

We will make every effort to recruit parents of pupils of the AP school as governors. However, if this is not achievable due to the relatively short time pupils may remain on roll (between 2 and 3 years) we will then take advantage of the Section 55 Freedoms whereby parents are not necessarily parents of pupils at the AP Free School, but will be parents of pupils in our other Trust Academies. In this way we will ensure that the views of parents are a crucial and integral part of the governance arrangements.

From September 2016 more responsibility and accountability will be delegated to Local Governing Bodies (LGB). The structure that operated with three academies where LST Board of Trustees (Main Board) exercised a high degree of responsibility for the overall performance of all of its academies with little delegation to LGBs will not be appropriate as the Trust grows to include more academies. In line with national guidance, LST recognises that it is important for each academy to be supported, monitored, and held to account for standards and performance by a small board of local governors who have an in depth understanding of and commitment to the individual academy and are also accountable and committed to the development and performance of their academy within

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

the context of the vision, ethos and policies of the Trust.

Local Governing Bodies for all 5 LST Schools (Including the proposed AP Free School) will be set up with delegated responsibility and accountability for the leadership, management and day to day running of each Academy within the framework determined by the Main Board. This includes the quality of teaching, standards and attainment, pupil data, welfare, finance and HR management.

The chair of each LGB will be responsible for reporting the performance of their academy to the Main Board. Should LST expand further in the future we would review this arrangement to ensure that The Trust continue to deliver appropriate and effective governance that ensures that each academy delivers high standards. Chairs of each LGB will be appointed by The Trustees from current experienced LST Board members.

With specific regards to the proposed AP Provision, as indicated earlier, every effort will be made to recruit a suitable qualified / experience governor to be Chair of its LGB. If that is not possible then a suitable experienced Chair with education expertise will be appointed and supported by an expert advisor.

The LST Board of Trustees will be the body with overall responsibility for the vision, ethos and performance of The Trust. As well as the chairs of the 5 academies it will include the CEO of the Trust, The Trust's Accounting Officer The Chair of The Trust. This board will ensure that LGBs are effectively holding their academies to account and taking effective action where there are concerns. The Chair is responsible for reporting the performance of the Trust to Members

The LGBs at each Academy will have their own Committees concentrating on one Academy as opposed to the current system where Committees of the Main Board scrutinise issues for all LST Academies. The LGB Committees will meet at least half termly in order to be nimble and responsive to meet the needs of each institution and in particular at the AP Academy where high levels of student mobility may be a significant feature. These dedicated local Committees and the LGB will drive standards and attainment, secure high levels of financial probity, transparency and oversight. They will ensure that the vision of the members is woven into the fabric of each academy for the benefit of individual students and their families.

The current practice of identifying conflicts of interest and declaring business interest will continue

The Trustee/ Local Governor appointment process includes an interview with the CEO where expectations of the role of Governors are explored. Conflicts of interest are explored as part of that process and an appointment won't be made if it is believed that the potential for conflict of interest is too great.

If the potential for conflict of interest is judged by trustees as minimal, an agreement

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

would be made where the governor would be excluded from any relevant discussion and decision making.

Governors are provided with a written summary of responsibilities and expectations when appointed, including a Declaration of Interests Form.

Governors complete a Declaration of Interests Form annually and it is a standing item on all Governors' meetings.

Laidlaw Schools Trust (LST) Governance, Leadership and Management 2017 – 2018 Draft 1

3 Members (including the Sponsor)

(determine vision, direction and appoints directors/trustees)

Maximum of 12 Trustees. Chair reports to Members

*Includes CEO, Chairs of LGBs and Trust Accounting Officer
(delivery of strategy to achieve vision)*

Audit Committee

(Governance, Financial and Risk Management)

Academy Local Governing Bodies- Maximum of 6 – Chair reports to Board of Trustees

*Delegation accountabilities with operational responsibility for the management of each academy
(Hold employees to account)*

Excelsior Academy

Atkinson Road Primary Academy

Thomas Walling Primary Academy

Academy 360

AP Free School

Standards and Curriculum Committees

(Teaching, Pupil Progress and Attainment)

Finance, Employment and General Purposes Committees

(Business Management and Deployment of Resources)

**Cross Management/Academy Groups
-advise Trustees on policy**

This includes the Principals of all academies, the Trust's education advisor and business advisor as appropriate and a maximum of 2 Governors.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

(Leadership and Management – Education)
(Leadership and Management – Business Development)
(Staff Performance)

Note:

LST has three Members. Two, [REDACTED] [REDACTED] have been advised that it is not necessary for them to complete a form I Declaration for the Proposed LST AP Free School. A third Member has resigned in the week beginning 21.02.16.

