



Department
for Education

Free school application form

Special free schools

Published: December 2015

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

NORTH STAR ACADEMY

Contents

The application form explained

Sections

Application checklist

Declaration

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

Section C – vision

Section D – education plan: part 1

Section D – education plan: part 2

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

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

Section E – evidence of need

E1 - provide valid evidence that there is a need for this school in the areas

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

F4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

F5 – Independent schools only: an appropriate, well-maintained, and secure site

Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure

Section H – premises (use Excel spread sheet)

Annexes

CV template

Self-assessment form for independent schools

Governance self-assessment

The application form explained

Before completing your application, please ensure that you have read both the [background information and glossary document and the relevant assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document*, and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a

list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	✓	
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary?	✓	
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?	✓	
6. Independent schools only*: Have you provided a copy of the last two years' audited financial statements or equivalent?	NA	
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?	NA	

8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	NA	
9. Re-applications only : Have you changed you 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?	NA	
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?	✓	
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	✓	

* Independent schools include existing alternative provision and special school institutions that are privately run.

** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
12. Have you sent: <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 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? (See guidance for dates and deadlines)	✓	

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); and
- For children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- For schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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: 

Position: 

Print name: 

Date: 02/03/2016

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:	<input checked="" type="checkbox"/>
-------------------------------------------------------------------------------	-------------------------------------

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The Vision:

North Star Academy will provide full time outstanding learning, teaching and curriculum opportunities for young people aged 8 to 19 in North Bristol with social, emotional and mental health needs. North Bristol is an area of growing school age population, pressure on over-subscribed secondary schools who no longer have the capacity or funding to meet these highly specialised needs, no alternative provision in the area and a lack of projected places in specialist schools. Our proposal is to provide a school in the North Area of Bristol for students with Social Emotional and Mental Health (SEMH) needs.

It will be a hybrid Special School / Alternative Learning Provision (ALP) designed to meet the needs of students both with and without Education Health Care Plans (EHCPs). We will address the needs of primary age children, support their transition to mainstream or special secondary and support them as they move into post 16 and beyond. There will be an integrated and coherent educational offer, set up following free school specialist SEMH guidance and from the best practice from alternative provision free school guidance. The rationale will address the separately identified needs for these two types of students and the shortfall in current provision in the north of the city.

All students will have access to a broad and balanced curriculum that will be personalised to better meet their needs. Outstanding and experienced leadership, small classes, highly qualified staff and excellent partnerships will ensure this is deliverable. Students will benefit from high expectations, outstanding teaching, a clear and consistently enforced behaviour policy and a “wrap-around” pastoral system that will provide the skills that they will need throughout their life. Each student will have a target that will be based on up-to-date assessment; a clear identification of their targets and gaps in learning and an offer that meets their needs.

There will also be an essential sense of belonging and inclusiveness - of being part of a school that cares about them and has high expectations and ambitions for them. Students who are experiencing either short term disruption (often due to life circumstances); need gaps in learning addressed or need some additional work on their behaviour relating to routines and expectations, will benefit from a short term placement. Younger students ideally will have shorter placements. Some students, for

example with more serious and/or longer term SEMH difficulties will benefit from being taken on roll at the school and where appropriate will be assessed for an EHCP through the school, which will have access to its own Educational Psychologist (EP) and Speech and Language Therapist (SLT).

There will be close collaboration with the mainstream schools in the north, (including working with Bristol Heads and Principals Partnership (BASHP) and the North Primary Heads association (NW24) both of which support our bid) to share good practice and to support transition; a rigorous process of assessment and target setting to monitor and evaluate readiness to return to the commissioning establishment if appropriate and a gradual process of reintegration. (See Section D2) This working relationship between mainstream schools and our school will allow for the professional development of staff; the sharing of expertise and access to a broader curriculum where appropriate.

North Star Academy will offer high quality and affordable “outreach support” to our partner schools and potentially as a traded service more widely. This could be expertise in behaviour support of other aspects of mental health support. Early intervention by experienced and well-trained professionals; the sharing of good practice and supporting mainstream colleagues will be essential practice in our working with partner schools. The academy will benefit from working closely with mainstream schools to ensure the curriculum “fits” with mainstream primary and secondary provision to aid transition and to provide specialist teaching in minority subjects, possibly languages or a GCSE option choice which a student wishes to continue.

The vision is that North Star academy will draw on the current strength of school partnerships and joint strategic working to support all leaders in mainstream and special schools cross phase to improve the collective performance of and outcomes for young people in Bristol.

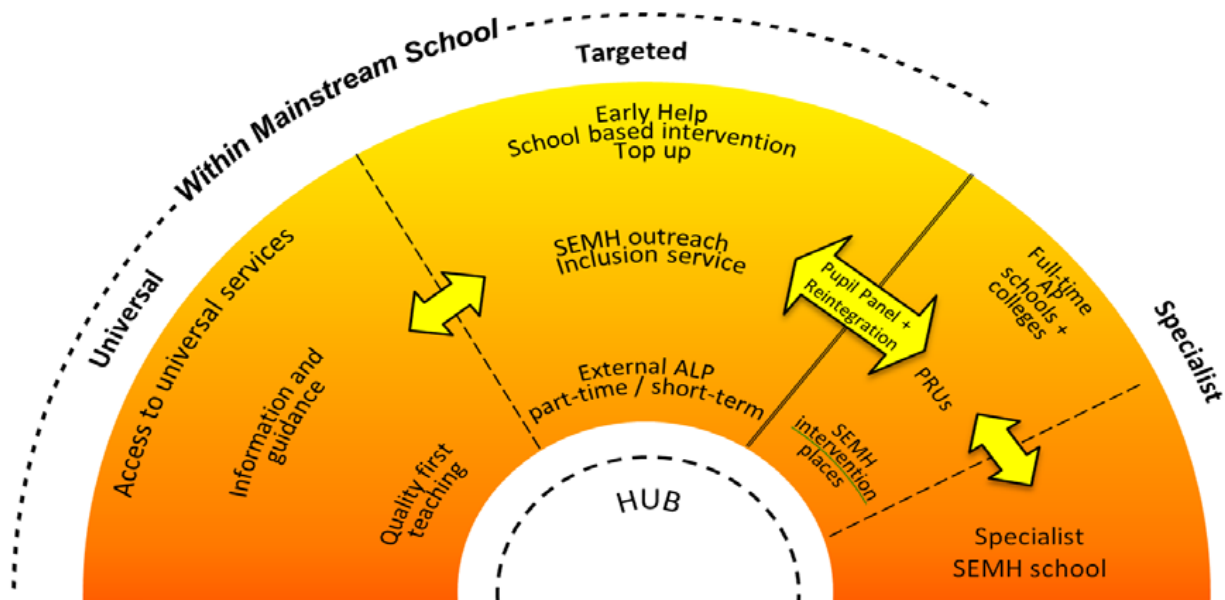
Apart from population growth in North Bristol the increasing pressure on young people with mental health problem are well documented nationally and locally. Cutbacks in NHS funding means less provision to support students in mainstream from Camhs and other voluntary organisations. School funding has been reduced and where mainstream schools may have had some capacity to create alternative curriculum pathways or other engaging activities, these and many outreach or schools pastoral roles have had to be cut back. Schools in Bristol have improved dramatically in the last ten years (now 95% of secondary schools are good or better) attendance rates are better and the complex needs of children who previously may have been missing education in Bristol are now exposed. Establishing this new free school is being driven by experienced and committed head teachers who see the injustice of students with multiple disadvantage who are being failed by current gaps. This provision will be part of a range of provision across the city to support our students.

The educational plan

In year 1 there will be 7 primary SEMH places commissioned by the local authority and 25 secondary places. (see letter from Paul Jacobs Service director Education and Skills) There will also be full and part time provision commissioned by local schools. 11 primary places and 19 secondary places, and 2 post 16 places. There are letters regarding the commission of places from individual secondary schools and from the NW24 partnership of primary and secondary schools. Secondary schools agree they will pay ████████ top up. It will admit 62 students in the first year and this will increase gradually to 111 in year 4. These places will increase to a total of 21 primary, 84 secondary and 3 post 16 in the fourth year 2020. For a full breakdown see section D.

The 15 school commissioned places in Year 1 (rising to 81 in Year 4) will be available to schools in North Bristol who have students who are experiencing difficulties within the mainstream as a result of SEMH or behavioural difficulties. These students, who may not necessarily have an EHCP will be embedded within the fabric and culture of the school (and not in an add-on attachment) either for a short period (of up to 6 months) or as a longer term placement, depending on a rigorous and joint needs analysis carried out before and when they arrive. (see section D2 for baseline assessment)

The preferred location of the school, within the Lawrence Weston regeneration area, will ensure that the school can draw on and be of benefit to North Bristol and for the local community contributing to raising educational aspirations and expectations for young people and their parents. The school that we are proposing will be part of the solution to Bristol's lack of "a unified pathway for students with SEMH" (See Rationale)



Rationale: Why there is a need for our Free School in the North of Bristol.

1. The LA has identified a need for a new Special school and North Star Academy meets this need.

In Bristol City Council's "The Commissioning Plan (Meeting the needs of 'pushed out' learners - Education for students with additional social and emotional needs (15.09.15) / Alternative Learning Provision, Bristol identifies that it hasn't had a coherent strategy to educate students with SEMH. This is particularly concerning as in February 2016, 24% of EHCPs (685 students) in Bristol are for students with SEMH.

"Where they (Students with SEMH) are educated could be the result more of luck, timing or geography than a consideration of their needs and choices." (31)

We believe that our school is part of the solution to providing an outstanding provision for SEMH students across the whole of Bristol (and also North Somerset and South Gloucestershire.) and shaping the Education landscape for our most vulnerable group of students.

The Commissioning Plan continues: "There is currently insufficient full-time provision for pupils with SEMH who cannot attend mainstream school, particularly at KS1, KS2 and KS3" ALP Commissioning Plan (p.32) but accepts that the LA is unable to fund any more provision. "This means that different funding streams will have to be identified to fund any increase in provision." (p.33) "There is currently no 'school-like' alternative provision in the North and schools in that area are leading the development of a local solution. This may involve schools setting up their own provision or supporting a PRU or AP free school to be established in the North. " (p. 42)

2. There is a shortage of places across the City and current provision does not meet the need.

This school will meet the increasing need for provision for students with and without EHCPs for SEMH and will address the gap in provision for high quality specialist education. There is no provision for Primary ALP in the North and only 4 places available across the whole city.. The current situation is leading to unsatisfactory learning outcomes for students. Currently "In 2013-14 just 13.1% of those pupils recorded as attending ALP were entered for 5 or more GCSEs. The number of pupils in ALP getting 5+ GCSEs at grade A*-C were too few to be recorded." (See Section E)

"Needs Analysis - The pupil projections modelling and needs analysis identifies a pressure on specialist placements as a result of a recent growth in births and school age children...As a result the current 'maintained' capacity is already full and by 2019

there is a projected shortfall of 128 specialist places (12%) across all need types and ages." See section E1 for details.

"Children with SEMH needs are the largest growing group, with permanent exclusions growing year on year. Pupil projections indicate how these pressures are expected to increase up to 2019, and beyond." (BCC's "ALP Commissioning Plan.")

There is also an identified need for 68 places in KS3 and 4 in the North of the City. (BCC's "ALP Commissioning Plan.")

Information from the LA indicates that there is growing need for ALP places in Early Years and KS1 and 2. Extrapolated information gathered from Primary schools suggests that there is a need for 68 EY places, 118 KS1 places and 204 KS2 places across Bristol. A survey about need in the primary sector in NW24 (primary and secondary) identified a need for 40-50 places immediately.

There is no alternative provision in north Bristol, vulnerable young people have to travel across the city, a further barrier to the learning and progress in education. Up until five years ago local colleges provided 14-16 vocational courses partly funded by the LA. They became increasingly expensive for schools and of a decreasing quality and the local FE provider City of Bristol College has just had an inadequate Ofsted grading. Higher expectations from schools about the quality of learning and the necessary safeguarding standards from all alternative providers means there are now very few which provide an adequate education. High quality learning takes place in schools led by outstanding leaders and teachers who are committed to students rapid and sustained progress in the core subjects as well as making sure they are safe and happy, this will be the central focus of the North Star Academy

The Secondary Heads in North Bristol have repeatedly argued that they need a new type of provision. Currently a range of provisions exist in the city which offer a very piecemeal provision. From discussion with other secondary heads what we are offering will better meet their needs. Heads do not want to exclude students temporarily or permanently working in partnership we will be able to provide expertise to reduce and find alternatives to FTEs and prevent Permanent Exclusions.

"In 2013 a total of 31 pupils were permanently excluded from secondary schools, by 2014 this rose by approximately half as much again to 46 pupils. This is nearly double the national average." While nationally the picture is different "The national rate of fixed term exclusion has fallen steadily between 2011 and 2014 to a rate of 3.5%. By contrast, the overall rate of fixed term exclusion in Bristol is rising and stood at 5.35% in 2014."

These exclusion figures demonstrate that there is a need for a specific approach to working with our proposed pupil cohort which is not currently provided in our area.

Although the local SEMH school has made significant improvements, further progress is limited by its environment, buildings and by other limitations, including budgetary restraint. This school is also at full capacity. If we are to raise aspirations and achievement we need a provision which looks and feels like the best provision we have in the city, fit for purpose, appropriate resources and latest technology. It needs to be a facility which our students, their families and staff can be proud of.

3. We will be addressing the needs of groups of learners who are not achieving in mainstream school and thus outcomes for them are significantly lower than for other young people in the area. These groups include disadvantaged children, boys, and children with SEN (see BCC equalities assessment in the appendix)

Currently the SEMH special schools in Bristol have an average of 85% FSM students which suggests there is a strong link to disadvantage.

	Notton	BGS	KDGE	Woodstock
FSM	81.8%	85.5%	83.8%	87.3%

If you include the number of students in the SEMH schools who are CiC, then this figure increases to 89%. Also 89% of students at an SEMH school in the North of the city come from disadvantaged areas (as identified by the IDACI system) and this is a similar cohort that our new school would educate.

Students from the poorest and most disadvantaged backgrounds make the least progress nationally as well as locally in Bristol as shown on the table below. Our main curriculum vision is centred on “narrowing the gap” through an inspiring curriculum that motivates students to achieve their potential. This was the starting point in developing our core curriculum principles.

	5+ A* - C (Including English and Maths)					
	Bristol			England⁽¹⁾		
	Disadvantaged Pupils	Non-Disadvantaged Pupils	Gap	Disadvantaged Pupils	Non-Disadvantaged Pupils	Gap
2012	32.1%	62.5%	30.4%	38.5%	65.7%	27.2%
2013	32.8%	64.3%	31.5%	41.0%	68.0%	27.0%
2014	34.0%	67.1%	33.1%	36.5%	64.0%	27.5%
2015	29.5%	67.0%	37.5%			

(1) State-funded schools only

The students we want to educate have had a disadvantaged start to their education journey. In order to catch up, achieve their potential and to excel, they need a top quality provision; top quality education from inspired and inspiring staff and a wrap-around support package that will meet their particular needs; remove their obstacles to learning and allow them to achieve and become happy, resilient and successful members of society. Clear systems, policies and procedures with a proven track-record of success will provide a framework for the day to day running of the school. (This will be developed in Section D)

The model that we are proposing has proved successful in raising the attainment and achievement of students with SEMH elsewhere in Bristol and North Somerset that was managed by some members of this Bid team.

Proposed date of opening is 2017.

There is a need for a new school now. Due to the experience of our team, we believe that this is a realistic target. This may require a temporary location until a permanent location is developed, as has been done with other Free School developments but we are prepared to be flexible with this, if necessary.

Key Principles:

1. High aspirations and expectations

In order for our students to achieve their potential, they need to be pushed harder but in ways that are best suited to them and their needs.

2. Outstanding Teaching from experienced and well-trained staff

This needs:

- The right people in the right posts.
- Accountability, ownership and robust systems of Performance Management.
- High quality and regular CPD, developed with our links to successful mainstream schools.
- Personalisation, flexibility and differentiation based on effective use of up-to-date, accurate data.
- Technology- to enhance delivery and engagement.

We will strive to become a Teacher Effectiveness Enhancement Programme (TEEP) Flagship school with a clear pedagogy and approach to teaching based on an up-to-date concept of how people learn. Working closely with the Schools, Students and Teachers Network (SSAT), we will always be looking to develop a pedagogical culture with up to date research and development.

3. An inclusive, broad and balanced curriculum with personalised pathways

We will offer a broad, balanced curriculum with the option for some students to access the Progress 8 qualifications. There must be flexibility in the offer to allow personalisation. We will offer a modified National Curriculum. We will do this because we believe it is essential that our students can compete with all other students and have access to the same opportunities.

We will use the freedoms of a Free School to modify and personalise the curriculum we offer to students in order to best meet their needs. This is developed in Section D.

4. Improved literacy, communication skills and numeracy

Competency and confidence in communication and English is a basic entitlement for all young people. Raising Literacy and Numeracy levels will be essential high quality teaching, intervention and a whole school approach,

Since 2012 no students in the SEMH schools in Bristol have got Level 4 or above in English by the age of 11 (except in 2014 when 8% did in 1 school). This compares to a National average of 77% and a LA average of 76%.

The importance of good Literacy and Numeracy to life success and achievement has been well documented (and conversely, the impact of poor literacy on criminality with a disproportionate percentage of people in prison being functionally illiterate. “ 48% of offenders in custody have a reading age at or below the expected level of an 11-year-old. Similarly, in a survey of prisoners’ self-perception, 47% of prisoners said they had no qualifications. Offenders in their middle teens – the peak period for offending – frequently have poor reading skills: over half have literacy skills below the level of an 11-year-old compared with two-fifths of the wider prison population and one-fifth of the adult population.” Literacy Changes Lives. The National Literacy Trust. 2014
Ruben Rosario’s study in America put the figure of illiteracy in prisons at 85%)

A priority would be closing the gap between Reading age and chronological age where this exists through a programme of intervention, carried out by trained experts. We would have access to a range of Wave 3 provisions and effective computer models based on research as to what really works (“What works for Students with Literacy Difficulties” - Greg Brookes - Sheffield University)

5. Clear systems of behaviour and safeguarding

Students need simple, clear and consistently applied rules. They need to feel safe and to have clear and consistent boundaries. They need to know that all their actions have consequences. There needs to be a certainty to this, detailed in the School Behaviour Policy. Effective systems of **safeguarding** are essential. This will be delivered through a strong **“wrap-around” pastoral system and a clear sense of belonging (with a focus on developing emotional and mental health needs)**

“They don’t care how much you know until they know how much you care.”
Theodore Roosevelt

Supportive and effective tutor teams are essential to equip our young people with the social and emotional skills. This will also be key in addressing **attendance** issues.

7. Partnership working.

It is essential not only to work effectively with key stakeholders such as parents and carers but also other agencies, organisations and professionals. This will include improved working with mainstream colleagues, including a programme of outreach.

8. Developing learning and skills for Life (including a Post 16-bridging provision)

We want our students, parents/carers and the community to access our provision in order to develop skills such as literacy, numeracy, ICT, and communication skills as well as our sports facilities so that they are “**Fit for Life**”. We will work with business, voluntary sector and other training provider to provide coherence and support as our students progress to their next stage of learning, apprenticeship and employment.

9. Effective and cutting edge ICT

With the ongoing growth in this area we need to develop the digital skills of our young people, by access to coding and app development and the world of art-related digital media. This is a massive area of growth.

This is a high-quality model that will provide personalised and relevant pathways that will meet the needs of our students and both parents/carers and students will want.

Section D – education plan: part 1

Places in Years 1 and 2 are based on commissioned numbers, in year 3 onwards they are based on need identified by the local authority due to population growth (*Commissioning Plan, meeting the needs of pushed out learners February 2016*)

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1		0	0	0				
Year 2		0	0	0				
Year 3		0	0	0				
Year 4		6	6	7	7			
Year 5		6	6	7	7			
Year 6		6	6	7	7			
Year 7		6	12	12	14			
Year 8		12	12	12	14			
Year 9		12	12	12	14			
Year 10		12	14	14	21			
Year 11			7	14	21			
Year 12		2	2	3	3			
Year 13			2	3	3			
Totals		62	79	91	111			

Planning for commissioned places in year 1 and year 2

See letters in appendix from schools and local authority.

Key Stage	Short Stay (Intervention Students) Commissioned by schools		Longer Stay Commissioned by the Local Authority and by schools in second year	
	Year 1	Year 2	Year 1	Year 2
2	11	9	7	9
3	13	19	15	17
4	4	11	10	10
5	2	4	0	0

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

Our highly ambitious curriculum plan to meet the needs of all our students is focused around four aspects, intervention/diagnosis, employability, inspiration and aspiration. All students will access the first 3 and the final aspect will be most relevant to the middle and higher attaining students who are likely to achieve level 2 qualifications and progress to level 3 post 16. These are explained more fully in section a.