In order to comply with Regulations and in line with a best practice review of LST's governance arrangements as the Trust develops, a third LST Member, [REDACTED] will be appointed in the week beginning 28.02.16 and his completed Form I will not be available for inclusion with the Application on 29.02.16.

[REDACTED] is currently completing the Form I Declaration and when this is to hand it will be forwarded to be included with the Application.

Section G – budget planning and affordability

G1 – budget planning and affordability

Budget Planning and Affordability

Income assumptions

Pupil Numbers

It is assumed that the Alternative Provision School admits to capacity in 2017/18 with 10 pupils per year admitted to years 1 to year 8 giving a total of 80 pupils. From 2018/19 it is assumed that 5 pupils will attend in year 9 and then in year 10 and year 11 in successive years.

Top Up Fee

The top up fee per annum is calculated approximately on the basis of the AWPU for pupils in Newcastle plus the Pupil Premium amount for the relevant age group.

In Newcastle in 2015/16 these costs are:

| | AWPU, £ | Pupil Premium, £ | Top up Fee proposed, £ |
|---------------------|---------|------------------|------------------------|
| KS 1 & 2 | 2,606 | 1,320 | 4,000 |

G1 – budget planning and affordability

| | | | |
|------------|-------|-----|-------|
| KS3 | 3,877 | 935 | 4,800 |
| KS4 | 4,424 | 935 | 5,400 |

We expect all pupils will be eligible for the Pupil Premium and the number who won't will be so small that it would be insignificant. The minimum fee charged will be for 12 weeks or one third of the the top-up fee. The normal fee period is expected to be for six months (ie. half the top up fee).

Other income**Leadership Grant**

The Leadership Team comprises the Principal, Deputy Principal and Business Manager. In the first three years the school will be under capacity by:

| | |
|---------|-----|
| 2017/18 | 16% |
| 2018/19 | 11% |
| 2019/20 | 5% |

These percentages have been factored into the Leadership Grant for diseconomies funding.

Expenditure**Staffing****Senior Leadership Team**

The leadership team will comprise Principal (L25), Deputy Principal (L11) and a Business Manager (National Joint Council for Local Government Services - NJC pt. 37). The Deputy Principal will have a 0.5 teaching role.

Teaching Staff

Teaching staff will be allocated on the basis of one teacher per year group for Year 1 to Year 8. Teaching staff costs are calculated on the basis of MPS pt. 5. This will give a teacher: pupil ratio of 1 member of teaching staff to 10 pupils. The flexible deployment of staff (including HLTA staffing) will accommodate PPA time without the need to employ more staff.

Some staff have teaching and learning responsibilities:

| | |
|--------------------------------------------|-----------|
| Senior Teacher Welfare | TLR2 Max. |
| Senior Teacher Information and Data | TLR2 Max. |
| Lead teacher for English (Coordinator) | TLR3 Max. |
| Lead teacher for Mathematics (Coordinator) | TLR3 Max. |

For year 9, year 10 and year 11, there will be 0.5 FTE teacher appointed per year group. These groups will be smaller (5 pupils per year) and where possible some teaching will take place in partner mainstream secondary schools. Under other costs an allocation for additional teaching is included in order to buy in or access vocational, science and other relevant examination classes at a partner secondary school.

G1 – budget planning and affordability

Pupil Support

There is one Higher Level Teaching Assistant (HLTA) assigned to each year group from year 1 to year 8. One additional HLTA is appointed to support KS4. HLTAs are appointed for term time only (0.8 FTE). Staff are appointed on NJC scales and typical local government pension and National Insurance rates are quoted. The staffing structure also includes Learning Support Assistants on the basis of 1.5 LSAs per two year groups (i.e. years 1&2, years 3&4, years 5&6, years 7&8) and one LSA at Key Stage 4. These staff will be employed for term time only (0.8 FTE) at NJC point 19. The overall teaching and teaching support staff will give a ratio 1 adult to just over 3 pupils.