The school offer will be the same for students permanently on roll and those referred by mainstream schools. There will be different pathways within the school to meet the student's' individual requirements. Pathways will be based on needs / ability, prior learning and aspirations rather than whether the student is designated SEMH or AP.

A thematic approach will make it easier to enter the school, make progress and then return to another setting while still ensuring clear progression and learning for all students. Small classes will enable staff to monitor progress, provide effective feedback and support students to take the next steps in their learning.

This is a broad range of subjects which have been shown to be deliverable and sustainable in an SEMH school with 60 pupils. Teachers and support staff will have expertise in more than one subject and we will make effective use of external providers where necessary. In order to offer the breadth of GCSE subjects at KS4, for example, MFL we will work in partnership with other secondary mainstream schools to deliver minority subjects, or with local FE colleges for the more vocational options at both key stage 4 and 5. This is a model which has been used previously between schools and colleges in north Bristol.

D1 has been organised into three sections

- a principles and aspects of the curriculum
- b key stage provision
- c other operational curriculum issues.

This table shows the provisional range of subjects and levels; however this would be developed in line with the changes in specifications and course available which provide both marketable and achievable qualifications for our students in line with best and most aspirational practice at the time.

From this choice, we will be able to develop individual pathways which can offer progression and continuity of learning for all students

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English Language	4	M	Aspirational
Maths	4	M	Aspirational
Science / STEM	3	M	Inspirational
Art and Creative Design	KS3 2 KS4 4	M V	Inspirational
Citizenship	KS3 2 KS4 2	M V	All
Catering / Life skills	KS3 2 KS4 4	M V	Inspirational
Construction and Built Environment	KS3 2 KS4 2	M V	Inspirational
Computer Science	KS3 2 KS4 4	M	Aspirational
Humanities	KS3 2	M	Inspirational
History	KS4 4	V	Aspirational
Geography	KS4 4	V	Aspirational
PE	KS3 3 KS4 4	M V	All
Sports Studies	KS4	V	Inspirational
ICT - Digital Media	KS4 3	M	Inspirational
Design Technology	KS3 2 KS4 3	M	Inspirational
VIP / PHSE / SEAL		M	All
Music Technology Music Performance	KS3 2 KS4 4	V	Inspirational
English Functional Skills	2	M	Functional
Maths Functional Skills	2	M	Functional
MFL	KS4 4	V	Aspirational
Entry Level English	2	M	Functional
Entry Level Maths	2	M	Functional
Aspire NEET prevention programme	1	V	Employability
PIXL Edge	2	M	Employability
V-Cert Extra Curriculum	2	M	Employability

BTEC Skills For Life	2	M	Employability
Values in Practice - SMSC	2	M	Employability
Forest School	1 Day Term	V	Employability
Enterprise		V	Employability
Barclays Skills For Life	KS4 1 hour a week	V	Employability
Duke of Edinburgh Bronze Award	on-going	V	Employability

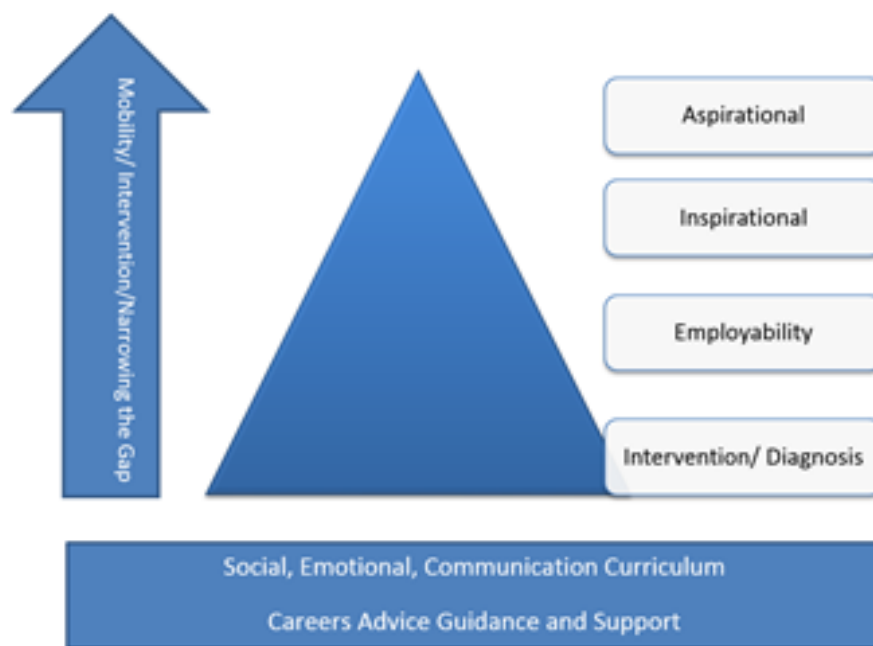
D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Section a:

Curriculum Principles:

Our curriculum will ensure all pupils at the school have access to a broad and balanced curriculum that is varied, stretching and has an essential entitlement for every student to make rapid progress in their learning with an appropriate qualification in English and maths. Effective communication skills and readiness for adult life as responsible citizens and progression to the next stage of their learning will also be a focus for our students' learning during their time at North Star Academy. Curriculum design will be built around personalised learning pathways that encourage flexibility and mobility between the curriculum components, and continuity with their prior and future learning.

For ease of understanding this curriculum model has been divided into four aspects, all of which will be present in all key stages. It allows the school to explain and focus on what are essential features of specialist provision, enabling students' emotional needs to be met as well as ensuring academic and learning progress. It is relevant to all students in the school, those with SEMH permanent places and those who may have a shorter term placement, who are likely to come from the full range of abilities. This model has been effective in meeting the needs of SEMH students, based on previous experience. In North Somerset, this model was key to moving a R1 provision into an Outstanding one (see Ofsted report -Middle Years PRU.)



Aspect 1: Aspirational Curriculum- High Tariff.

One of the key priorities for the school’s curriculum is for students to make rapid and sustained progress that fulfil the new government’s accountability measures. Our targets are deliberately ambitious for the students who are capable of achieving positive progress 8 scores and the EBAC based on the new KS4 qualifications. This ambition will start in KS2 and KS3. Our curriculum is designed to engage and challenge high and middle attaining pupils, hence the inclusion of recognised and valued qualifications in our “Aspirational Curriculum”

Teaching and learning must be personalised throughout the curriculum through tailored programmes for our wide range of students with differing needs, so that all are able to participate, progress and achieve.

Our aspirational curriculum will be inclusive and free from discrimination. Our students will be encouraged to make informed and responsible choices about behaviour and the impact that this has on others. We will develop their skills to enable them to become self-motivated, independent, positive and resilient learners. This will be done through the supportive and protective pastoral system; structured through-school Schemes of Work and Medium Term Plans and extra-curricular and out-of-school activities.

Differentiation in the aspirational curriculum

Based on the notion that *'a rising tide lifts all ships'*, differentiation using **'core, stretch and challenge'** objectives will be a stable remit for all teachers in our classrooms. Our pedagogy will not rely on 'extra' resources but focus on strategies which increase challenge and ensuring learning is personalised and dynamic.

Knowing our students is the bedrock for successful and meaningful differentiation - knowing them as learners is therefore crucial. This includes rigorous and robust diagnosis and review of previous work, information from their previous setting and continued liaison with the mainstream school where relevant. Good baseline data is very powerful and access to prior attainment measures and SEN information is important - however, the data is irrelevant if it doesn't change teacher-student interactions which are why in our lessons, the language of differentiation will permeate all conversations.

The learning objectives will be inherently differentiated as **core, stretch, challenge**. It will be very clear that there are various learning goals that different students should be aiming for. In our lessons, the teacher will anticipate that certain students will need to push forward or need support, right from the start. At other times, it is sensible and desirable to see how people get on with a core activity before they diverge.

Differentiation will be embedded and habitual with strategies woven into the fabric of the lesson with one overarching strategy that is common: **Inclusive Questioning**. Through using a "taxonomised approach", our teachers will be skilled in bringing all students in a class into a question and answer exchange, adjusting the level of questioning to the student in a subtle way. The spirit of differentiation in our school will make these things completely automatic, embedded, everyday features of lessons. Everyone engaged; everyone challenged.

Our teachers will teach self-help learning strategies to foster a classroom culture that encourages self-improvement and aspiration, enabling them to push on to the next level with our teachers fuelling a 'can do' attitude. Self-learning will improve confidence, resilience and self-esteem through achievement.

As aspirational learners, our students will be enabled to develop ownership and responsibility for directing their own learning in terms of the level of challenge. They will become independent learners and develop the skills to learn to be able to maximise learning pathways in the future. Our teachers will create the opportunities for students to find their level and be comfortable enough in a safe learning environment to take the risks that are necessary for learning.

This will be achieved by the appointment of high quality and/or experienced staff; a system of induction and an on-going programme of differentiation linked to the School Improvement Plan and Performance Management system. A structured and relevant programme of staff

development working with partners from local schools beyond the North Star Academy will ensure staff are highly effective in all aspects of delivery.

Aspect 2 Inspirational Curriculum- Enrichment.

The inspirational curriculum will provide the conditions to promote a curiosity and love of learning. This is designed at offering a breath of study between traditional and vocational study, but with a deliberate focus on progress and achievement. Students will explore and discover the curriculum to identify areas of interest. Through a flexible delivery model we will ensure depth of study in key areas and may lead to formal qualifications but recognises that learning does not always have to.

By collaborative working partnerships with the North Bristol Secondary Schools, students will have access to a range of resources and facilities to ensure the delivery model is achievable and sustainable.

Students that are practical/enactive learners will follow a vocational curriculum model that prepares students for next phase of Education Employment Training. The curriculum will also focus on “Bucket 3” content, looking at a skills based curriculum.

We believe that every child deserves the best education to enable them to make good progress and achieve their full potential.

Aspect 3: Employability- Careers education, information, advice and guidance (CEIAG)

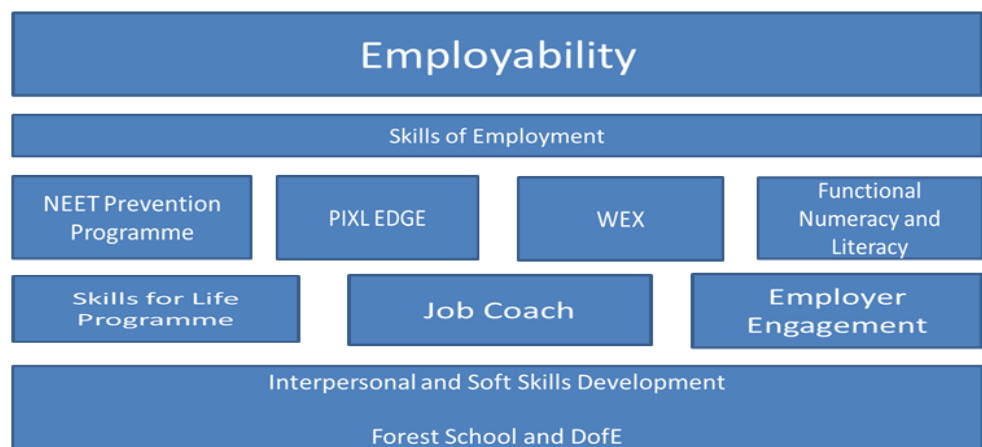
This group of learners, those with SEMH; at risk of or having experienced a permanent exclusion are particularly vulnerable to becoming NEET. Employability does not start in year 11, but will permeate all key stages, developing students’ key skills necessary for successful participation in the community and full economic activity as adults. These include basics such as communication skills and literacy, attendance and punctuality, soft skills of team work and leadership and entrepreneurial skills.

Our “future thinking” curriculum will ensure that students develop into global citizens who have lively and enquiring minds. All students who attend our school will have the ability to think critically and philosophically. It is our ambition to ensure that they leave our school feeling secure and prepared to enter the wider world as active and responsible participants in society; equipped with resilience and emotional intelligence to thrive in a fast changing world. This will be done by a cross-years programme of developing self-esteem; giving them opportunities to succeed and fail (in certain supportive circumstances) and they will be exposed to and learn through and from real-life situations and out-of-school experiences including Work Experience. We will be innovative and look for new initiatives such as Business Class (Princes Trust) and work with other organisations such as The National Citizens Service (NCS) to allow our students as broad a range of experiences as possible.

The employability curriculum has one primary aim: to enable our student to become economically stable and become active within the marketplace. “Good advice, guidance and support doesn’t just transform lives. It transforms our society by challenging the preconceived ideas about what each of us seeks. And what all of us can achieve.” John Hayes (DFE 2010-2012)

The employability curriculum is a multi-layered approach that permeates through every year group. Schemes of work and tutor times will focus on key themes and enterprise will be built into the curriculum at every stage, including things like “The £10 Challenge.” This will ensure that we target and develop both hard and soft skills, preparing them for the next phase whether that’s in education, employment or training.

This chart shows a multi layered approach to employability and ways to avoid our students becoming “Not in Education, Employment and Training” (NEET). We need to work to prepare our students for “the next phase of education/employment or training”



The Employability Curriculum enables students to:

- Develop their understanding of their own and other people’s experiences of learning, work and career.
- Extend their understanding of changing opportunities and requirements in learning, work and career.
- Make good use of information, advice and guidance to improve their own chances.
- Become responsible, self-confident and self-determining when making subject and career choices.

- Recognise, develop and apply the skills they need to review their achievements, plan future actions, make decisions, present themselves well and manage changes and transitions.
- Develop interpersonal skills to understand themselves and the influences on them.
- Develop Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance.
- Experience work through the Year 10 Work Experience week.
- Undertake Independent investigation through the use of the learning platform.
- Plan for progression through the provision of Information and Guidance (IAG) from external careers advisors, support across the curriculum, organised progression activities and events and association with local colleges and businesses.
- Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

The learning for this will be age/phase appropriate, but offers opportunity for cross age work to encourage older students to develop their leadership skills. As a small school we will work with other schools, colleges and business to provide a rich and varied curriculum. Examples may include:

ASPIRE NEET Prevention programme: Based on the NFER research into NEET prevention strategies, the ASPIRE programme is aimed at supporting students who are at risk of becoming NEET.

The ASPIRE programme looks to build positive education approaches, including team building exercises and interactive group work, essential for building social employability skills. Interactive group work is then combined with coaching sessions targeted towards the individual issues of the young people attending. These can include psychological and behavioural barriers that can cause long term unemployment.

PIXL Edge Programme: PiXL Edge is a framework for secondary schools to develop and accredit in students those personal attributes essential for employability and life. It is a programme to encourage schools to have a systematic practical plan to develop life attributes in young people within a validated qualification.

The scheme focuses on 5 key attributes:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Job Coach, Employer Engagement: As part of the employability support programme a job coach will look to develop links with local employers and support our students into work

programmes or work experience places. The job coach will assist individuals with disabilities to find and maintain employment; making regular visits and offering a supportive role in ensuring our students are applying the employability skills to prevent economic inactivity.

Aspect 4: Intervention Curriculum- Literacy and Numeracy Acceleration and working with other agencies and providers.

School exclusion and lack of progress in school is experienced by some of the most vulnerable children in society. There are multiple reasons for this including their own feelings of exclusion and non-attendance, exclusion due to their personal needs and the unsuitability of mainstream curriculum and permanent exclusion by the mainstream school due to the student behaviour. Whichever reason these students become “pushed out learners”, we believe North Star Academy will be able to meet their needs. It is our belief that sustained reintegration strategies (explained more fully in section D2) and consequent ‘inclusive’ education is paramount and will be integral to their success in the education system.

Access to and achievement in English and maths are basic entitlement for all students. We know that poor literacy and numeracy are massively limiting in terms of life opportunities and those who have low levels of literacy are overrepresented in lower socio economic groups and in the criminal justice system. This will be a major focus for the school and as such will not be an “intervention”. However, we acknowledge some students will have gaps in their learning and will need a specific programme to address their needs, this is likely to include students with English as an additional language.

Some students will require targeted intervention to address significant difficulties in these areas in order for them to function effectively in life and/or to access a broader curriculum. Behavioural issues occur due to poor literacy and numeracy and therefore it will be a mantra that all teachers and support staff are teachers of English and communication. This will help to address this and other issues relating to low self-esteem and it will support the development of a culture of high expectations and practice around reading.

Literacy and Numeracy: There will be Literacy and Numeracy lessons every day, as well as a programme of tutor based Literacy and Numeracy activities and Literacy and Numeracy Across the Curriculum.

Literacy and Numeracy Co-ordinators will have Teaching and Learning Responsibilities (TLRs) in recognition of their key role in raising standards.

Reading will be promoted across the school with peer reading; 1:1 sessions including all staff (including office staff) and a programme of home reading. A “Read A Million Words” project,

introduced by Bristol from America will also be introduced to raise the profile of reading. Reading Interventions will include Nessy and ReadingWise as well as 1:1 intervention from a trained literacy support worker with relevant training such as the Certificate of Competence in Educational Testing (CCET).

The “Every Child A Reader” policy will be key to our approach. Literacy and Numeracy intervention programmes will be the foundation of the curriculum.

Students with SEMH often come with complex learning needs that span across all areas of the SEN spectrum. On entry there will be a diagnostic screening for:

Speech Language and Communication Difficulties. (SLCN)

Students and young people with SEMH often have a range of difficulties with speech and language, some of which may resolve as the student develops. For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

Therefore it is essential that the curriculum is adapted to becoming communication friendly, through a text rich, language friendly school that supports speaking and listening skills, emotional well-being, physical development and general engagement.

We will deploy significant Continuing Professional Development (CPD) resources into become a “communication friendly” school through Elklan (Elklan writes and delivers accredited courses for education and other staff working with those with speech, language and communication needs and for parents.) All our staff will be Level 1 trained with all middle leaders moving onto Level 2 in order to enable further cascading of information, training and development, both internally and externally, to other key stakeholders and partner schools.

Specific Learning Difficulty (SPLD)

Given the complex nature of Students with SEMH they often present other learning difficulties that are very specific, that don't allow them to access a broad and balanced curriculum. *“A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).”* (2013 SEN Code of Practice).

This diagnostic screening for specific learning difficulties will enable personalised and differentiated learning pathways and allow the development of a “narrowing the gap strategy” based on the following 4 factors:

- a) **Know the Gap**- Promote the use of data- Diagnostic Screening for specific learning and language difficulties. Identify underperforming groups.
- b) **Narrow the Gap**- Target underperformance. Develop personalised intervention plans and, Individual Education plans to accelerate progress.
- c) **Mind the Gaps**- Develop stretch targets for the aspirational. Be relentless for the inspirational to ensure age related performance based on national progression guidance.
- d) **Celebrate Success**- Promote successful case studies, profile what works, share good practice and access across the school.

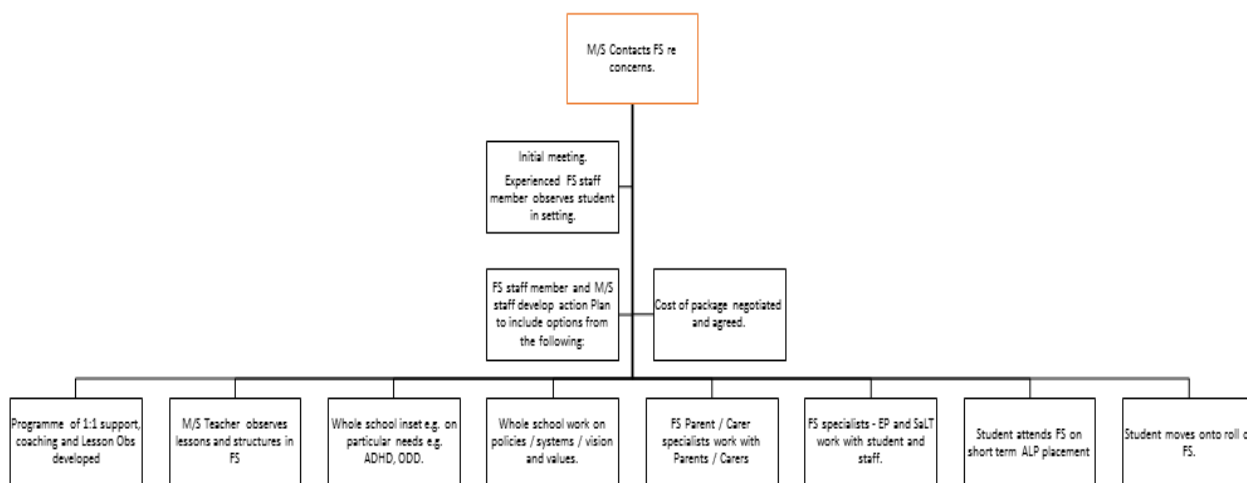
A strategic approach to narrowing the gap will ensure upward mobility between the pyramid curriculum structures.

There will be supported interventions from qualified and suitably trained staff to address identified gaps in learning.

Outreach Provision.

The school will offer a programme of bespoke outreach support tailored to commissioning school’s individual needs.

(See options below.) **Appendix 11**



Effective use of Pupil Premium (PP)

Distribution of PP students in Bristol SEMH schools

	Notton	BGS	K DGE	Woodstock
FSM	81.8%	85.5%	83.8%	87.3%
EAL	2.8%	0%	5.8%	5.5%

Our school will adopt effective strategies to raise the attainment of disadvantaged pupils. Traditionally these students have been the majority intake of similar schools. With thought and planning on the part of our school, this money really can make a difference to the lives of disadvantaged children.

We will:

Set an ambitious target for what we want our school to achieve with PP funding. (E.g. becoming one of the 17% of schools in which Free School Meal (FSM) students do better than the average for all schools nationally)

Use analysis to decide on PP spending – identifying the barriers to learning for PP pupils. These barriers often include; Socio-economic factors, limited access to language, low attainment in literacy levels, poor attendance, low aspirations, low expectations, narrow experience of life outside school etc.

Decide on the desired outcomes of our PP spending.

Decide what outcomes we are aiming for with PP funding – these outcomes include; raising attainment of PP-eligible pupils; closing the gap between PP pupils and others in the school; closing the gap between the school's PP pupils and all pupils nationally; improving attendance; reducing exclusions; accelerated progress by all PP pupils; increasing the engagement of parents with their children's education and with the school; increasing opportunities for PP-eligible pupils and broadening their experience.

Identify success criteria.

Against each of the desired outcomes, SLT will set success criteria. (This will be expressed as a number – 'closing the gap between the attainment of PP-eligible pupils and that of all pupils nationally by x per cent this year and by y per cent the following year'.) For outcomes such as parental engagement we will assess the outcome against parental satisfaction surveys and parental attendance to meetings and events.

Evaluate our PP strategies.

Having set out a range of desired outcomes and put success criteria against them, we can evaluate our strategies and assess how successful each of the strategies is in pursuit of the stated outcomes.

Research the evidence of what works best.

We will be forward thinking – looking at evidence of what works well elsewhere. We will be proactive in looking at practice in outstanding provisions and aim for excellence ourselves. We will look to use a toolkit, such as the excellent Education Endowment Foundation Toolkit (<http://educationendowmentfoundation.org.uk/toolkit/>) to look at the strategies that make the most difference (feedback, metacognition, peer tutoring, etc.) and think about how these could best be used in our school. We will also be guided by the current Ofsted Legislation and recommendations.

Decide on the optimum range of strategies to be adopted.

Using the evidence gathered, the Toolkit and Ofsted recommendations, SLT, staff and the Governing body will decide on the best strategies to use in the context of our school. These will not be seen as separate from our other efforts to raise attainment and accelerate progress. PP strategies will be embedded in our overall school improvement plan. We will also be very mindful of our academically gifted and talented PP-eligible pupils. We will spend funding on them to push them further and broaden their expectations and opportunities. This could include University visits or peripatetic music tuition.

We will also ensure that looked-after children (who have historically generally obtained very poor qualifications.) will prosper from PP strategies. We will work with The Hope (which is Bristol's virtual school for children in care and is a structure to improve the education of CiC. It enables the attainment, progression, attendance, exclusion and out of school hours learning of children in care to be monitored and tracked to enable support to be put in place where needed) to deploy resources effectively for these children with their varied backgrounds and needs and report via the regular PEP meetings on impact. We will also ensure excellent teaching is maintained – this is often the best strategy of all for raising the attainment of PP-eligible pupils and closing the gap.

Ensure staff training.

CPD is essential to ensure the correct strategies are implemented and embedded across our school.

Monitor the progress of PP-eligible pupils frequently.

We will collect, analyse and use our data to maximum effect in monitoring the progress of every PP-eligible pupil. This should be done frequently, so that interventions can be put in place quickly, as soon as a pupil is starting to show cause for concern.

Develop an audit trail on the school website for PP spending.

We will put PP spending and outcomes in a prominent place on the website - fulfilling the governing body's legal obligation to report to parents on how the PP is being spent and the impact that is being made with it.

Section b

Key Stage Provision

Key Stage Two

These children will have “failed” in their existing provision and there will be a full assessment of their needs, as already outlined, and any gaps in learning or skills. The aim will be a full diagnosis which enables us to identify the best pathway for each child. This may be reintegration into primary mainstream with support, effective preparation and transition into secondary mainstream or continued learning, possibly with an EHCP in North Star Academy. As always there will be focus on literacy and communication, the building blocks for effective learning and to support rapid and sustained progress. We believe that every child deserves the best education to enable them to make good progress and achieve their full potential.

Our aim is that every student leaves KS2 having developed a love of learning and the skills and self-confidence needed to help them succeed in the next stage of education and beyond.

KS2 Teaching and Learning

We recognise our Behaviour for Learning Policy is only as good as the curriculum that surrounds it and the quality of our teaching and learning. In the classroom we will deliver differentiated and personalised lessons that cater for the needs of pupils. We will have high expectations in terms of punctuality, attendance, appearance, behaviour and effort. We will lead and guide individuals in the development of new behaviour skills and model alternatives. Working in a structured nurture based environment which extends into KS3, our KS2 teaching and learning will focus on:

Attitudes and attributes	Skills	Knowledge and understanding
Determination Resilience	Literacy Numeracy	The big ideas that shape world, namely...

Adaptability Courtesy Respect	ICT Learning and critical thinking Personal, social and emotional	Beliefs Science Sports The Arts Humanities Citizenship
----------------------------------------------------------	----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

KS2 is a formative stage of education and the purpose of our curriculum is to shape our learners to become:

Successful learners who enjoy school, make great progress and go on to achieve appropriate qualifications.

Confident individuals, who lead safe, healthy and fulfilling lives and build positive, appropriate relationships.

Responsible citizens who make productive contributions to society both within the school and in the wider community.

Our Curriculum

A personalised approach

Our school is a specialist setting for students who have social, emotional and mental health difficulties (SEMH) and students who for whatever reason, have disengaged with the learning process. Whilst a percentage will have EHCP's, the school is an inclusive provision offering placement for students identified as being at risk of exclusion who do not have EHCP's. With the nature of our learners in mind, the purpose of our curriculum policy is to provide a positive and supportive curriculum framework, which will meet the individual and specific needs of students in line with our school's vision and values.

A nurturing curriculum

Our focus, alongside academic progress, is the social development of the students in order to prepare them for the increasing social and emotional challenges as they progress to Key stage 3, either back in mainstream or continuing with us.

Our staff will be trained in using the Boxall Profile, (a fundamental part of the nurturing process.) This tool will allow us to gain a precise and accurate understanding of our student's emotional and behavioural difficulties, and then allow us to plan effective interventions and support activities. The Boxall Profile gives very clear indicators of what areas need to be developed within the student and within the student's development. This will sit alongside Educational Psychologist assessment, Speech and Language Therapy and other specialist recommendations.

We aim to become a specialist nurture school achieving **The National Nurturing School Award**. To support the more complex needs of our cohort, our KS2 and KS3 students will be placed into full time nurture groups according to their Boxall profiles. Groups will be supported by a tutor (a trained nurture teacher) with consistent support staff. The curriculum is planned through both discrete and topic based lessons that combine elements of nurture into routines and activities throughout the day. Additional, intense and focused interventions are planned where necessary.

Having a fully inclusive nurture approach brings many benefits:

Students benefit – from an approach that supports them in their specific needs while delivering teaching and learning in a way that all can access.

The Student is at the heart of the school focus and their learning is understood developmentally.

Parents benefit – from being involved and welcomed in the school, in seeing the improvement in the children's learning, behaviour, confidence and attendance.

A better outcome for their children both in and out of the school and classroom.

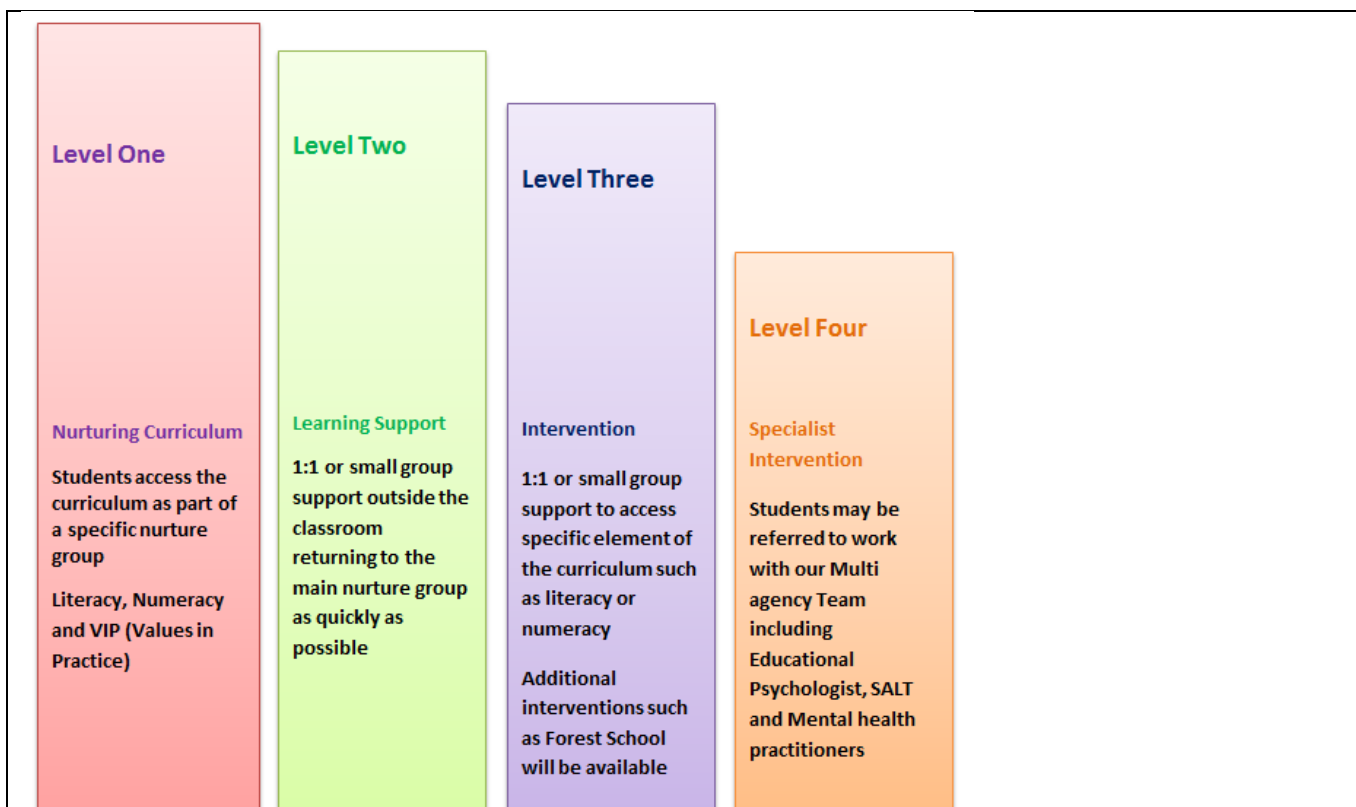
Teachers benefit – from a holistic focus on our student and a culture where every voice counts.

A more balanced measure of outcomes for individual students ensues.

Our School benefits – from showing our commitment to developing an ethos and culture that is inclusive supports everyone in and associated with the school

Communities benefit – from having a school that wants to be at the heart of the community and demonstrates its central role in children and young people's lives.

Our school day and staffing are structured to support students to access different elements of our curriculum as follows:



The curriculum in key stage 2 is designed and led by the Primary Phase Leader with the support of HLTAs and input from SENCO when required. However the content will be reviewed in discussion with mainstream primary schools. While we will be unable to follow any particular schools schemes of work, there may be themes or projects which would fit in well and benefit all our learners. We will moderate the standards of work with mainstream teachers to ensure we can provide them with full and reliable information about attainment on return to mainstream. We will ensure students create portfolios of their best work to share with any receiving school and to reinforce the sense of success and progress made by the student. We provide a creative curriculum based on the **Cornerstones Curriculum**, a nationally recognised approach for delivering outstanding learning opportunities for children. (<https://cornerstoneseducation.co.uk>)

We believe this methodology offers a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum and it ensures comprehensive coverage of national expectations. We aim to deliver a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. This approach makes it easy for transitional students who start midway through a term.

We believe KS2 learners thrive when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides learning challenges throughout the Key stage that require them to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. The curriculum is supported by a range of interventions such as Forest Schools.

In addition to the Cornerstones Curriculum, children access discrete lessons throughout the year covering additional aspects of English, maths, science, art and design, computing, design technology, humanities, music, ethics, physical education and swimming. Phonics are taught using the interactive learning scheme 'Nessy' and 'The Magic Belt Series' which are both dyslexia friendly learning approaches. Upon entry to the school, students will have baseline assessments in literacy and numeracy and will include DST junior (Dyslexia Screening Test).

Working with a network of primary leaders, including literacy and maths leads, will ensure we learn from and intergrade with correct best practice locally and nationally for primary teaching and learning, for example phonics and Shanghai maths.

KS3 curriculum

In the 2015 Ofsted survey which informed the report 'Key stage 3: the wasted years?' Ofsted highlighted examples of practice that schools indicated were having a positive impact on their pupils:

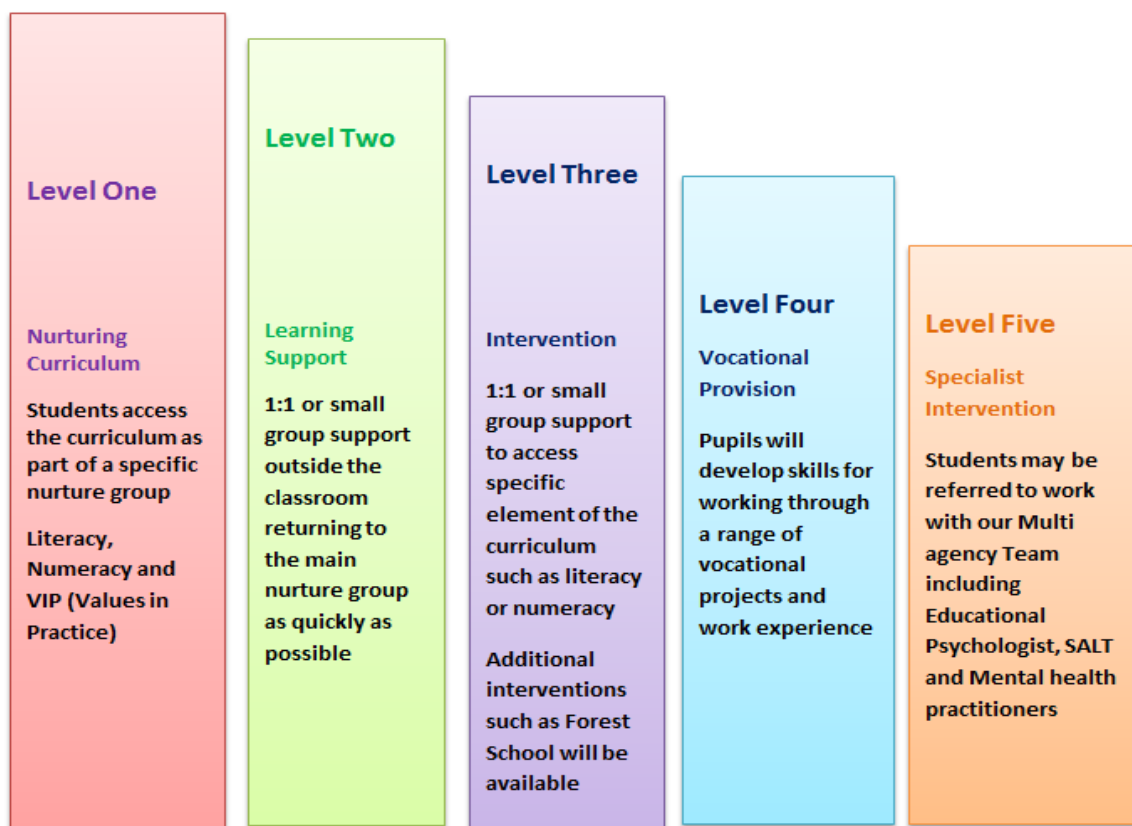
- **cross-phase partnerships**
- **transition**
- **curriculum design**
- **assessment**
- **development of literacy and life skills**
- **careers education, information, advice and guidance (CEIAG)**

As mentioned, it is essential for us to set up a transition programme with our partner schools with the aim of creating a continuous learning pathway. Students joining us in Year 7 will be assigned a transition portfolio which students, parents and Year 6 teachers are encouraged to contribute to. It will contain examples of their work from all subjects and not just exemplar work – a complete picture of our learners is necessary. The portfolio will come to us before the summer holidays allowing information to be copied and disseminated to form tutors,

subject leaders, teachers and Higher Level Teaching Assistants (HLTAs) before the start of the autumn term. Alongside prior assessment – this will build a picture of our students and allow us to develop a personalised learning package. It will also allow us to track progress effectively.

Our core philosophy is that Key Stage 3 is pivotal to student progression. To ensure that pupils make the best possible progress during this key stage, effective transition from KS2 is a very high priority giving our students a solid base on which to move into the Key Stage 3 curriculum (*see Section B. Transition and reintegration above*) We believe that what happens in these early years of secondary education has a clear impact on the achievement of pupils at Key Stages 4 and 5.

The curriculum in KS3 is still delivered by nurture teachers with input from specialist teachers and instructors when required. The morning focus will be on core subjects including English, maths, science and computing. In the afternoon a personal development programme is delivered incorporating areas such as ViP (citizenship and values (including “British Values”), ethics, PSHE, careers, music, art, DT, computing and physical education. This curriculum is supported by a range of interventions similar to the KS2 model and there is an additional level of provision to incorporate vocational studies and more focused employability learning.



Continuing the nurture group approach in KS3 ensures that our students feel fully supported in a positive learning environment strengthened by the application of fair and consistent boundaries. Our tutor teams are an essential element to the success of our learners. Our tutor time is a valued aspect of KS3 - it is where roles, responsibilities and expectations are firmly rooted and established. KS3, like KS2 is developed as a total immersion model, meaning the tutor teams are involved in every aspect of the student's school day including lunch and break times. Solid, trusting and meaningful relationships are vital to our students and much of our investment in their secondary journey will be built outside of the learning environment.

It is important to acknowledge that transitional students into and out of provision/Key stage are vulnerable and will require a much longer well-ordered and established transition phase (*see Section B re-integration and transition.*) The transition lead and The Special Educational Needs Coordinator (SENCO) will visit all partner schools and take part in any Annual Reviews/parents evenings to become familiar with the transitional student/cohort. Our school will host year 6 parent and carer events to help build relationships and be available to answer questions and address concerns about transition. We will have established good working relationships with primaries in the North of the city both pre and post transition, into and out of our provision including in-class-support where necessary. We intend to become the school of

choice for parents with children whose needs cannot be met through mainstream provision. The aspirations, expectations and provision created by the North Star Academy will ensure its highly respected reputation in the community.

Crucial to assessment and attainment in KS3 is our relationship with Bristol North Primary and Secondary Schools. There needs to be a collaborative approach - meaning that all schools are able to moderate their Key Stage 3 work together. This will help to ensure high standards and a consistency of expectation in students' work is driven collectively. We are aware that having in year transitions can be an unsettling and anxious time; this is where the solid relationships between provisions and a thorough integration and transition program will ensure success. Coming up through and into a highly nurtured environment will ensure our students will be better prepared for examinations and will benefit from teachers in all schools who are working collaboratively to a clear and consistent model, who are well trained and who have designed and taken ownership of the transitional model.

When transitional students join us at the beginning of their secondary school journey, they begin to explore their own identity as well as themes of tolerance, resilience and belonging through the nurture model. We also acknowledge that the development of broader life skills is crucial to the success of our students and that building self-esteem and confidence needs to be a focus. In order to develop students' broader life skills, the school will take a distinctive approach to the curriculum and extra-curricular expectations. All students in Key Stage 3 will have opportunities to study other subjects; such as horticulture and agriculture and they will have outdoor and indoor lessons in this area. In horticulture and agriculture for example, students develop an understanding of sustainability and care for the land and for animals, the environment and the local context. Our Level Four 'Vocational Provision' strand (see diagram) introduced in KS3, will help students develop skills for working via a range of vocational projects and work experience linked to careers education (CEIAG)

Through nurture based curriculum underpinned by Social Moral Spiritual Cultural (SMSC) and Social and Emotional Aspects of Learning (SEAL) our students learn right from wrong and develop their character to help them to become fully rounded citizens developing their perseverance, resilience and an understanding of the importance of helping others. Our aim is to nurture a Key Stage 3 curriculum to develop students' confidence and their ability to learn. It will help them to think independently and communicate effectively in a range of contexts, feeling safe and supported as they challenge themselves and take risks.

KS4 Curriculum:

The KS4 curriculum will follow the same structure and vision as that of KS3 but with a greater emphasis on transitional but personalised pathways based on the intervention stage.