Administrative staff

These staff are appointed for term time only (0.8 FTE).

Other staff

The school will require access to an Educational Psychologist (0.4), Counsellor (0.6) and Speech Therapist (0.4). In addition an Attendance Officer (0.4) will be employed for term time only.

Other Expenditure

Where possible, costs have been calculated by reference to actual expenditure by a Newcastle 4-16 PRU (Linhope School).

Other staff costs

It is envisaged that there will be minimal use of supply staff as specialist teaching skills will be needed to support pupils in the AP school. A notional amount has been assigned to this budget head.

Educational Resources

These have been calculated with reference to the 4-16 PRU. An additional £10K has been allocated to ICT Learning Resources in the first year to reflect the emphasis that will be placed on the use of ICT to support curriculum delivery.

Exam fees will only need to be assigned for the small number of KS4 pupils.

Professional Services

Finance and HR services will initially be bought in from the Laidlaw Schools Trust subject to the appropriate value for money assessment.

The school will have access to an Education Improvement Partner for 6 days per year, to provide support and challenge.

Other costs

The contingency budget amounts to 1% of the steady state core budget. Catering will be outsourced. Costs are calculated at £2.00 per pupil per day. It is envisaged that there will be some transport costs to assist some pupils who may have travel difficulties in accessing the school and to support year 9 to year 11 pupils to access provision in partner schools.

| |
|---------------------------------------------------------------------------------------------------------------------|
| G1 – budget planning and affordability |
| Operating at less than full capacity. |
| Section D3 indicates how the budget would be balanced if the number of places commissioned was below full capacity. |

Section H – premises (use Excel spread sheet)

Please see separate attachment – Excel Document.

Annexes

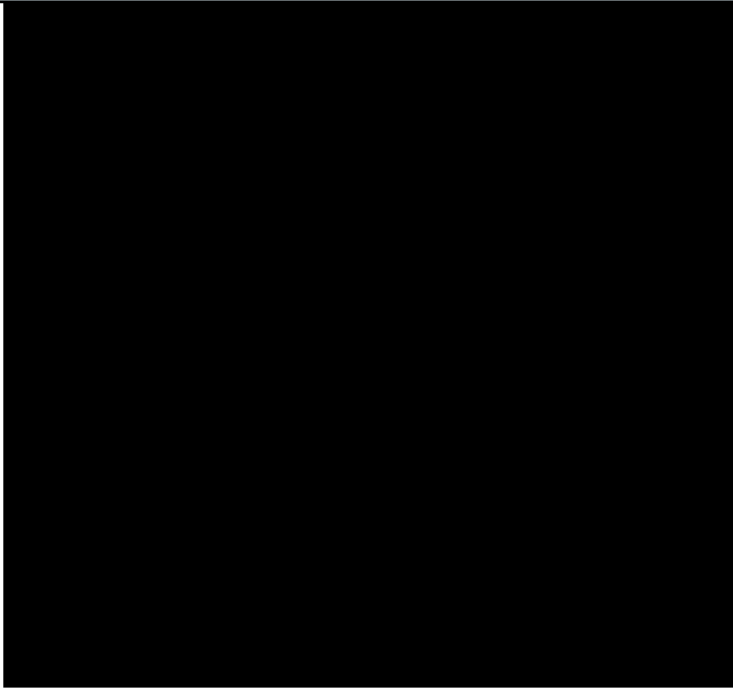

- CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, ie as one Word document.
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

CV template

| CV template | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 1 | Name | [REDACTED] |
| 2 | Area of expertise (ie education or finance) | [REDACTED] |
| 3 | <p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p> | <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> |
| 4 | <p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained | |
| 5a | <p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average | [REDACTED] |