Aspect 4	Aspect 3	Aspect 2	Aspect 1
Intervention and diagnosis	Employability	Inspirational	Aspirational
<i>SPLD Testing</i>	<i>CEIAG</i>	<i>Progress 5</i>	<i>Attainment 8</i>
-Dyslexia Screening	-Aspire NEET Prevention Programme	Bucket 1	Bucket 1
-Dyscalculia Screening	-Functional Skills Maths English	Maths English	Maths English English Lit
-Educational Baselining	-Vocational Curriculum	Bucket 2: Science	Bucket 2 Science
-Pupil profiling	-NCFE -V-CERTs -ECDL	Bucket 3 STEM ICT Humanities Physical Education Sport and Health Catering Music	Computer Science History/Geography MFL Bucket 3 ICT Humanities Physical Education Sport and Health Catering Music

On entry to KS4 curriculum, pathways are negotiated and flexible based on student ability, additional learning needs and also life circumstances that are likely to change significantly given the disruptive lives our student lead. Irrespective of ability, need or circumstance, the KS4 curriculum is inclusive. No one is left behind. These students may join partway through their Key Stage 4 courses and therefore there will be careful liaison with the sending school to

support the completion of existing courses where possible. Good collaboration with mainstream schools, for example enabling the student to attend revision sessions or continue with existing subjects specifications will maximise the students' chances of success.

Aspect 4:

On entry into KS4 for both short stay and SEMH students a profile is developed based on previous KS3 data or for students on a short stay programme will be screened and profiled for baselines, Additional Needs and Specific Learning Difficulties. Personalised Curriculum pathways are the negotiated with differentiated exit strategies

Aspect 3 Employability:

Every student will have access to (CEIAG) as a compulsory element to the curriculum; to prepare them for the next stage of their education, employment or training.

For our most vulnerable students, they will access the ASPIRE NEET prevention programme to ensure they sustain a place in further education based on the Raising Age of Participation legislation. As part of this programme, students will follow a functional curriculum to ensure they have functional literacy and numeracy skills to access at least a Level 1 college course. We will work closely with FE providers to shape these courses and to ensure staff are able to deliver high quality learning for these 14-16 year old students.

Aspect 2: Inspirational

Some students will able to access a progress 5 curriculum that is designed to inspire students to achieve. Most students will be required to focus on Maths and English GCSE and have access to vocational learning (bucket 3 qualifications) based interest and career aspirations.

Aspect 1 Aspirational:

On entry, some students will be "Secondary ready" (4b/ 100) and therefore have the ability to follow a Progress 8 pathway. Therefore some students will have access to an aspirational curriculum that focuses on pushing learners to achieve attainment 8. We will be deliberately ambitious for these students in to ensure they make better than expected progress. In order to do this we will need to work collaboratively with the secondary mainstream providers to ensure we have current knowledge and understanding about subject specifications and can moderate effectively.

KS5 Curriculum

The KS5 Curriculum is designed to support the students who are not yet ready to enter college or employment. It is designed to prevent students becoming NEETs and to develop skills, such as Literacy and Numeracy to a functional or higher level. The school will offer “bridging” opportunities and will work to get students ready for college or employment.

Like KS4, our post 16 students will follow the same personalised pathways as KS4 with a greater emphasis on the employability curriculum.

Additional Options available include:

Maths and English GCSEs	Work Experience.	Apprenticeships
Supported college placements.	Vocational Qualifications	Princes’ Trust
National Citizens Service.	Community Project Work.	PSHE

Learning skills development, learning to learn and study skills

Aspects of the KS4 curriculum which may have been missed, e.g. chance to retake or take Ebacc subjects. This will support students who could achieve level 2 qualifications ready for progression to A-Level or level 3 BTEC but require a further supported year to do so.

Post 16 provision is a rapidly changing landscape and we would work closely with schools and other established providers to ensure our post 16 lead is well informed about what is available and where we could work in partnership with schools and colleges locally and regionally.

Section c

Operational matters relating to the organisation of the curriculum

The Length of The School Day:

All key stages Breakfast club from 8.00	Morning Start 8.45	Afternoon Finish 3.00	Enrichment/ Extended Learning to 6.00
--------------------------------------------------------	-------------------------------	----------------------------------	------------------------------------------------------

Outline of school week

The majority of the school day will be based on the standard day of 8.45 until 3 pm. There will be some flexibility with this though, particularly regarding:

- Extracurricular activities which will run after school. These are referred to in Section C and will be voluntary.
- An extended day to allow access to the community and parents / carers.
- Year 10 and 11 may need to access a later start. This is being applied in a number of schools based on the evidence of neuroscience, which suggests that teenage brains require different amounts of sleep and are more active later in the day.
- The use of before and after school "Catch Up" sessions which will be a key part of our behaviour policy. If the behaviour of students impacts on their learning, they will be expected to make up on lost time. (See Behaviour Section.)

Lessons will be 50 minutes long. We have found that this is the optimal time that our students can concentrate. Double lessons can be used for practical subjects such as Science / STEM, Art and Sport.

The lunch break will be shorter to reduce incidents during unstructured time, which many SEMH students can find difficult.

Going Beyond The classroom- The "Wrap-Around" Curriculum.

We believe that in order to narrow the gap to achieve academic potential it is essential that we offer that complete wrap around approach to education and teaching and learning. The curriculum is designed not be limited to the classroom. Learning is encouraged beyond the classroom into the naturalistic environment where students can make sense of what is being taught.

This will be funded through money raised by a Fund Raiser whose role will be to apply for funding; raise money and work with businesses and local companies.

"Pupils can derive a good deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence." DFE Guidance

Through the use of places other than the classroom for teaching and learning we aim to:

- improve academic achievement and young people's attitudes to learning.
- meet the individual needs of the students that can't be met easily in a formal Classroom context and to develop and value their skills.
- make learning enjoyable and varied and to nurture creativity.
- make learning more relevant.
- stimulate, inspire and improve motivation.
- provide a bridge to higher order learning.

- provide alternative options and new opportunities.
- foster a sense of being part of a team and to develop team-building skills.
- develop self-confidence; self-esteem and self-belief in a variety of contexts.
- develop the ability to deal with uncertainty.
- develop independence.
- provide and develop transferable skills.
- provide students with opportunities to socialise and to interact with others in a positive and appropriate manner.
- provide opportunities for informal learning through play.
- provide opportunities for mentoring and discussion.
- provide new opportunities for the students and develop interests that will enrich their lives, now and in their long term future.
- provide challenge and the opportunity to take acceptable levels of risk.
- develop an interest in lifelong learning.

Giving young people responsibility for achieving these outcomes helps them to learn from their successes and failures.

“Quality learning experiences in ‘real’ situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills.”

“Learning Outside the Classroom Manifesto.” 2013 DFE

Our approach is to extend learning through inspired learning experiences to consolidate the learning already achieved. Students with SEMH and SPLD have knowledge and skills deficit and learning beyond the classroom can bridge the gaps in knowledge needed to access the curriculum. For example, social and physical literacy, improved communication and soft skill development.

Working with Parents / Carers

The role of all parents and carers is essential in North Star Academy. Many P/C of SEMH students have traditionally been reluctant to engage with the school.

We will encourage engagement by:

- Making regular (weekly) positive contact between school and home. The Tutor team will be key to this. (See below) It is important that they realise we have the best interests of their child at heart and want to work with them to achieve this. They are crucial in the success of their child and we need to support them where necessary and appropriate.
- Holding regular events to encourage P/C to come into school. The aim will be to break down the barriers and concerns that have existed in the past. We need to work together to raise the achievement of the children. This may involve collecting them.
- Responding effectively to their concerns and any contact with school. Returning calls promptly. Listening to their concerns, supporting them and taking action where and when necessary.

- Supporting parents and carers with literacy and numeracy and other learning needs. Part of our vision is for education to be lifelong. This includes working with families and the wider community. Some of our parents / carers may not have had the best experiences of education but we need to work with them to show them that education doesn't need to stop when they leave school.

Essential to our provision outside of the classroom will be our Home School Liaison worker. They will work with the SENCO and our tutor teams to enhance inclusion. Developing strong relationships with parents and carers is necessary to remove obstacles to learning.

They will:

- Investigate the reasons behind a child's underachievement
- Keep detailed records of attendance and punctuality
- Consult with parents as to the reasons for underachievement
- Support parents in addressing issues affecting progress and achievement
- Assist with confidence-building exercises
- Be involved in safeguarding and child protection
- Act as a role model
- Run after school activities
- Work with students and parents/ carers together and individually
- Run parent drop-in sessions
- Visit home regularly
- Support mentees in class as part of a structured programme of mentoring

The Role of The Tutor Teams:

The tutor role is essential for the success of our students and is key to the whole "wrap-around pastoral system" that the school will operate. They will be the experts in the tutees and will be the first point of contact with the students and with home.

There will be weekly communication between home and school on a tutor level and all communication will be recorded.

Tutor teams have a responsibility for tracking progress, attendance and behaviour on a daily basis.

Virtual Learning Environment (VLE)

We believe that students should have access to extended learning material 24/7. One of the key principles of the curriculum is being aspirational and deliberately ambitious. All students will have access to the VLE that will set a range of enrichment learning tasks. These tasks are designed not to repeat the learning but extend and consolidate knowledge skills and understanding of the taught curriculum.

We will ensure that all parents and students have access to the internet and ICT equipment. If not, the school will provide the capability so that no student is left behind.

For KS4, there will be video based online materials, e.g.: walking talking mocks, marking mocks and video plenaries of previous learning, so that students have full access to the continuity of learning journey.

In KS3, regular homework will be set in English and Maths with additional homework from foundation subjects set fortnightly. Homework will be set predominantly on the VLE.

In English, the purpose of Home Learning is to:

- Help students find time to develop a love of reading outside of lessons;
- Help students build confidence in their writing skills;
- Help students develop proof-reading skills, which will be crucial across all subjects in preparation for KS3 – 4 transition and GCSEs.

Students will have three Home Learning activities set per fortnight.

- 1 x Reading
- 20 minutes: completed books to be recorded in VLE reading log
- 1 x Improving Literacy Skills task
- 1 x Lesson Based Task

Students will also have access to Nessy.com and Reading Wise, interactive dyslexia focused literacy packages.

In Maths, Home Learning is broken into two sections and set on the VLE. Section A, will check recall of key ideas and skills Section B is a task based homework following the current SOW and will have a 'challenge' task (a problem for students to try solve). There are also interactive maths challenges online through My Maths and Mathletics.

We know that the home environments of our students may not be conducive to independent learning; therefore we will offer an Independent Learning Club every lunchtime and twice a week after school.

School Transport

We will carry out a full analysis of students travel to school plans and ensure there are sustainable and safe routes to school.

Running our own transport will allow us to have the flexibility that our provision needs (for example in providing after-school clubs and after school Catch Up sessions. Students should be encouraged to be as independent as possible but some students (and the KS2 students) will need transporting.

For younger students, even daily transitions involving leaving home, getting into the morning taxi and arriving at school can cause anxiety therefore; our school will aim to make this as seamless as possible through familiar school-run transport.

D2 – measuring pupil performance effectively and setting challenging targets

Our Key Outcomes are:

1. The School will be outstanding in its OFSTED Judgement and a flagship for SEMH/ALP provision.
2. 100% of students will be in training, education or employment after leaving.
3. 100% of student who have returned to mainstream will be still there after 6 months.
4. Feedback from students, parents, mainstream and other educational providers (for example via questionnaires and surveys) will show satisfaction and confidence in the academy is high
5. Student Progress: students will make expected and more than expected progress in English and maths in line with all pupils nationally
Where relevant students will achieve a positive progress 8 score.
Students who come in with at least average attainment will gain an attainment 8 score in line with national expected levels.

Our aspirations are:

- To provide students with a range of opportunities, to allow them to experience success both academically and socially; enabling them to become confident individuals, successful learners and responsible citizens.
- To develop in students a love for learning that will remain with them throughout their life and allow them to make the most of their potential.
- To leave school with the skills to succeed in life.

1. Assessment

At North Star Academy we will be committed to providing a **robust** assessment strategy that enables high quality teaching and learning that is applied consistently across the whole school. This ensures that students know and have a clear understanding of how their work is marked, assessed and reported on. Effective assessment will enable us to celebrate success but also ensures that they understand the next steps for improvement based on bespoke Key performance indicators set for each subject.

Our aim is to ensure that students become independent learners who can take responsibility for their own learning. Consequently we believe in creating a teaching environment that is driven by the learner and not the teacher. A vital part of this process is using effective assessment strategies to create a personalised learning culture where students feel valued and supported.

Key Assessment Principles:

1. Assessment should be at the heart of teaching and learning to inform differentiated planning.

2. Assessment should be fair- that is inclusive of all abilities and free from bias.
3. Assessment should be honest with outcomes conveyed transparently to assist students in their learning. Judgements are moderated objectively by experienced professionals, both internally and externally with key stakeholders.
4. Assessment should be deliberately ambitious. It is used to develop taxonomies of lesson objectives that are supported by differentiated levels of success criteria so all students are stretched and challenged.
5. Assessment should be appropriate. It should draw on both summative and formative methods so a full and accurate picture of student achievement can be obtained.
6. Assessment should be consistent and judgements formed by common principles so progress and attainment results can be understood by third parties.
7. Assessment should be meaningful and understandable so:
 - School can be benchmarked against contextual and national comparisons.
 - Students can understand how they are developing as learners.
 - Parents can support the implementation of our extended learning policy.
 - Teachers can plan and differentiate learning to maximise student progress.
 - Leadership and Management can deploy pupil premium funding and resources.

Baseline testing, assessment and tracking

Baseline Assessment:

The will use prior attainment (Key Stage 1 or 2), and an analysis from other sources, such as Raise online or Fisher Family Trust (FFT) ASPIRE to generate aspirational targets for our learners.

All new starters will be encouraged to bring their previous work, particularly pieces they are most proud of. Where students do not have exemplar work they will complete brief assignments which will form part of their personal portfolio. We can then use those as a practical baseline for teachers and students to ensure they make observable progress.

Working with other schools, who increasingly use their own assessment and recording systems, will be challenging and we will work creatively to be able to use a range of evidence to create a holistic profile of each student's strengths and areas of development. Moderating students' work with their commissioning school will ensure the progress they have made in North Star Academy can be validated.

Students will be tested upon arrival using the following (or similar) assessment packages:

Reading and Spelling Assessment / Literacy- Dyslexia screening - Wide Range Achievement Test 3 (WRAT - Reading and Spelling) , Word / Letter Chains, New Group Reading Test, The Symbol Digit Modalities Test (SDMT) and Dyslexic Screening Test – Secondary.

We will make use of online assessment and learning packages such as Lexia to provide continuity of learning with main stream schools and to measure even small and hence motivating steps of progress.

These tests will allow us to target specific areas of need and identify intervention strategies.

Numeracy - tests for Dyscalculia - Student Numeracy Assessment Progression (SNAP) and/or Dynamoprofiler.

Boxall Profile of Social Development.

Our focus, alongside academic progress, is the social development of the students in order to prepare them for the increasing social and emotional challenges as they progress to Key stage 3, either back in mainstream or continuing with us.

Our staff will be trained in using the Boxall Profile, (a fundamental part of the nurturing process.) This tool will allow us to gain a precise and accurate understanding of our student's emotional and behavioural difficulties, and then allow us to plan effective interventions and support activities. The Boxall Profile gives very clear indicators of what areas need to be developed within the student and within the student's development. This will sit alongside Educational Psychologist assessment, Speech and Language Therapy and other specialist recommendations.

We will use Cognitive Abilities Tests (CATs) to understand pupils' developed abilities and likely academic potential. Results from these can help in intervention, monitoring progress and setting targets for future attainment.

Tracking

We will use formal data from externally validated tests to measure students' progress, however, for many of our students, they will need to make progress in a range of areas as well as academic subjects. Following the baseline assessments, we will develop the following plans and targets which will be set personally for each student. In order to remain aspirational, all targets associated with student learning in subjects will be in line with national expectations of progress. Therefore we will use electronic tracking systems such as SISRA to ensure we are not building in low expectations at any point.

(IEPs):

Student friendly Individual Education / Behaviour Plans (IEP/IBP):

An Individual Education and Behaviour Plan are designed with the student central to the process. It is to help the student gain the most from their education and understand the behaviours which can impact on their progress. The IEP/IBP builds on the curriculum and behaviour for learning policy that the student follows and sets out the strategies being used to meet that child's specific needs. It is essential for us to place the student at the centre of process and allow them to own their IEP/IBP – this allows the plan to be integral to their school day.

One Page Profile:

A one-page profile is a simple way to start personalising education for our students. It is a person-centred thinking tool that provides a way to capture who each student is and how best to support them in a snap shot. It is revisited termly and will grow as the student progresses through the school.

Positive Support Plan:

Positive Support Plan is a process for understanding and resolving the problems linked to behaviour. It offers an approach for developing an understanding why the child engages in problem behaviour and strategies for preventing the occurrence of problem behaviour while teaching the child new skills. Positive Support offers a holistic approach that considers all factors that impact on a child including the interventions and waves of provision in context to the school day. It can be used to address problem behaviours that range from aggression, tantrums, and property destruction to social withdrawal. It links with the Student friendly IEP/BP.

Attendance Targets:

Each student will have a termly attendance target which will be monitored by Tutor Teams.

There will be certificates and letters sent home for achieving this target.

Behaviour Targets

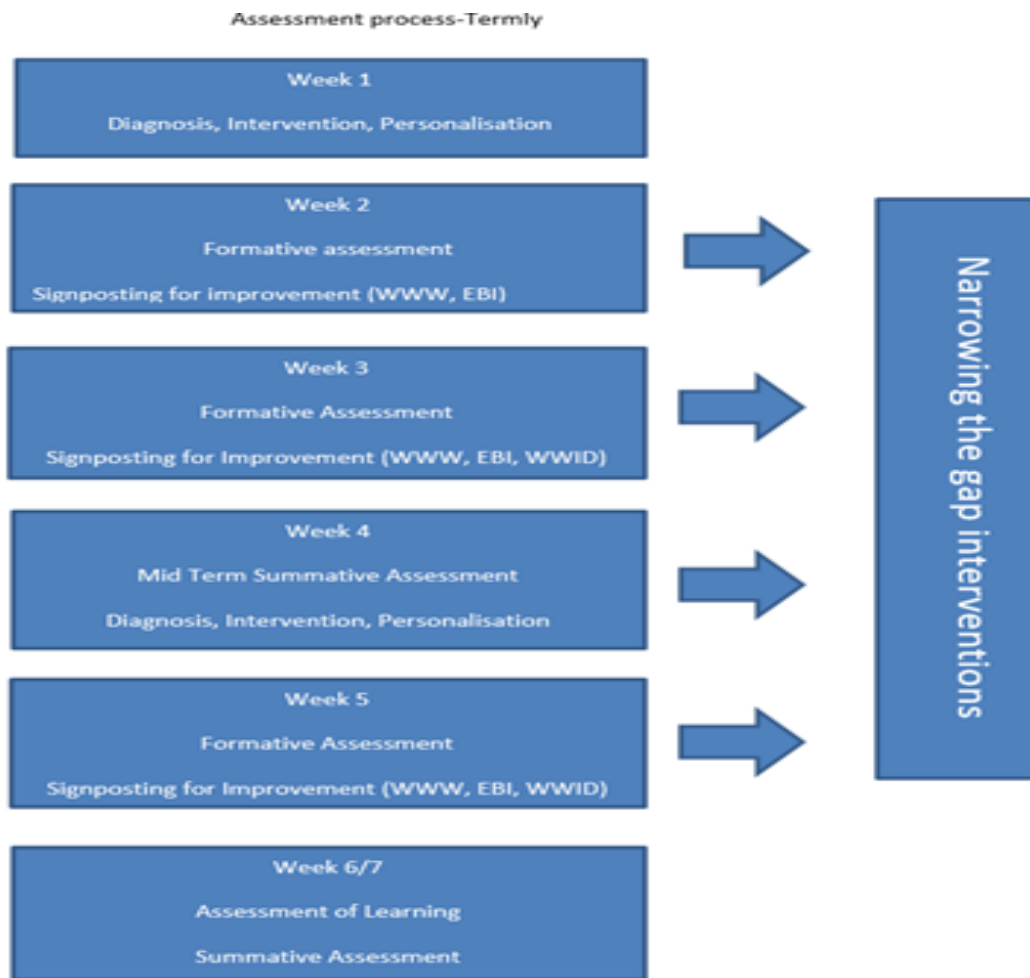
Each student will have SMART Behaviour Targets which will link to the school points system. These will be monitored daily by the Tutor team (and in some instances by The Behaviour Team and Heads of Key Stage.) This will use a web-based recording system (possibly SLEUTH or SIMS).

Subject progress

Subject leaders will be able to discuss the progress of the students for whom they are responsible and each member of staff will keep records (either electronic or on paper) of their assessments of students' work and to discuss progress, plan future learning and offer granularity in differentiation.

In addition to the data included on reports and progress texts, subject leaders will keep their own departmental databases to track student performance which may contain additional data e.g. topic tests or end of unit tests.

Progress will be monitored against Key Performance Indicators (KPIs) which will be identified in the Medium Term Plans and will link to a whole-school holistic approach to the delivery of the curriculum – ensuring full coverage and cross-curricular links where appropriate and relevant.



The flow diagram shows the yearly assessment process and how this information will be used to identify gaps in learning inform Wave 1 teaching and learning and also Wave 2 interventions to ensure all students narrow the gap.

In line with Ofsted Document “Making Marking Matter” our approach to assessment, reporting and recording is to ensure teachers make balanced judgement between formative and summative assessment.

Along with diagnostic testing teachers will formatively signpost through:

WWW- What went well

EBI- Even Better If.

WWID- What will I do (this ensure there is peer and self-assessment on progress made).

For Short Stay students, there will need to be regular communication with commissioning schools to ensure that there is clarity of targets and objectives, adequate progress is being made and to monitor readiness to return.

Mainstream schools will be able to access on-line information about their students via a secure web-site. This will contain the following information:

- Attendance
- Behaviour Points.
- Teacher assessment data.
- Individual plans.
- Current Medium Term Plans (MTP)
- Progress towards targets.
- Incident reports (if any).
- Parent / Carer and student questionnaires.

Transition and Reintegration

It is our belief that sustained reintegration strategies and consequent 'inclusive' education is paramount and will be integral to the success of "pushed out learners" in the education system.

'This time I'll stay', a document published in 2000 by the charity INCLUDE, identifies the following features associated with the effective transition of students with emotional and behavioural difficulties into mainstream schools:

- Engaging the young person
- Identifying and meeting pupil needs through careful assessment, planning and review
- Effective behaviour management systems in schools
- Addressing basic skills deficits
- Paying attention to the specific needs of 'at risk' groups (e.g. looked-after children; young offenders)

Where mainstream reintegration is an expectation and preference, we will formulate a reintegration package bespoke to each student recognising the features identified. Our aim is to identify the best provision for our young people. If this is mainstream we will work to successfully reintegrate students back with improved attitude to education; with greater positive parent involvement and raised attainment and engagement.

Our school will apply the *'Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms'*

(Rebecca Doyle, Norfolk CC - BJSE vol 28, No3 (September 2001))

This comprehensive assessment is a screening tool measuring suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area. *(Appendix 7)*

It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

Qualitative data and professional judgement will be applied alongside the readiness scale. We will collect and collate all information and findings to present to discuss at the reintegration interview, including:

- Pupil profile (general) – interests, strengths and areas for development, preferably compiled in partnership with pupil and parents/carers
- Information about learning levels
- Information about any identified SEN – reports e.g. EP/ SALT/ CAMHS
- EHCP (if applicable)
- Examples of pupils' work in core subjects and information to support continuity and progression in the curriculum
- Information about approach to learning / learning style / response to teaching style etc.
- Any assessment scores/reports e.g. Boxall
- Attendance certificate

For transitional students into and out of provision

Our school will:

- Take active steps to develop children's social, emotional and behavioural skills
- Maintain positive relationships between sending and receiving schools
- Carefully plan joint arrangements between sending and receiving schools
- Base our practice on an understanding of the process of change, and human responses to it
- Use effective administration procedures
- Have curriculum support to develop the social, emotional and behavioural skills, knowledge and understanding that will enable students to manage the challenges and opportunities of closure and moving on with a positive attitude and emotional resilience

- Work closely with families, drawing on the existing knowledge and expertise from providing school and other agencies and building on the positive relationships and practice from mainstream schools.
- Have an ethos in both pre- and post-transfer schools that enables students to effectively manage the social and emotional aspects of learning
- work jointly planning practical and concrete activities that reduce children's anxiety and support them in meeting the new organisational and learning demands of transfer

(Appendix 6)

Crucial to the transition success of primary aged students will be excellent links with mainstream primary schools. These links will form a major element of effective provision and effective and successful transition.

Target setting and review:

Academic Targets set for students will be realistic and ambitious based on National Progression Guidance using progress 8 and expected progress as shown in Ofsted guidance. Our close collaboration with mainstream primaries and secondaries will ensure we are aware of these expectations and they can be externally moderated.

Targets will be set termly and monitored fortnightly throughout the year. This will be especially important for Short Stay students.

Behavioural and IEP targets will be reviewed on a daily / weekly basis. We will use a web based system for recording positive and negative behaviour and therefore will be able to analyse our strengths and areas of development as a school as well as at an individual level. We will collect student staff parent and other partner voice regarding perceptions of behaviour to ensure we maintain the highest standards.

We anticipate no permanent exclusions, and only very rare fixed term exclusions with no repetition of FTE for individual students.

Attendance targets will be set in line with national expectations of attendance for both overall attendance and for persistent absence; this will be monitored weekly by subgroup as well as overall.

Assessment data will be collected termly and progress will be reported to Governors once per term, including information regarding students who are on, below and above target. For Short Stay students' data and staff and student feedback will be collected more frequently linked to the individual targets set with mainstream during the transition process. This meeting will be an essential stage of information communication.

Teacher assessments will be on-going and will link to Key Performance Indicators and the whole school assessment system.

This information will be used for intervention planning and to inform teaching and subject development, as well as teacher Performance management.

Moderation and benchmarking will be carried out using our links with secondary schools in the North and through City-wide cluster groups. This will also be ratified within the Bristol Secondary school PIXL school improvement cluster, which we will be part of. We are aware of the national and local changes which are in place around “life without levels”, however North Star Academy will retain a relentless focus on rapid and sustained student progress and ensure all staff are well trained and able to use reliable professional judgement to assess, feedback and improve students’ learning.

Recording:

The school will have a centralised and computerised system of assessment which will allow easy access to all staff and will allow effective analysis of data. Data will be recorded on this centralised system termly (and will link to Teacher’s individual assessment records). Some data on here will be accessible to commissioning schools.

Measuring and improving the quality of Teaching and Learning

Outstanding schools have consistency. The HEX Performance Management / Teacher Enhancement model that we will use will assure standards and quality of education. It enables teachers and support staff to systematically review and check their performance against a set of non-negotiable standards, ensuring that our teachers are deliberately ambitious for students with SEMH as set out within the SEN code of Practice.

Purpose:

The Hexagonal approach to quality assurance ensures that there is culture of advice, guidance and support so together we can achieve our full potential.

For students:

To ensure:

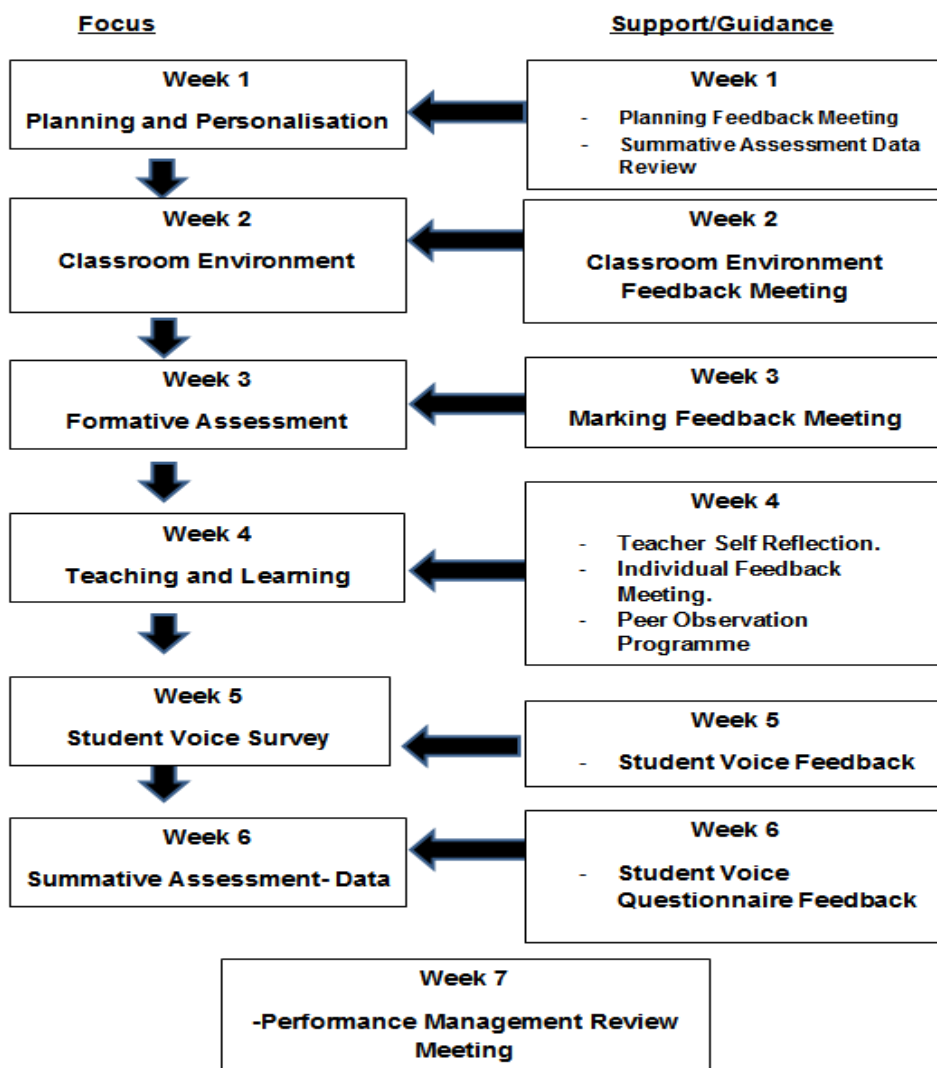
1. Students experience, consistently high expectations.
2. Students have the opportunity to narrow the gap and achieve their full potential.
3. Students can learn in a positive, safe and secure classroom environment.
4. Students feel valued by their efforts through a range of assessment methods.
5. Students understand what they need to do to improve.
6. Student voices are heard and acted upon to create a better learning environment for all.

For teachers:

To enable:

1. Teachers feel supported and developed through the career stage profile.
2. Teachers benchmark their performance against a shared framework.
3. Teachers have the opportunity to review and reflect on their performance.
4. Teachers observe and share best practice.

Quality Assurance Timeline-Example



Teacher Enhancement

Supporting the Development of Practice

Improving teaching and making the whole of the learning process more effective is the key to raising standards, achievement and the life chances of our pupils. The commitment of our school community to maximising positive outcomes for our young people means that we continuously strive to enhance our own practice as we understand the link between this and outcomes for pupils.

The biggest threat to school improvement is “in school variance” and therefore our aim is to promote absolute consistency and high standards of teaching, regardless of age

and ability. We aim to achieve this through implementing the “towards effective learning model” so that teachers have a measurable and quantifiable framework of expectations.

We recognise that the complex behaviour of the students may mean that there are times when students do not engage fully but these should be rare incidents and not the norm. Our own vision and aspirations for our young people are the primary sources of inspiration with regards to the quality of teaching. These are supplemented in terms of process by the Teacher Standards revised for September 2012 and the relevant Ofsted criteria. In identifying these as our expectations, we need to define how we support teachers in attaining these standards.

We aim to make it clear that there is an expectation that any teacher’s default lesson is at least ‘good’. It is therefore both necessary and appropriate to identify responses to lessons judged to be either “Inadequate” or “Requiring Improvement”.

What follows is a summary of steps to be taken in such circumstances. Whilst the emphasis is very much upon support and development, the school community has high aspirations and expectations and due process will be followed in the event of unacceptable levels of performance.

Feedback meetings between the observer and the observed will:

- give clear feedback about the nature and significance of the concerns;
- give them the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the observer will review progress
- allow sufficient time for improvement: the duration will reflect the seriousness of those concerns;
- explain the implications and process if no – or insufficient – improvement is made.

Additional support measures:

Each teacher development action plan is personalised. However we implement a range of development strategies to ensure our “default position is at least good”.

1. Team Teach Model.
2. Lesson Study Model.
3. Peer observation programme.
4. Teacher development- IRIS.
5. Teacher Effectiveness Enhancement Programme (TEEP) and School, Students and Teachers Network (SSAT).

Reporting Progress to Parents / Commissioning Schools.

As key stakeholders, it is essential to keep parents up to date with information relating to academic progress.

This will be done formally by:

- Weekly contact home by tutor teams.
- Written reports every 2 terms.
- Parents / Carers evenings twice a year.

The philosophy of the school, however, encourages communication, so if there are concerns or things that need to be discussed, then this will happen.

Parents / Carers will be able to access the VLE in order to monitor students' progress.

There will be regular Open Evenings e.g. to discuss options.

Commissioning Schools will be able to access up-to-date information about their students via a secure web-site. (See above)

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The staffing model is based on models that have been effective in other provisions.

The plan is affordable but offers a breadth and depth which is essential for delivering a broad and balanced curriculum, as well as being flexible enough to manage the demands of our students.

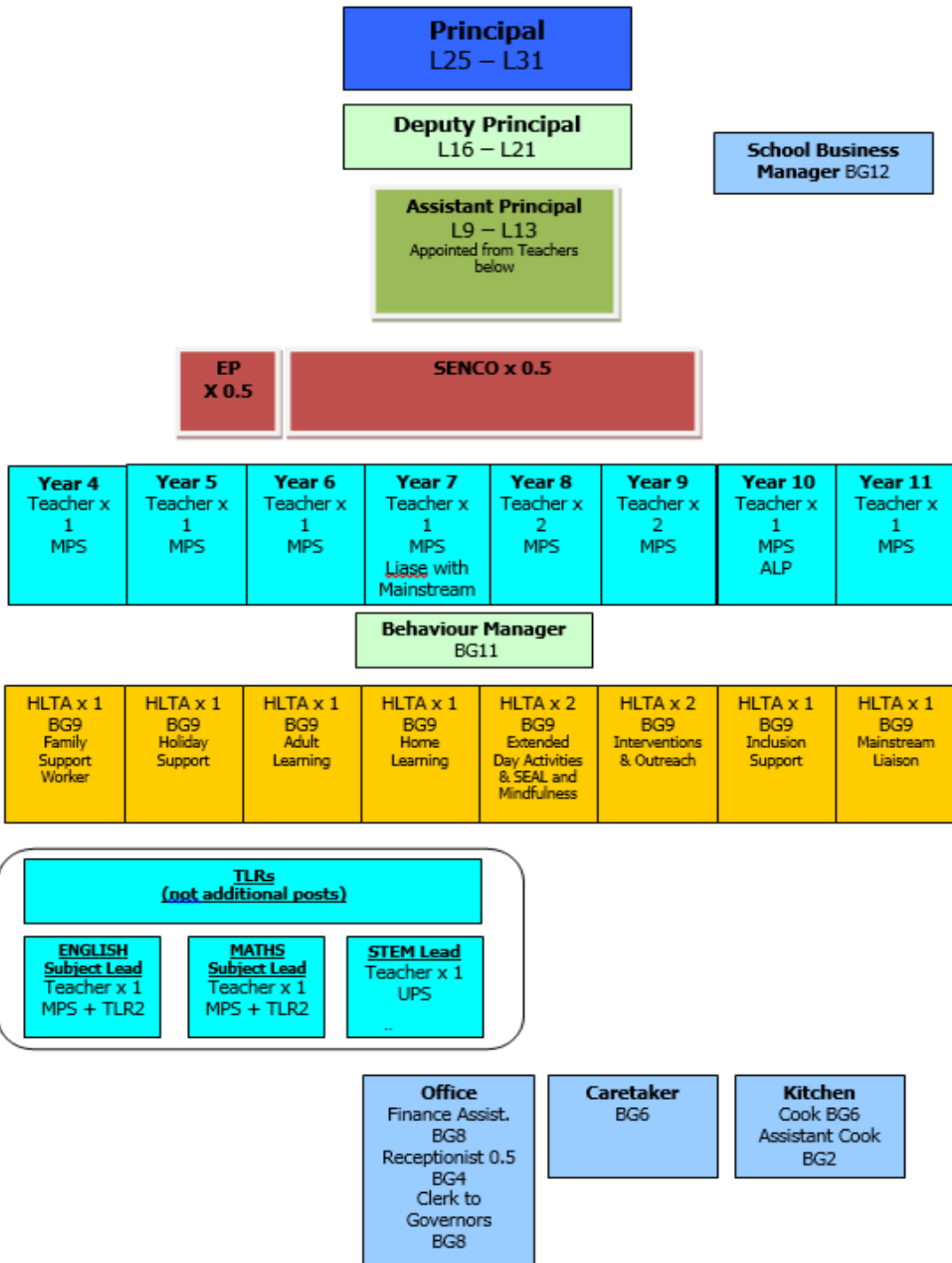
The staffing provision will increase in breadth as the student numbers increase. We will need flexible, resilient staff with a variety of skills and with experience of working with students with SEMH.

In order to offer the breadth of curriculum that is necessary, we will work with mainstream schools, particularly regarding specialisms and to meet specific subjects as the need arises.

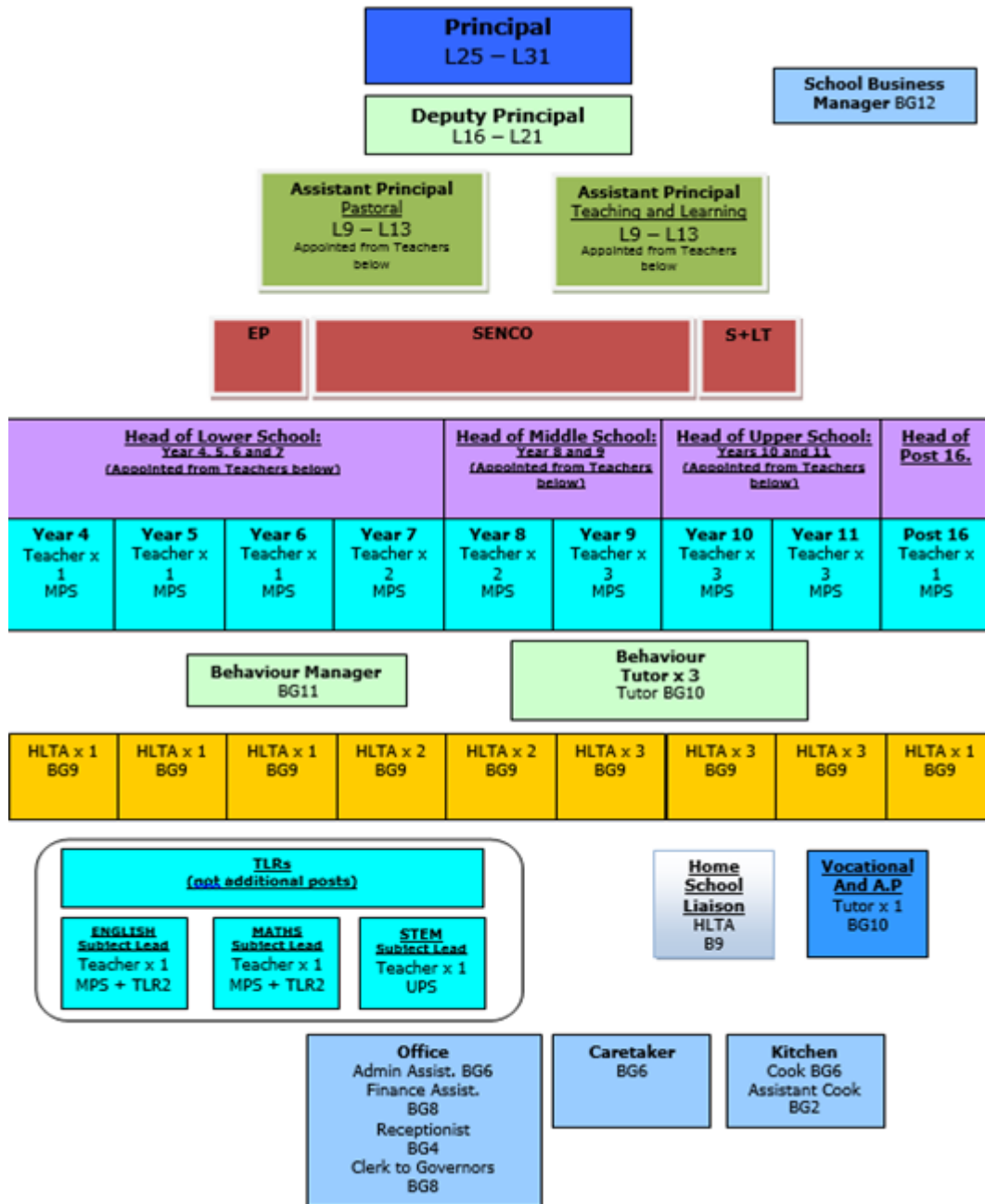
HLTAs will have responsibility for specific areas e.g. Family Support worker / Holiday support / Adult Learning / Home Learning / Extended Day Activities / SEAL and mindfulness / Interventions / Outreach and Inclusion Support.