| CV template | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------------------------------|------|------|------|------|------|------|------|--------------|-----|-----|-----|------|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----------------------|-----|-----|--------|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------|----|-----|-----|-----|-----|-----|-----|-----|
| | <p>point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) school's best 8 value added scores for the years you were in post, if applicable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th> <th>2008 Predecessor school</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>C+ En</td> <td>18%</td> <td>22%</td> <td>35%</td> <td>38 %</td> <td>47%</td> <td>44%</td> <td>48%</td> <td>53%</td> </tr> <tr> <td>C+ Ma</td> <td>21%</td> <td>17%</td> <td>32%</td> <td>38%</td> <td>49%</td> <td>65%</td> <td>65%</td> <td>65%</td> </tr> <tr> <td>5+ *- C EM</td> <td>14%</td> <td>12%</td> <td>25.24%</td> <td>30%</td> <td>37%</td> <td>42%</td> <td>41%</td> <td>45%</td> </tr> <tr> <td>3 + LP En</td> <td>25%</td> <td>26%</td> <td>49%</td> <td>47%</td> <td>63%</td> <td>64%</td> <td>64%</td> <td>75%</td> </tr> <tr> <td>3 + LP Ma</td> <td>9%</td> <td>15%</td> <td>41%</td> <td>38%</td> <td>55%</td> <td>76%</td> <td>65%</td> <td>68%</td> </tr> </tbody> </table> | | | 2008 Predecessor school | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | C+ En | 18% | 22% | 35% | 38 % | 47% | 44% | 48% | 53% | C+ Ma | 21% | 17% | 32% | 38% | 49% | 65% | 65% | 65% | 5+ *- C EM | 14% | 12% | 25.24% | 30% | 37% | 42% | 41% | 45% | 3 + LP En | 25% | 26% | 49% | 47% | 63% | 64% | 64% | 75% | 3 + LP Ma | 9% | 15% | 41% | 38% | 55% | 76% | 65% | 68% |
| | 2008 Predecessor school | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C+ En | 18% | 22% | 35% | 38 % | 47% | 44% | 48% | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C+ Ma | 21% | 17% | 32% | 38% | 49% | 65% | 65% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5+ *- C EM | 14% | 12% | 25.24% | 30% | 37% | 42% | 41% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 + LP En | 25% | 26% | 49% | 47% | 63% | 64% | 64% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 + LP Ma | 9% | 15% | 41% | 38% | 55% | 76% | 65% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5b | <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| CV template | | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <p>subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> • If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) | |
| 6 | Brief comments on why your previous experience is relevant to the new school | |

| CV template | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| | |  |
| 7 | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8 | Reference names(s) and contact details |  |

Annexes

Letters of support from Newcastle City Council



[REDACTED]
Cabinet Office
Room 243
Newcastle City Council
Civic Centre
Newcastle upon Tyne
NE99 2BN

Telephone: 0191 277 7540

22nd February 2016

[REDACTED]
Laidlaw Schools Trust
c/o Excelsior Academy

Dear [REDACTED]

Free School Application for Alternative Provision

I am writing with reference to your proposed application for a small unit which will work with children who are at risk of non-attendance or exclusion due to family neglect. My Cabinet colleagues and I have recently discussed the circumstances in which we would support an application for a new Free School. The conditions for such support are:

1. There is a demonstrable need for new provision
2. Any new school will adhere to our admissions and inclusion policy
3. Teachers' Pay and Conditions are recognised
4. There is general support for the provision from key stakeholders
5. There is an understanding of the potential financial implications for the authority
6. The new provision will work collaboratively with the authority for the benefit of pupils and the wider community

There is no doubt that, as a city, we need to reduce the numbers of children who do not attend or are excluded from their schools. Parental neglect is often a factor. As we discussed, our staff in Children's Social Care are also working children and families who

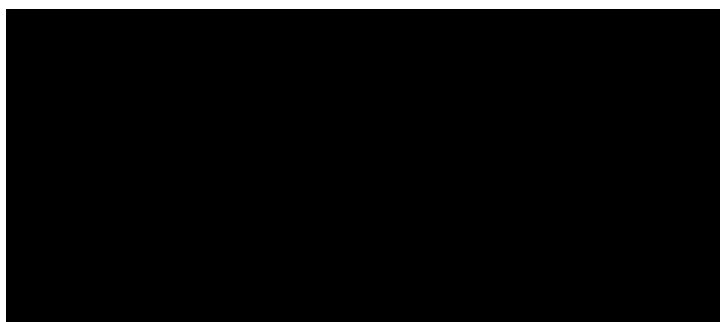
they come into contact with for this reason through the Family Insights programme. Your proposal would seem to complement this piece of work.