	2017	2018	2019	2020
Principal	1	1	1	1
Deputy Principal	1	1	1	1
Assistant Principals	1	2	2	2
Teachers	10	14	15	17
HLTAs	10	14	15	17
SENCO	0.5	1	1	1
S and L T	0	0.5	1	1
EP	0.5	0.8	1	1
Business Manager	1	1	1	1
Office Staff	1.5	1.5	2.5	3
Catering staff	2	2	2	2
Caretaker	1	1	1	1
Behaviour Team	1	2	3	4
Home School Liaison	0	0.5	1	1
Clerk to Governors	1	1	1	1
Vocational and AP Tutor	0	0	0	1

School Staffing Structure 2017:



School Staffing Structure 2020:



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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Ethos

Our school ethos will be one where everyone is welcome, regardless of race, creed, colour, culture or special need.

We will:

- Pride ourselves on the inclusive nature of our school and celebrate diversity.
- Have faith in everyone's ability to achieve and make a positive contribution to our school and beyond.
- Strive to enhance the life chances of everyone in our school community.
- Believe in continually reviewing and evaluating our work.

Diversity

Our school will be one which has a respect for diversity and creates a welcoming environment for all. This will be seen throughout the school in classroom displays, literature and our online communications. The school will be committed to creating a positive and purposeful climate characterised by mutual respect, trust and confidence. Establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring that our students SMSC awareness is developed and valued. Our students must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through the development of enquiry skills, we will aim to motivate students to discover the diversity of our world with curiosity and fascination. Our House Teams and tutor groups will be enabled to provide meaningful topic lead analysis and discussion about people and their lives. We will engage visitors from different communities, faiths and backgrounds to share their backgrounds and celebrate the diversity and richness of our multicultural city.

Staff and parents/carers will have a very good understanding of policies on equality and fairness and equal access to the curriculum. The curriculum and culture will promote a positive appreciation of equity, equality, social justice and diversity in society. Diversity

is promoted and celebrated within and beyond our school community with an emphasis on acceptance and tolerance.

British Values

It is crucial that our students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. Our school's ethos and teaching will support the rule of English civil and criminal law and will reject anything that undermines it. Through discreet Citizenship classes, we will promote 'British Values' which includes a safe environment to challenge opinions and behaviours that are contrary to 'fundamental British Values.' Our students will be taught to maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Our school will have a duty to prevent extremism under Section 26 of the 2015 Counterterrorism and Security Act which requires that schools have;

“Due regard to the need to prevent people from being drawn into terrorism”.

Our Leadership

Our Senior Leadership Team will ensure our staff understand radicalisation, have the capabilities to deal with it, are aware of how important this duty is and can implement it effectively.

Partnership

Our school will show evidence of productive co-operation, with local Prevent staff, police and other appropriate agencies.

Capabilities

Our staff will understand what radicalisation means and why people may be drawn into terrorism through it. They also need to understand what kind of extremism the government is interested in, namely vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Our staff will receive continuous development about what measures are available to prevent people being drawn into terrorism.

We see that it is our responsibility to strengthen community cohesion by focusing on the links between all communities. Our school will have discreet Citizenship lessons and tutor topics which can react to major events (such as the Syrian conflict) by creating a meaningful and safe space for debates, fund-raising etc. Our aim is to creating active citizens who can participate more fully in democracy. Our students will learn how to critique and challenge ideas in an informed and respectful environment.

Our school will use **PREVENT** duty guidance (issued as a result of The Counter-Terrorism and Security Act 2015) to inform our community on how to identify the risks of young people being drawn into extremism and terrorism. **PREVENT** is not just

concerned with the rise of any one terrorist ideology. The guidance highlights both Islamist extremists and white supremacists and other right-wing terrorists, therefore our staff need to be knowledgeable about extremism in every culture and or faith.

As a school we will acknowledge our duty to have due regard to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Resources, Services and Outside Agencies

Our staff will use resources and services as well as engage outside organisations to provide up to date, quality and informative lessons, tutor sessions, workshops and assemblies.

Digital Disruption – This organisation provides chargeable and free resources targeted especially at increasing digital literacy – at how young people use the internet, and critique and challenge information they find on it.

Learning Together To Be Safe – This publication supplements earlier Government guidance for local partners on preventing violent extremism published in June 2008, and responds to calls for more practical advice specifically focused on schools and colleges. It is the product of discussions with young people, teachers, local authorities, police and community representatives across the country.

Inspire - A counter-extremism and human rights organisation which seeks to address inequalities facing British Muslim women. By empowering women, Inspire aims to create positive social change resulting in a more democratic, peaceful and fairer Britain.

Bristol Multi-Faith Forum (BMFF) - Funded by Bristol City Council, under its Equalities agenda, the Bristol Multi Faith Forum aims to provide opportunities for communication and relationship building between people of different faiths and enable people of diverse communities and traditions to engage together in the direction and development of the city. We will talk to one another and with the wider community of Bristol.

Citizenship Education

Through our tutor teams, weekly assemblies and the delivery of discrete citizenship lessons our students will have frequent opportunities to reflect on and to discuss their rights and responsibilities and to demonstrate concern for and acceptance of others. Our students will have lessons and experiences which teach them that respect for diversity and understand differences and values. Our school will foster the belief that members of our school community are given encouragement to share their views and act as positive role models for others.

Incidents of inequality, racism, sectarianism, bullying and discrimination will be addressed according to school policy and when they happen, they will be dealt with

promptly and with consistency. Our pastoral infrastructure; the bedrock of our school, will ensure that all aspects of students safeguarding and welfare remain paramount and our Citizenship and PSHE lessons will allow us to address incidents collectively in a safe and trusted environment.

Values in Practice

Our school will be aware of the many social problems affecting our students such as crime, racism, violence, drug abuse and radicalisation. Experience shows us that low self-esteem and an inability to tell right from wrong are the main causes of these difficulties. By taking part in the SMSC, SEAL and PSHE education under the umbrella of ViP (Values in Practice) our students will have access to a framework of universal values which will help them to make positive choices, build their self-confidence and fulfil their potential. Understanding and practising the values benefits everybody: our young citizens, families and the community.

Making Values in Practice an Integral Part of the School Curriculum

Social Emotional Aspects of Learning (SEAL)

Establishing and maintaining a safe and calm school environment is an essential priority for facilitating our students' learning. This in turn depends on positive social relationships and healthy emotional development among students. SEAL provision is our comprehensive approach to promoting the social and emotional skills needed for effective learning, positive behaviour, regular attendance, and emotional well-being.

Our SEAL provision will include a taught element involving learning opportunities that are intended to be integrated across the Key Stages. These learning opportunities will complement a wide range of related school-based activities, such as anti-bullying ambassadors, school council, a House System, peer mediation, and nurture groups. Crucially, SEAL will also provide a broad, holistic 'whole-school' approach which addresses issues relating to our school organisation, staff development and leadership, family and community relations, and overall school ethos. This approach is fully compatible with various other national initiatives, including **Healthy Schools, Targeted Mental Health in Schools, and Assessment for Learning.**

SEAL will allow flexibility in working on the social and emotional aspects of our school environment, enabling us to respond to our students needs and to build on existing good practice. It will be implemented in different ways, including: targeted teaching activities with selected groups of students; a focus on teaching social and emotional skills in specific lessons; and genuinely 'whole-school universal' approaches that engages all staff and students to address wider issues related to the school as an organisation and community.

A consistently important quality of SEAL implementation will be having a genuinely 'whole school universal' approach comprising the following key components:

- **Engagement of all staff in the school's SEAL strategy**
- **Cross-school programme of SEAL learning opportunities for all students**
- **Integrated approach to SEAL, behaviour, and well-being**
- **Delegation of SEAL responsibilities to all staff within a clear management structure.**

Some staff will be trained in Cognitive Behaviour Therapy (CBT) and Mindfulness as it is important for staff and students to understand how the brain operates, how thoughts and feelings influence perception and to develop strategies for improving not only their learning, but also their mental health and happiness. This is particularly important considering the increasing growth in mental health issues with young people.

SMSC – Social and Emotional Aspects of Learning

SMSC is essential for children and young people's individual development, as well as the development of society as a whole. Ofsted highlights the importance of SMSC as central to the development and growth of pupils as people and at the heart of what teachers would say education is all about.

Independent schools (including academies and free schools) must meet the SMSC development standard set out in the Education (Independent School Standards) (England) Regulations.

Our School will have a thoughtful and wide-ranging promotion of the students' spiritual, moral, social and cultural development. It will sum up what our school is all about – preparing children and young people to live full active lives as part of their community and into adulthood.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

We will monitor and assess the impact of SMSC using the SMSC Grid which measures the inclusion of SMSC throughout the curriculum.

In summary, our Values in Practice education will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

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

Types of Need

This school will be a provision for students with Social, emotional and mental health needs. Some will have long term and clearly diagnosed needs and an Educational Health Care Plan in place. Others will have some needs diagnosed but may not yet have a plan in place, or may have other shorter term social and emotional needs which cannot be met in a mainstream school. Students are likely to have a range of prior attainment. The profile of the school may be relatively low attainment on entry, but some students, particularly those who are accessing through alternative provision, may already be attaining at average or above average level, or diagnostic and cognitive tests may show a greater potential than is reflected in their previous test scores. Therefore it will be essential to identify and cater for students' special needs but also to recognise they are all learners and will need a personally aspirational and challenging curriculum to ensure they make rapid and substantial progress.

Social Emotional and Mental Health Needs:

SEMH is a broad and diverse area of need. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

Our students may have any (or all) of the difficulties in the list below (as well as a range of other conditions and difficulties).

Anxiety / depression

ADD / ADHD

Attachment issues

Difficulties in responding appropriately or reasonably to frustration/ disappointment / perceived failure.

Low self-esteem

A history of academic failure

Anger issues

Communication difficulties

Inability to follow reasonable requests from staff

Socio-economic disadvantage

Substance misuse

Eating disorders

Feelings of isolation and withdrawal

Specific Learning Difficulties.

Students requiring alternative provision (“pushed out learners”) are likely to have a similar profile and needs to the above. They may also have already experienced involvement with youth offending teams and the older students are more likely to be in care. (Statistics from Bristol, there are a greater than expected number of children in care in alternative provision), We will need to have full information about their experiences if we are able to remove some of these barriers to successful learning.

Given the changing demographic of Bristol there is an increasing likelihood that students will have English as an additional language, which will be addressed through intensive literacy and communication development through the curriculum and targeted intervention.

How will we meet these needs?

Firstly we will identify their needs using thorough baseline assessment described in D2 on entry to the school. We will also use the SENCo and or educational psychologist to screen for any other previously undiagnosed special needs, especially for students without ECHPs. We plan to appoint our own Educational Psychologist and Speech and Language Therapist who will assist with this assessment process.

We will also liaise closely with the commissioning school and any other agencies who have been involved to draw up an individual profile and a personalised curriculum with clear targets, for academic progress, behaviour, attendance and other criteria as appropriate.

Thirdly and most importantly, in order to provide a safe and effective learning environment, the school will establish clear policies, systems and procedures; and will have experienced and skilled staff; a relevant curriculum as well as a focus on multi-agency working in order to meet the needs of our students. Personalisation of provision and the development of strong relationships in the wrap-around pastoral system will be key to addressing their needs.

Safeguarding

North Star Academy will be a safe and secure environment. Safeguarding will be a fundamental priority at our school. Many of our students will be at serious risk of harm due to their lifestyles and life circumstances. Multi-agency working will be essential to keep them safe and enable them to develop safe and healthy lifestyles.

It will be essential to have effective and up-to-date systems in place and effective links with other agencies.

All staff will have yearly Child Protection (CP) training in line with Government policy and will have regular updates on practice and procedure. They will be aware of the different types of abuse and the signs and symptoms to look out for.

Staff will be expected to work in an open environment, maintaining a safe and appropriate relationship with pupils. Staff will avoid private or unobserved situations and will always encourage open communication with no secrets.

There will be identified CP Leads (the Principal, Deputy, and Heads of Key Stage) who will have advanced CP training. Senior staff will be trained in Safer Recruitment Practices.

There will be a clear policy that will be reviewed annually and systems of recording and monitoring concerns, as well as passing these on.

There will be a termly report to Governors and a designated Governor with responsibility for CP.

The school will have an embedded system of PSHE which will be monitored by the Heads of key stages. The “wrap-around” pastoral care system will be a key part of the school system and should help to identify and address concerns at an early stage. We will be a small school with small groupings so tutor teams will be alert to any changes in their tutees behaviour, well-being and attitudes.

There will be a morning meeting and evening de-brief to alert staff to concerns and to collate their concerns and views.

Anti-radicalisation: Students who are at risk of exclusion are likely to be isolated and therefore potentially vulnerable to radicalisation. Staff will be aware of the Prevent strategy and have the relevant training. They will be aware of warning signs to look out

for regarding radicalisation and will report this using a clear system and in line with the school policy.

Our approach will tie into the wider VIP/PSHE approach relating to British values. (See above).

Bullying:

There will be well established and clear policies to prevent bullying and to address issues when they do occur which will include:

Peer support systems, including peer lead Anti-Bullying Ambassadors.

Anonymous recording systems.

Anti-bullying week.

A strong School council.

An effective tutor / pastoral system.

Inclusion of bullying data on the termly Behaviour Report.

Analysis of data to identify where / when bullying occurs in order to address this.

High staff: student ratios

High levels of supervision at break and lunch times.

Regular work on E-safety.

The involvement of other agencies, including the police in repeated or particularly serious cases.

Whole school work on the importance of difference.

An ethos of dignity and respect.

CCTV installed around the school in order to facilitate investigations.

Behaviour

Students at North Star Academy will have SEMH needs, whether they have a plan or not, so it is imperative that there are effective and clear systems for addressing behaviour and providing strategies so that students are better able to manage their own behaviour. There will be clear rules and consistent and clear consequences, shared, understood and implemented by all staff. There will be a points system to reward good behaviour (and monitor progress towards targets.) While we aim to develop an intrinsic motivation and a love of learning, there is a need for an extrinsic rewards system. This will be linked to lesson points that are linked to students' individual targets, their respect for classroom rules and the effort they put into their work. Rewards will have to be earned.

Positive phone calls home and quality time with adults, regularly identified in research as being the most favoured "rewards" by students, will be integral ways of working for our system.

All students will have:

- Individual Education Plans which will include behaviour targets. These will be reviewed weekly.

- Positive Handling Plans which will identify common antecedents and triggers for an escalation in behaviour. Staff will be familiar with these plans and with effective de-escalation strategies. All staff will have Positive Handling training which will be used only as a last resort and in line with all the guidelines and policies.
- Individual Risk Assessments.
- Individual Profiles / Individual Pen Portraits detailing key information.

These plans tie in with the whole school approach of personalisation. The better we know our students and plan for certain behaviours, the more effective we can be in managing them and helping them manage themselves.

As part of the creation of a positive learning environment, staff will encourage and reinforce positive behaviour and mutual respect for all. It will be recognised that difficulties in controlling behaviour or understanding social interaction or norms may be intrinsic to pupils' SEN. Through positive management strategies, the curriculum, IEP targets and therapy, all pupils, whatever their difficulties will be supported, enabling them to make a positive contribution to the school community.

The whole school behaviour policy will be reviewed regularly by staff, students and parents. This will encourage "buy in" and re-establish the non-negotiables. It will include the importance of certain values such as respect; establish some clear rules and consequences and will recognise the importance of the involvement of all stakeholders in improving behaviour.

There will be a whole school approach to behaviour that will be consistent and fair.

There will be an electronic system of recording incidents which will allow effective analysis of data. To have a clear picture of what goes on in our school, we intend to use an electronic system to:

- Collect data about student performance, success and behaviour.
- Analyse this data rigorously to draw trends, patterns and diagnose issues.
- Enable teachers to make use of this data to inform their teaching (using assessment for learning approaches).
- Enable parents/carers and children to access relevant parts of this data to understand their performance and how to improve it.
- Develop a collaborative environment – where all staff feel accountable to one another and responsible for the overall success using a consistent whole school approach.

This data system will tie into the whole school wrap-around pastoral approach. We will work with the students and the EP and other agencies on developing resilience and self-belief and strategies for managing themselves. Students need to learn to self-regulate if they are to become successful citizens and we need to support them and guide them in this often difficult process.

There will be a culture in the school of celebrating meaningful success. There will be regular assemblies and presentations to recognise and reward achievement. This will link to the school's marking policy and the "Personal Best" system where good pieces of work are recognised and celebrated.

There will be a House system to create an additional sense of belonging.

Rewards for good behaviour:

These can include:

- Phone calls home from teachers, tutors, Heads of House, SLT and The Principal.
- Trips out.
- Additional free time.
- Time with staff.
- Certificates home.
- Recognition during assembly.
- Opportunities to help in the office.

Consequences for breaches of the school rules will include:

- Loss of points.
- Loss of free time – there will be a focus on the loss of learning and the need to "Catch Up" on work that has been missed. This Catch Up could be a break, lunch, after school, or in some cases, before school.
- Loss of privileges. Privileges come from being positive members of the school community. Students can earn the right to certain privileges such as going to the shops, participating in some clubs and
- Letters of apology.
- Completion of reflection Sheets.

The key to the successful management of behaviour will be the consistency with which rewards and sanctions are applied and work through all areas of the curriculum on pupils' understanding of appropriate behaviour.

The school will hold data on the behaviour of different groups of pupils and its use of rewards and sanctions, including permanent and fixed term exclusions. Where inequalities exist, interventions will be put in place to tackle them.

Attendance

National and local data shows a disproportionate number of pupils with SEN with persistent absence from school, both in mainstream and special schools. It will be vital to monitor and act decisively on absenteeism as there is a clear link between poor attendance at school and lower academic achievement. The Government's Guidance on the Attendance of Pupils with SEN discusses a number of strategies to improve

pupil attendance. Most relate to the quality of pastoral care, support for pupils' SEN, suitability of curriculum and management of bullying.

An effective wrap-around pastoral system and tutor teams that know their tutees, as well as a safe and respectful learning environment that puts meeting the academic, social, emotional and mental health needs of the students as a priority will encourage student attendance.

Action to improve attendance:

- The school will have a clear, structured attendance policy including a process of escalation.
- Initial absence will trigger "First Day Calling" from the office and reasons for absence will be recorded.
- The Office and Tutor teams will monitor attendance at this stage.
- If attendance does not improve and the tutor teams links with the family and student are unable to improve attendance, then there will be an escalation of response including Heads of areas of the School, The Assistant Head etc. Other agencies will be involved.
- Systems will be in place to monitor unauthorised absence with the possibility of Education Welfare Service (EWS) (or similar) involvement and Fixed Penalty Notices. This will depend on individual circumstances.
- The school will have a text and email service to alert parents / carers of absence.

It will be essential to fully understand the causes and establish the school's role in these. It may be necessary to reflect on the quality of the child's experience, with input from a number of staff members. Improving attendance is also about developing relationships with parents and carers and supporting them as much as possible. The school will work to empower parents and carers and assist in developing new and effective strategies to engage with their children. Part of our job will be removing obstacles to school non-attendance and these may be with the student, the parents and carers or both.

In the second year of opening we will have a Home-School Liaison Worker (later developing into a team) to work with parents and carers and improve attendance.

Working with other Agencies

"It takes a village to raise a child"

We will be proactive in seeking out early help and intervention and work with other organisations and schools to shape the provision. Multi agency working is essential. We will need to access as broad a range of skills and professionals in order to meet the often very complex needs of our students.

Examples of agencies we will develop links with include:

Child and Adolescent Mental Health Services (CAMHS)

First Response / Social Services/ Early Help

Troubled Families

Educational Welfare Service

The Police, Fire service

Youth Offending Team (YOT) / Youth Inclusion Projects (YIP) / Family Intervention Team (FIT)

The Brooke Clinic (Sexual health)

Many of our students will have challenging home situations and will be exposed to an increased level of risk. It is essential to use all the agencies that are available in order to keep them safe and get the support that they need. With the increase in mental health concerns nationally, access to CAMHS will be particularly important.

Drugs and Young People's Project (DYPP):

In order to provide our students with information so that they can make informed choices about the risks they may expose themselves to.

The School Nurse / GPs / Dentists:

Often our students do not get the access to medical services that they should. The school will encourage parents / carers to access these services, but if this unsuccessful, will become involved in order to safeguard the health and wellbeing of the student.

Careers services. (as mentioned in employability)

Section E – Evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete this section in full for each school they wish to open.

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

There is a shortage of quality places for students with SEMH in Bristol due to:

A dramatically increasing population in Bristol at all key stages (*Alternative Learning Provision needs analysis Bristol City Council August 2015 page 3*). In north Bristol this is likely to be a 22% increase in KS2, 31% KS3 and 26% KS4. This not only increases the number of students likely to have SEMH, both with and without a plan, approximately 2.12% of the population, but also the capacity of existing mainstream schools to cope with children with these needs as class sizes increase to cope with the population growth. These needs have been identified by the local authority but they are unable to expand current provision and therefore need new provision which North Start Academy will provide.

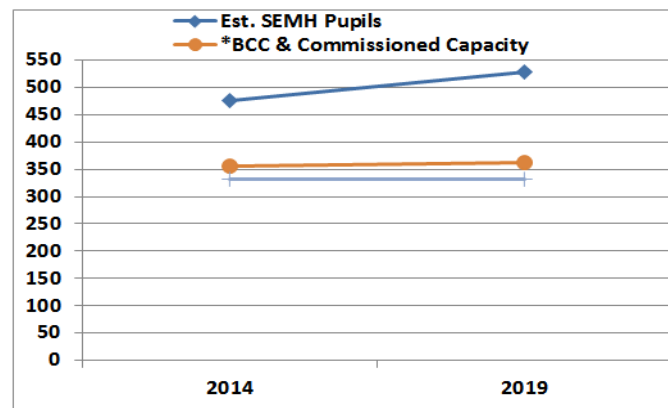
Existing provision for students with SEMH is now full to capacity, it will not be able to take any further students. (see table of local SEMH schools)

An increase in need for places identified by local mainstream schools primary and secondary. National and local increases in mental health issues are well documented. In Bristol the

quality of schools (now 95% of secondary schools are Ofsted rating good or better) and as attendance rates and inclusion strategies improve more children with SEMH and requiring ALP are firmly within the education system. (as opposed to outside and unknown about previously) The demand from primary and secondary head teachers is well expressed in the attached letters. They are clear that due to falling budgets, and lack of support from external agencies such as CAMHs, they are increasingly having to contain children who require specialist provision. Children are looked after in primary school, but unprepared for the transition to secondary where there is too much early failure. North Star Academy addresses this identified but unmet need in the city of Bristol.

In secondary schools the outcomes for these students are poor and their inability to cope with mainstream education is reflected in growing permanent exclusion rates in the city and in north Bristol. Schools wish to be able to commission places to avoid permanent exclusion or to work effectively with specialist provision to reintegrate students where possible.

Specialist: SEMH Graph of Estimated Need vs. Capacity (2014-2019)



There is too little good quality ALP in the city and no ALP in the north of Bristol. Head teachers have, quite rightly, high expectations and while some provision is part time and engaging there is a lack of secure teaching and learning and students do not make progress in line with their peers. Kids Company closed in August 2015 and is only one of a range of provision which have closed down for a variety of reasons, including safeguarding.

The City of Bristol FE college has been graded as inadequate in February 2016. This would be the normal place of choice for students who are not engaged in learning 14-16 and providing high quality alternative provision for learners from 14 to 19. This is not in place currently. North Star Academy will be able to provide high quality provision for these learners and work closely with the college as it rebuilds its provision for this age group with SEMH (the college is good for young people with special learning needs) and work in partnership to secure good supported transition to full time education at college.

Information from this section comes from the LA documents:

Meeting the Needs of "Pushed out Learners" – Draft Commissioning Plan (16.09.15)

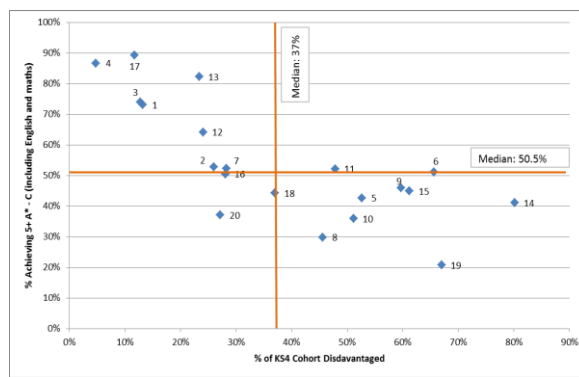
And *The Integrated Education & Capital Strategy (2015-2019)* for Bristol.

In Bristol there is a clear gap between the growth in need for provision places for students with SEMH and the capacity to offer those places.

Specialist: SEMH Graph of Estimated Need vs. Capacity (2014-2019)

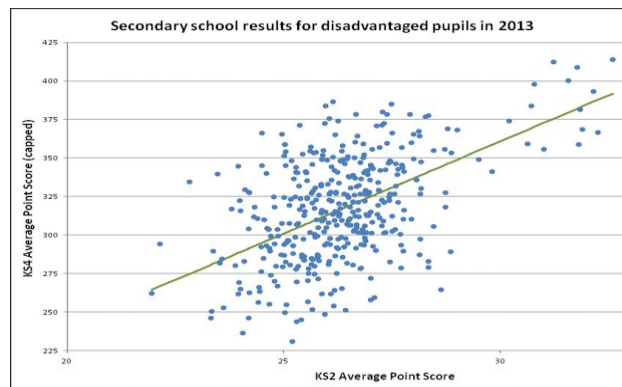
from *The Integrated Education & Capital Strategy (2015-2019)*

Not all children with SEMH are disadvantaged but they are likely to be. The graph shows the outcomes for disadvantaged children in Bristol. There is still a widening gap which shows Disadvantaged students are not achieving their potential as illustrated in the graph.



Draft Commissioning Plan (16.09.15)

Too many students are falling below the line of expected progress.



“Currently Bristol does not have a unified pathway for students with SEMH”

“Where they are educated could be the result more of luck, timing or geography that a consideration of their needs and choices.” (31)

For these statements to be included in a working document about educational provision is a sad indictment of the current situation in Bristol. It is an unacceptable situation.

Joined up and strategic work is being done to address this situation and we want to be part of this. North Star Academy is an integral part of the solution to lack of high-quality, flexible, appropriate provision.

Population growth

“Bristol’s population is growing rapidly and since 2003 is estimated to have increased by 46,000 people, an increase of 11.8%. This compares to an England and Wales increase of 7% over the last decade. Between 2003 and 2013 the number of children (aged 0-15) living in Bristol is estimated to have increased by 10,200 (14.2%)....The growth in the number of under 5s in the last decade (36%) is one of the highest in the country (E&W 19%). The trends reflect the substantial increase in numbers of births in Bristol in recent years.”

Local authority projections show an upward trend in future numbers of pupils with SEN. BESD (or SEMH) is likely to increase broadly in line with overall SEN trends.

It is predicted that by 2019 there will be 1197 students in Bristol schools and PRUs with SEMH needs.

Our provision would meet this need in the North of the city. It is a provision that local schools want and have done for some time. They see it as necessary. (See appendix).

Without our provision, need will be met in a piecemeal fashion without the expertise and networks that our team can offer.

As population increases, demand for places in education provisions increase.

Approximately 2.12% of the Bristol school population currently requires ALP, however the increased school population is likely to impact on demand for future ALP in other ways:

Increase in exclusions:

“...the actual numbers of pupils being permanently excluded in Bristol has risen since 2011-12.”

“The proportion of excluded primary pupils has been increasing and is now higher than that of our statistical neighbours and England overall.”

25% of exclusions are in the North.

Some national statistics:

- 70% of excluded children have special educational needs (SEN), with or without a statement of SEN
- Pupils with a statement of SEN are six times more likely to be permanently excluded than their peers

- Children with a diagnosed mental health problem are 17 times more likely to be excluded from school than their peers
- Pupils receiving free school meals are four times more likely than their peers to be excluded.

Approximately 50% of permanently excluded pupils in the South, 25% in the North and 25% in East/Central Bristol.

By creating a specialist provision that can work with mainstream schools, these figures can be reduced. Early intervention; support packages; small classes and personalised pathways that meet the needs of the students and other factors as identified in earlier sections will lead to a reduction in exclusion.

There is a clear need for a provision that addresses this situation. There are serious consequences of exclusion for students as individuals and for society as a whole.

Insufficient Provision currently exists and with the increase in population, this problem will be exacerbated.

LA documents identify a shortfall in existing places, exacerbated by the closure of Kids Company in 2015 which provided 20 ALP places in the North Bristol.

They currently identify the need in North Bristol for:

14 ALP places in KS1 and 2.

30 ALP Places in KS3.

In KS4 they propose a “possible new provision developed by schools” There is a “Budget for individual placements of c. [REDACTED]”

There is currently no KS3 ALP provision in the North of the city. They suggest:

“An ALP provision at KS3 should be refocused at a PRU or AP Free School.”

“There is currently no “school-like” alternative provision in the North and schools in that area are leading the development of a local solution. This may involve schools setting up their own provision or supporting a PRU or free school to set up local provision in the North.” (40)

North Star Academy will clearly meet the provision required in the strategic plan of the LA in developing a clear pathway for students with SEMH.

It grows from the local “systems leadership” already in place with good and outstanding schools supporting others to improve by developing networks of school to school support. This bid has been developed in partnership with secondary head teachers and with input from primary head teachers.

Our proposal was discussed with both [REDACTED] and both are fully supportive

of the bid. They see there being a clear need for such a provision, led by experienced practitioners.



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

Dear Sir, Madam

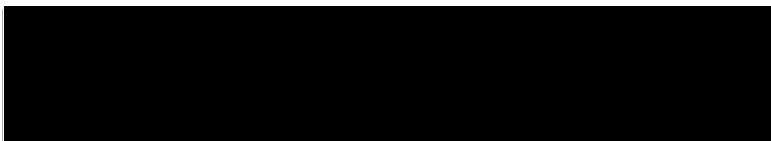
**Confirmation of support for North Star Academy on behalf of the 17 primary school members of
NW24 Teaching & Learning Partnership.**

We confirm that the member schools of **NW24 Teaching & Learning Partnership** unanimously support North Star Academy's application. We understand that North Star Academy is a hybrid ALP / SEMH school designed for students with SEMH from Year 4 up to Year 13 located in the North of Bristol and which is proposed to open in September 2017.

We strongly agree that there is a need for the type of proposed provision in the local area and we will consider referring pupils to North Star Academy.

Currently, the **primary** schools in our partnership can identify 50 students who would benefit from the Outreach services offered, and 45 who would be referred for placement if this provision were available now.

Based on previous years' figures we anticipate that our schools would make approximately 40 - 50 referrals per academic year.



Date: 29th February 2016



NW24 Teaching and Learning Partnership

NW24 Teaching and Learning Partnership is a network of schools in Bristol collaborating to ensure the delivery of the highest possible quality of education for all pupils.

All of the schools in NW24 are located to the North and West of Bristol city centre – from Stoke Bishop across to Bishop Road, and from Hotwells up to Westbury-On-Trym. Their Governing Bodies have signed up to a formal agreement to drive improvement in all the member schools by working ever more closely together.

NW24 includes Infant, Junior, Primary, Secondary and Special Schools. It includes Bristol Local Authority maintained schools, standalone academies, sponsored academies and Free Schools. The diversity of the membership is one of the biggest strengths of the Partnership. Heads, Governors and Business Managers have all made a commitment to strengthening the links between schools for the benefit of the children and families we serve. Teachers, learning support teams, pastoral support workers and administrative staff can all benefit from the opportunities that this collaboration brings.

NW24 schools belong to a partnership which aims to improve outcomes for children, to deliver high quality professional development for staff, and to represent the interests of its members in policy decisions at local, regional and national level.

Members

Bishop Road Primary School	Horfield CE Primary School
Bristol Cathedral Primary School	Hotwells Primary School
Bristol Free School (Secondary)	Redland Green School (Secondary)
Christchurch CE Primary School	St Bonaventure's RC Primary School
Claremont Special School (Primary and Secondary)	St John's CE Primary School
Colston's Primary School	St Michael On The Mount CE Primary School
Cotham School (Secondary)	SS Peter and Paul RC Primary School
Elmlea Infant School	Stoke Bishop CE Primary School
Elmlea Junior School	Westbury-On-Trym CE Primary School
Henleaze Infant School	Westbury Park Primary School
Henleaze Junior School	



BRISTOL
LEARNING CITY



Confirmation of Support for Alternative Provision Free School

Dear [REDACTED]

We confirm that the Local Authority of Bristol supports the Alternative Free School application (as yet unnamed) currently supported by Redland Green school and Orchard School. We understand that the Alternative Provision Free School will be a hybrid provision for children with social, emotional and mental health (SEMH) needs from ages 9 to 18.

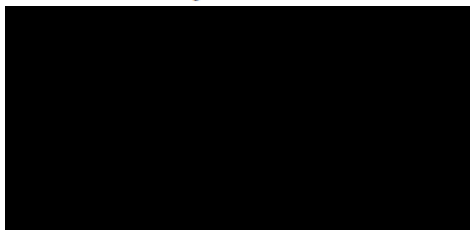
We recognise that Redland Green and Orchard School already provides excellent provision for secondary and post-16 aged pupils in Bristol with a strong presence in North Bristol. Both schools have strong inclusion practice and this new provision would meet the needs of pupils within the all North Bristol Schools.

The Local Authority has recently published its Integrated Education & Capital Strategy which sets out the anticipated need for education provision in the City from early years to post-16 over the next 5 years. In addition, more detailed analysis of SEMH need has been carried out as part of a re-commissioning process for Alternative Learning Provision.

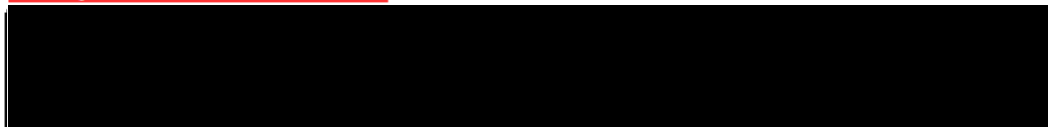
Based on the analysis carried out for both strategies we would expect to purchase up to a total of 32 places in key stages 2, 3 and 4 within the first 2 years of opening. We would anticipate the current average top up cost to be in line with existing funding agreements for similar provisions of a [REDACTED] for 12 weeks and then by individual assessment depending on the specific needs of the child and this will be discussed with the unnamed Free school on a case-by-case basis.

We look forward to working in partnership

Yours sincerely



People Directorate



(For more Commissioning Letters – see Appendix 2)

Academic Achievement:

“In 2013-14 just 13.1% of those pupils recorded as attending ALP were entered for 5 or more GCSEs. The number of pupils in ALP getting 5+ GCSEs at grade A-C were too few to be recorded.”*

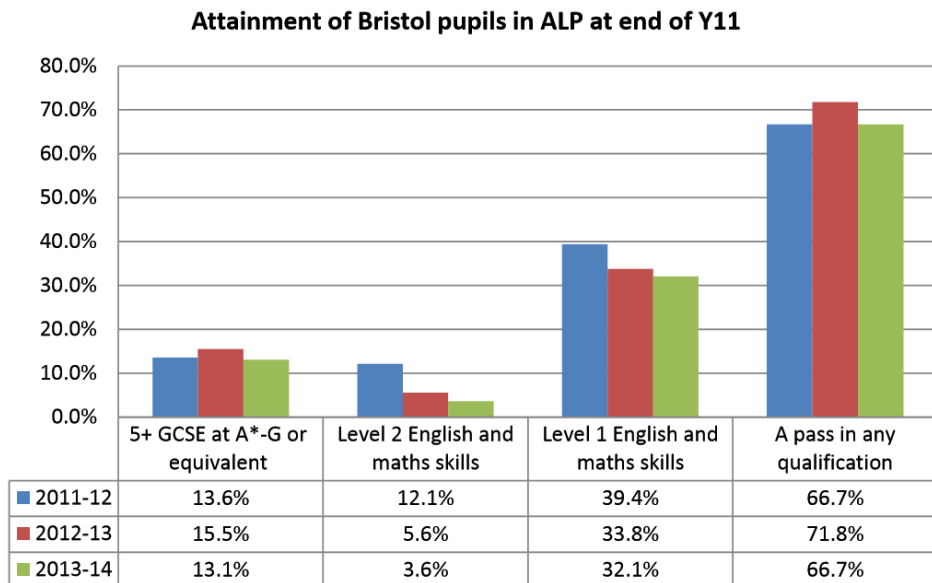
“We lack sufficient information from schools about the academic attainment of the pupils that they have placed in alternative provision. The local authority ALP team are currently working towards an improved tracking system for academic attainment.”

There is a clear need for a school that offers an aspirational curriculum that will enable students to make academic progress, offering a vocational curriculum or engaging students in activities because they enjoy them is not enough and has been a feature of independent AP in the city.

Attainment

“Relatively few pupils in alternative learning are entered for GCSEs.”

From BCC Needs Analysis



Source: DfE school census

Our students can and should be achieving more than this.

The following table contains information about existing provision in the North of the city.

School:	OFSTED Category	Places / current numbers on roll	Comments	Outcomes:
Bristol Gateway School (Special School - KS4. LA Maintained.)	Good	60 / 60. Full	Limited by size of classrooms; an old building; limited facilities and major development on the site next door.	30% 5 A*-G at GCSE 0% 5 A-C at GCSE
Woodstock (Special School - KS3. LA Maintained)	Good	54 / 54 Full.	Over-subscribed.	17% Level 4 or above in reading, writing and Maths.
Include. (independent special school-part of a charitable trust)	Good	10 / 10	Offers GCSEs in core subjects along with functional skills and life skills.	0% 5 A*-C at GCSE. 0% 5 A*-G at GCSE

Kids Company were included on the LA approved ALP list as providing 20 places. They have since been closed down and these places no longer exist.

Secondary and Primary Heads in the North have identified a need.

Secondary Heads in the North of the city have also been requesting such a provision for several years as evidenced by the minutes of their meetings.

Information collected from Secondary Heads in the North regarding the commissioning of places:

	KS3	KS4
Orchard School	3	3
Henbury	3	1
Fairfield	1	1
St Bedes	1	1
Redland Green School	3	0
Colton's Girls School	1	1
Cotham School	1	0
Bristol Free School	1	
Bristol Cathedral Choir School	1	
total	15	7

NW24 partnership identify a need for up to 40 places for Key Stage 2 we have a commitment to commission 11 places in year 1

There is clear need for a new provision in Bristol. What we are proposing will meet the criteria for an effective provision as identified in the commissioning document (29) 6.1.

Timeline of meetings with LA representatives:

Date:	People involved	Details:
██████	█	████████████████████
██████ ██████	██████████ █	████████████████████ ████████████████████
██████ ██████	██████████ █	████████████████████ ████████████████████
██████	█	████████████████████

25/02/16	[REDACTED]	Meeting with NW 24 - Primary Heads Association	
All meetings have been positive and the LA and Heads' organisations have expressed support for the bid.			
Please tick to confirm that you have provided evidence as annexes:			✓

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- Refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – clear plans to manage referrals.

This section is taken from The AP Application on the advice of the NSN.

Referrals:

Bristol Secondary schools are developing an ALP Hub to facilitate the placement of students in ALP. Head teachers will meet to discuss each student requiring another provision and the appropriate provision. This may include another mainstream school but will definitely include this provision. This panel will decide on the most appropriate placement, this will ensure that those students with the greatest need can be placed in a setting where they will thrive. Currently there is a lack of capacity to provide specialist provision of a high quality and these students are further failed in this part of the city. Details about the provision that the school offers will be contained here, on the school website and in a range of marketing documents. In time OFSTED reports will also be used as well as stakeholder feedback and other measures of success - including re-integration rates and evidence of progress.

Although the Hub is still in development it will make the process as efficient as possible. Alternatively, referrals may be made directly to the school but another school or by parents who recognise the benefits to their child from attending specialist provision.

Referrals should be completed in 1 week. It is important that the process is as efficient as possible to prevent loss of learning. The school will have developed close working relationships with mainstream schools and so concerns can be addressed early. Students being referred may already have had support from the school via the Outreach provision.

The school will use a referral form that will contain the following information:

Reasons for referral

Basic admin details e.g. address

Targets

Success criteria for Readiness to Return

Length of placement

Strengths

Current levels including RA / SPA

Details of current difficulties.

Any behavioural logs / records.

Any safeguarding issues.

Attendance

Medical information

Behaviour reports

Subjects studied (if KS4)

Other agency involvement

Stakeholder feedback.

Travel arrangements

Any other relevant information

Schools and parents will be asked to provide examples of student's current work.

Initial Meeting:

An initial meeting to discuss the needs and learning gaps of the student will be essential in order to tailor and personalise the provision. The commissioning school, the student, parents and other involved parties should attend.

At this meeting Key Tutors and commissioning schools lead points of contact should be identified. For commissioning schools, this most likely will be Heads of Key Stage. Dates can be arranged for initial testing.

During this meeting it is necessary to exchange key information including:

- Risk assessments.
- Relevant policies e.g. Behaviour, Safeguarding.
- Key gaps in learning / Assessment.
- Targets (Academic, Behaviour and Social (including the Boxall Profile))
- Behaviour agreements and Home school agreements and other relevant paperwork should be signed.

Referral Criteria:

North Star Academy will accept students:

- With SEMH difficulties.
- Who are struggling in a mainstream setting due to SEMH difficulties
- Who are experiencing short term disruption in their lives and would benefit from a smaller, specialised and more personalised provision.
- Who are at risk of exclusion
- Students who have been excluded.
- Some students who have attendance issues and who would benefit from a smaller, specialised and more personalised provision.

If students meet these criteria; if there is agreement between all stakeholders and if there are places available, then the student will be accepted into the provision. Because of the size of the school, it is possible to have more flexibility in admitting students and around groupings, dependent on need and to admit students at times other than at the start of the year.

Information regarding assessment and communication with parents and carers has been referred to in section D2. Progress Reports will also include engagement information.

Base-line assessment information is included in section D. Information gathered here will inform which personalised pathway the student will take and which areas need priority targeting. Readiness to Return forms (as mentioned above) will be used to assess progress and readiness to return to the mainstream setting.