I am aware that there are a number of potential applications for Alternative Provision which come at a time when we are carrying out a review of school organisation and the High Needs Funding Block. We currently have significant pressure on this block with a rising population of children with SEND and large numbers of children in the PRU. The review is unlikely to be complete by the deadline for your application. It is therefore important that we understand the financial implications of your bid and how this may impact on the available funding as any new provision must be funded from the High Needs Block from Year 3.

I understand that your proposal is to reduce the pressure on this block in the long term as the desired outcome is to reduce the numbers of children whose education is funded from this block by reducing non-attendance and exclusion. This is to be welcomed.

I would therefore wish to support the application subject to the conditions above and, in particular, an understanding of the shorter term impact on funding. I have welcomed discussion with you to date about your plans. I would welcome continued dialogue once you have submitted your application and as your plans develop.

Yours sincerely

A large rectangular black box redacting the signature and name of the sender.A smaller rectangular black box redacting contact information, likely a phone number or email address.

The person dealing with this matter is:

[REDACTED]
Newcastle City Council
Room 256, Barras Bridge, Civic Centre
Newcastle upon Tyne, NE1 8QH

[REDACTED]
www.newcastle.gov.uk

Via email: [REDACTED]

[REDACTED]
Laidlaw Schools Trust, Excelsior Academy
[REDACTED]

Our reference: EW/kv/C303/Laidlaw-AP

Your reference:

15 February 2016

If you need this information in another format or language please contact the sender.

Dear [REDACTED]

We are writing in response to the Laidlaw Schools' Trust's proposal to establish an Alternative Provision Free School and your request for a letter of support from the local authority for the bid.

As you are aware, work is ongoing in Newcastle, working with all schools and academies, to review school place needs, particularly in relation to specialist and alternative provision. We have identified that some future changes are required and that there are gaps in current provision in meeting the needs of some children and young people in the city.

The pressure on places in some of our specialist schools and ARCs has increased dramatically, and as you know the escalating numbers of pupils being referred in the PRU has reached unsustainable levels.

Indeed, we have just completed an initial phase of work on developing a position statement for the local authority on the processes and operation of the PRU and Alternative Provision. This has now been circulated to all schools in Newcastle and is intended to give schools and other key stakeholders the opportunity to gain a common understanding of the issues, to engage with the earliest stages of the review, and to suggest models for inclusion in a formal consultation.

We have requested initial feedback from schools to this by Monday 22 February which will feed into a very tight timescale for formal consultation, as outlined below.

- Publication of position statement: Wednesday 10th February
- Responses returned to LA by Monday 22nd February
- Responses discussed at the High Needs Subgroup on 25th February.
- Formal consultation paper with proposed model(s): 7th March
- World Café event for interactive discussion of model(s): 16th March
- Responses returned to LA by 18th March
- High Needs Group discussion: 23rd March
- LA decision by Portfolio Holder: w/c 28th March.

We would welcome the Laidlaw Schools' Trust being involved in these discussions and consultation; and will of course consider your current proposal for provision within the city as part of this review.

The desire of the Laidlaw Trust to be involved in meeting these future needs is very much welcomed and it is evident from the outline of proposed provision that it has merit and is based on both the experiences of your schools in dealing with similar pupils and some assessment of needs and/or gaps in existing provision within the city.

This would lead us to be supportive of your proposal, if we had assurance that it fully met a set of conditions, that our local politicians have recently agreed, for supporting an application for an academy or free school which are listed below

1. There is a demonstrable need for the new provision/conversion
2. The new school will adhere to our admissions and inclusion policies
3. Teachers' Pay and Conditions are recognised
4. There is general support for the proposal from key stakeholders
5. We understand the potential financial implications
6. The Free School/Academy will continue to work with the local authority in a spirit of collaboration and co-operation for the benefit of pupils and the wider community.

But we also need the opportunity to consider your proposal alongside those of other schools, academies and trusts in a fair and transparent process through the review.

However, given the timescale of the review outlined above, and your intention to submit this bid into the next free school applications round in early March it is difficult for the local authority to commit to anything at this stage until the outcomes of the review are known and the affordability to the Schools Budget of different models and options have been assessed.

Please contact [REDACTED], [REDACTED]
[REDACTED]
[REDACTED]

if you have any queries about the above.

Yours sincerely
[REDACTED]
[REDACTED]
[REDACTED]