Case study:

(See Appendix 7)

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



Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

Complete the table below; and provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once 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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

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

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

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

F1 (a) Skills and experience of your team

Once the bid is accepted, then a timeline will be written to meet all key milestones and tasks to be completed. The members know they will lead this initially and identify other groups and individuals to take the project forward. Appropriate delegation of responsibility while retaining accountability and compliance will be key factors of this approach. The project plan will have clear roles and responsibilities clear deadlines and lines of accountability/ delegation.

The timeline will include a full account of meetings, with clearly focused agendas, outcomes and attendees required. There will be regular meetings to monitor and review progress, identify any possible delays or problems and find cost effective solutions.. The skills and expertise of our team (see CVs) means that this process will be handled effectively and in accordance with legislation.

This table identifies some key areas of importance and how these may be met:

	Board of trustees or named trustee	Principal designate	Partners and other staff
Establishing key roles and responsibilities.	Board	Once appointed	
Signing Funding Agreement and all relevant paperwork	As appropriate		
Appointing a Project Developer.	Board		
Appointing a Principal.	Board		
Working with the EFA on premises.	Andrew Bowyer		
Appointing high quality staff.		Senior staff will be appointed with the board and then this role delegated to the principal designate	

Carrying out statutory consultations.	Board identify and commission consultations		Project lead, possibly outsourced
Developing policies and procedures including admissions policy, safeguarding policy, and that the school is in accordance with its Equalities Duty.	Board prior to appointment of Principal designate then lead by the Principal		
Developing all necessary systems and protocols.		To develop with partner school leaders and senior leadership team	
Liaising with relevant authorities / bodies.		Principal	Senior leadership team where relevant eg for safeguarding, Premises manager: health and safety
Developing a Marketing Strategy.	Board to identify strategic aims then outsource using the PDG		Outsourced or using expertise in partner schools
Procurement of resources	Board to set budget and ensure compliance including appointment of relevant staff whether in house or consultants	To oversee establishing controls which meet statutory requirements in the academy handbook and funding agreement	Well qualified in house staff with support from finance departments from partner schools if necessary. Clare Bowyer

<p>Setting up teaching resources and curriculum in the months prior to opening before new staff are in post</p>			<p>SLT will lead in this, but strategies such as paying cover for existing schools to release staff, or seconding staff from other schools for one day a week can be used to increase the capacity in this period.</p>
-----------------------------------------------------------------------------------------------------------------	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please: complete the table below; and refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

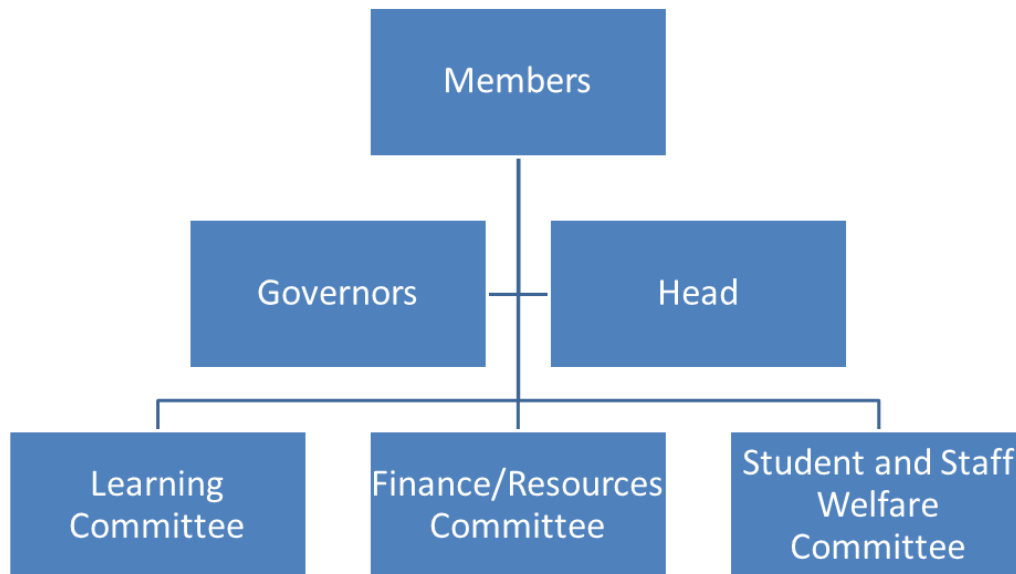
Skills/experience missing	Where is the gap? <small>ie pre-opening team, trustees, local governing body</small>	How and when do you plan to fill the gap
<p>Project Management: The team holds extensive experience of managing large-scale projects, but in the pre-opening stage would benefit from the input of a project manager with direct previous experience of this process.</p>	<p>Ways of working for liaising with DFE. Planning regulations. Members have experience of buying in services. Support is available</p>	<p>The project development grant will be used to buy in additional expertise when needed. The Trust members have experience of setting up schools from scratch and managing new build projects. Therefore aware of potential problems and the importance of high quality and project management. The team is aware of their strengths but also how and where they will need extra and external support to increase the skills, expertise and capacity.</p>
<p>ICT Procurement and Planning: ICT will be an integral part of the school's operation and educational provision. This</p>	<p>Up-to-date knowledge on what is currently good practice (however this can be informed by the network of school head teachers and ICT leads in the city) Technical requirements of system operations</p>	<p>The project development grant will be used to buy in additional expertise when needed. This will include review of ICT plans for future proofing and support in the procurement process of hardware and appropriate software packages.</p>

<p>will need to be efficient, cost-effective and resilient, as well as being as future-proofed as it is possible to make ICT in the ever developing climate.</p>		<p>Guidance will be sought for best practice for record keeping across schools, data analysis, financial planning including requisitions and budgets and web based reporting to parents.</p>
<p>HR Expertise and capacity: Although the team has considerable experience of HR, advice will be sought at the pre-opening stage to ensure contracts, policies and procedures are efficient, robust and in line with current legislation.</p>	<p>Director is accounting officer for an academy and board members have experience of working with external provider to ensure compliance and value for money. Following an appropriate procurement process and identification of HR provider they will lead the establishment of payroll, policies and compliance. This will need to be done before the appointment of the principal designate who would normally lead this process. Developing a full new staffing structure is a rare experience within a school and therefore few head teachers and governors have this prior experience Members have experience of buying in services.</p>	<p>The project development grant will be used to buy in additional expertise when needed to support the procurement process. Guidance will be taken from HR provider to ensure appropriate job descriptions and job evaluations are undertaken to establish appropriate grades. An HR administrator will need to be employed to manage early selection and recruitment process Board and principal will draw on local and national experience in this area to ensure best practice.</p>

Financial planning:	There is some experience and expertise of managing the financial requirements of an academy however many aspects are more complex than leading a local authority maintained school	Where required support will be brought in from established finance officers to ensure all processes are followed. We will work closely with auditors, such as Bishop Fleming, to ensure compliance in all areas.
	The five trust members have experience and knowledge about leading and improving schools and providing special education. Therefore they have an excellent understanding of what will needs to be done and their statutory responsibilities.	Other gaps will arise and will be filled either by buying in services or drawing on a very extensive array of personal and professional networks. Modern Heads have experience of this style of working.

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



The Members at the incorporation of the Company:

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

Increasing the number beyond 5 could be considered should the current team require strengthening or meet any unforeseen contingencies as the school develops.

Members will be responsible for the majority of appointments to the Governing Body (GB). For every vacancy, Members will conduct a skills audit to identify any gaps that need to be filled in the skills, knowledge and experience of existing Governors.

[REDACTED]. Her CV is attached.

Roles and Responsibilities

Members will exercise their strategic role of holding the Governors to account by examining a range of key reports at meetings. The Members may request additional information as required and in the case of errors or omissions, request remedial action be taken. Where problems of significant concern are brought to their attention, then the Members may have to resort to more direct action including, as a last resort, the removal of a Governor.

The Members will, for example, note the contents of:

- Ofsted reports received and proposed remedial action proposed by the Governors and the SLT
- The School Improvement Plan
- Details of any formal visits to the school made by Governors
- Details of any training undertaken by Governors during the report period
- Financial reports from the Governor's Finance Committee including the draft annual accounts when due
- Any proposed alteration to the School's Articles of Association, e.g. in order to enable it to achieve more effectively its objectives
- Action proposed/taken by the Governors in order to be compliant with changes in legislative requirements affecting the School
- Health and Safety Reports from the Governors
- Statistical reports from the Governors in respect of data subject access requests received and dealt with under the Data Protection Act during the report period
- Statistical information dealing with complaints received during the report period including the number received, settled, ongoing and any trends emerging in relation to particular types of complaint
- Any planned closures of the school proposed by the Governors
- Curriculum amendments proposed by the Governors
- Plans to alter and/or develop the school and/or site proposed by the Governors and endorsed by the Finance Committee
- Governor's proposals for changes to the school's admission code and/or admission appeal code
- Recommendations from the Governors for the appointment/dismissal of Governors
- Reports on an ad hoc basis for noting or approval dealing with miscellaneous matters e.g. cyber security etc.

It is the school's intention that the terms of reference applicable to Members will be drawn so as to make clear that the Members will operate in ways which do not impinge on the responsibilities and operation of the GB, whilst enabling them to be in a position to act and/or intervene whenever necessary to carry out its functions, such as dismissing and/or appointing new Governors.

The Members will hold at least two meetings per calendar year and further meetings on an ad hoc basis as necessary. These will be at the end of the Financial year and mid-term.

To maintain a degree of separation between the Members and Governing Bodies, the number of Members who are also Governors will be less than half the total number of Governors. The school will ensure that this ratio restriction will be adhered to on an ongoing basis.

Annual Cycle of Meetings of the Governing Body

The Resources / Finance committee will meet once per term.

The GB will provide a strong core of relevant knowledge and skills with representatives from staff and parents/carers. The final total will be no more than twelve to promote effective decision making

[REDACTED]

All Governors will have an excellent working knowledge of the vision of the school. Their specific knowledge of this school will ensure decision making is guided by a strong sense of direction and motivation.

It may be appropriate at any time to request input from external advisers on specific projects/issues.

Some members of the GB will be expected to complete a four year term of office, whilst some will be given shorter terms, preventing a full scale change of personnel after four years. Parent and staff Governors may, for example, be re-elected after two years as the body of staff and parents grow.

The GB will adopt the NGA's Code of Practice adapted to meet its needs and comply with its Articles. All members of the GB will be required to sign a copy of the code which will reviewed annually. The Governors will be aware of the duties imposed upon them as Directors of an Academy Trust, for example in relation to financial regulation, as direct employers and in relation to the Equality Act, 2010. In this context it will be essential that decisions taken can be seen to be reasonable and that as a body and individually the above Code is complied with at all times. In the event of any uncertainty on regulatory matters, external professional advice will be sought. The school will arrange appropriate insurance cover to meet the above liabilities where appropriate.

Full Governing Body (FGB)

The FGB will meet 3 times a year.

Key areas of focus will be:

Resources, Finances, Learning, Student Welfare and Personnel.

Committee Structure

In order for Governors to work cohesively and decisively, the structure of the GB will be streamlined, with a full governing body and 3 committees. Each committee of minimum three Governors will be small enough to promote efficient decision making but also large enough to generate a broad range of ideas and perspectives.

The Governors will work together to evaluate:

- The impact of teachers on pupils' outcomes
- The data available to show pupil progress
- The ability of the provision to meet the pupils' SEN
- The impact of the school's improvement measures

1. Finance / Resources Committee (meeting termly)

Key areas of focus:

- the maintenance and development of the school site
- setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- monitoring and evaluating the budget allocated to the school to achieve value for money
- management of staffing resource:
- recommend an appropriate staffing structure to the full governing body for approval
- developing, reviewing and updating policies identified within the school's policy review programme and in accordance with its delegated powers
- ensuring the health, safety and well-being of staff and pupils
- maintenance and development of the schools' sites and buildings
- Monitoring the trust's financial controls on an annual basis.

2. Learning Committee: (meeting every other term - alternating with FGB)

Key areas of focus:

- monitoring and evaluating rates of progress and standards of achievement by pupils, including any underachieving groups and pupils receiving Pupil Premium
- ensuring that the curriculum is balanced, broadly based, meets the needs of all pupils and complies with statutory requirements
- following up termly Progress Review meetings where Head teachers, Chair of Governors and LA advisors review progress made against Ofsted key priorities as outlined in the SDP
- developing, reviewing and updating key teaching and learning policies identified within the school's policy review programme and in accordance with its delegated powers
- developing a programme of Governor lesson visits

3. Staff and student welfare (meeting every other term - alternating with FGB)

Key areas of focus:

Staff:

- setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- management of staffing resource:
- monitoring and evaluation of staffing including recruitment and appointment process, staff absence and HR cases.

- recommending an appropriate staffing structure to the full governing body for approval
- developing, reviewing and updating policies identified within the school's policy review programme
- ensuring the health, safety and well-being of staff and pupils
- Annually reviewing of staff pay following Performance Management
- Agreeing procedures for staff conduct and discipline (Capability policy/Staff Discipline, Conduct and Grievance Policy)

Student

- To agree annual attendance targets and monitor progress towards achieving these

To monitor and evaluate:

- the effectiveness of safeguarding policies and procedures and ensure that the school complies with all health and safety and other safeguarding regulations
- the impact of the school's punctuality, attendance and behaviour policies and improvement strategies
- the quality of the school's provision for personal development and well-being
- the effectiveness of care, guidance and support for learners
- the extent to which pupils feel safe
- the extent to which pupils adopt healthy lifestyles
- the extent to which pupils contribute to the school and wider community
- the extent to which pupils develop workplace and other skills that will contribute to their future economic well-being
- the extent of pupils' spiritual, moral, social and cultural development
- the effectiveness with which the school promotes equal opportunity and tackles discrimination
- the effectiveness with which the school promotes community cohesion
- the following up termly Progress Review meetings where Headteachers, Chair of Governors and LA advisors review progress made against Ofsted key priorities as outlined in the SDP where these fall within the remit of this committee

The Heads of the Committees will hold regular meetings with the school Business Manager, typically at the end of the month. The Resources Committee's remit will include the function of an audit committee to look at the trust's financial controls on an annual basis.

Further committees may be formed subsequently, should the volume of work in one area be too great. It may also be appropriate at any point to take advantage of the expertise available from external advisers when they have particular skills and experience not already present within the GB.

Parent Governors:

There will be 2 parent Governors.

Staff Governors:

There will be 2 staff Governors.

Co-opted Governors

The GB will have the power to consider the co-option of Governors as a means to extend its competences in specific areas or assist with validating data and information contained in the Head's reports. Links with local businesses would be particularly useful to the school.

Link Governors

A number of link Governors will support staff and subject leaders in specific subjects e.g. literacy, numeracy, Life Skills, or areas highlighted by the School Development Plan as requiring attention.

Governors will develop their knowledge in their subject area, meet with staff and pupils and report back to GB meetings.

The Role of the Chair of the Governors

The Chair will direct and coordinate the work of the committees and give the Chairs of each one clear guidance on what their committees are expected to achieve. The Chair will communicate on a weekly basis with the Head and the Chairs of the committees.

Clerk to The Governors:

There will be an appointed Clerk to the Governors.

Effective Decision Making

Effective decision making by the GB will be ensured by the adoption of the following systems and procedures.

- At first, the GB will meet every half term and more frequently on an ad hoc basis as necessary. The committees will also meet once every half term prior to the FGB meeting.
- The committees will have delegated powers (as opposed to acting as advisory bodies) acting under formal Terms of Reference issued by the GB. The Terms of Reference will be reviewed annually by the GB.
- All Governors will be supplied with a copy of the latest Governor's Handbook.
- All Governors will be given access to formal training from NGA and Bristol TWS.
- Key Information will be required to be submitted by the SLT to the meetings of the GB and additionally upon request to any ad hoc meetings of the GB. This information will relate to:

Pupil attendance

Behaviour

Termly Progress

PM Information (anonymised)

Teaching/Lesson Observation data

Staff turnover/absence

Safeguarding Incidents including referrals to First Response and other agencies.

Examination/test results

Outcomes for different groups of pupils

Evidence of “narrowing the gap”

Outcomes for pupils on different pathways

Outcomes of satisfaction surveys – Staff/Student/Parent/Carer questionnaires

Number of formal visits to the School made by Governors

Financial data (e.g. performance against budget)

Pupil Premium information

Complaints received, settled and ongoing

Other information deemed necessary from time to time

The GB will satisfy itself of the objectivity and accuracy of the information submitted to them by:

- Comparative analysis, i.e. comparing current information against historical data in respect of the same or similar periods and against other schools where available
- Self-checking by nominated members of the GB, for example information relating to complaints received and record of pupil absenteeism and exclusions.
- External scrutiny by an appropriately qualified and/or experienced adviser.

The GB will review and discuss the information together with any commentary provided, with particular reference to the following:-

- Any significant variances from the ‘norm’ (adverse or beneficial)
- Attainment or otherwise to achieve targets set, internally or externally

The GB will itself have in place procedures for handling complaints of a general nature and will publicise the procedures.

It may be necessary for the GB to meet on an ad hoc basis prior to the next scheduled GB meeting should they need to consider further significant matters arising from their review of the information.

It is understood that the GB must act in a measured way in any response they make to the information presented, so as not to interfere with the efficient running of the School.

In addition to the review of the Head’s Report and Key Information, Governors will carry out regular pre-arranged visits to gather information. They will see whether the school is implementing the policies and improvement plans they have signed-off and how they are working in practice. Such visits will also provide an opportunity to talk with pupils, staff and parents to gather their views.

Senior Leadership Team

The GB will expect and require the Head to deliver professional leadership and management of the school and to facilitate those objectives delegated to the Head in relation to:

- Ensuring that pupils are making good progress
- Staffing: recruitment
- Finance: working in conjunction with the Resources Committee to set appropriate priorities for expenditure and allocation of funds

- School building and site, i.e. be responsible for the school, its buildings, equipment and grounds
- Accountability for health and safety requirements
- Preparation of responses to Ofsted reports
- Curriculum: ensuring that the curriculum is appropriate for all pupils and is supported by high quality teaching
- Pastoral care: to develop a culture whereby all teaching staff accept that pastoral care underpins the performance and behaviour of pupils in all areas of school life
- Leadership: implementing the school's strategy in partnership with the SLT and the GB
- Personnel: leading the performance management of all staff.

The Head also act as an ex-officio trustee and will take the role of Accounting Officer. More details regarding this are contained in the Principal's Job Description and Person Specification.

The Senior Leadership Team will initially consist of:

A Principal.

A Deputy Principal.

2 Assistant Principals – Pastoral and Teaching/Learning

SENCO

The wider leadership group will (eventually) consist of:

A Head of KS 2-3 (Lower School)

A Head of KS 4-5 (Upper School) This will develop to include a Head of Middle School (By 2020) A Head of Post 16

School Business Manager

Behaviour manager

Each role will have a clear job description and Person Specification.

Conflict of Interest

It will be important to identify the potential areas where financial and other conflicts of interest might arise and adopt the following procedures to manage these risks:

- The purchase from, or the sale of goods and services to, the school on non-commercial terms is prohibited under Article 6.6 (a) and (b) of the school's Articles of Association (Articles).

We intend to manage and reduce the risk of non-compliance with these Articles by including the above activities as an approval category in our Delegation Terms of reference for the Finance Committee

- Under Article 50B of the Articles, only one third of the Governors (including the Head) may also be employees.

We intend to manage compliance with this rule by ensuring that identification of 'Governor' status is part of the recruitment process. Notification of any prospective employee will be notified to the Clerk to the Governors to confirm that such appointment will not breach Article 50B. Such confirmation will be recorded in the minutes at the next Governor's meeting

• Under Article 98 Governors are required to declare to the GB any personal interest (financial or otherwise) which they have, which may conflict with their duty as a Governor. Following which, should any matter involving such personal interest come before the Governors for discussion, the Governor in question must absent themselves from such discussion.

We will manage and mitigate the risk of non-disclosure of a personal interest by a Governor by the following means:

- The school will maintain a Register of Material Interests in which all declarations of relevant personal interests (financial and otherwise) will be recorded.
- At each Governor's meeting a permanent agenda item will require the Chair to call for any new or revised personal interests to be declared.
- The Chair when introducing a potentially sensitive topic for discussion will remind the GB that any personal interests needs to be disclosed. For example, a parent Governor might have a personal interest in any variation of the admission criteria. If nevertheless a decision is reached conferring a benefit upon a Governor, such benefit will be recorded in the minutes and monitoring arrangements put in place to ensure that the school gets good value for money.

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools, including alternative provision institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F5 – Independent schools only: an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools only: an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure

All applicants will need to complete this section but you will give us less different information depending on which type of group you are.

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- 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.

Section G – budget planning and affordability

In the Excel budget spreadsheet SEN Designation 1 represents SEMH pupils with EHCP's and SEN Designation 2 represents ALP pupils.

For students with EHCP's costings are based on core funding of [REDACTED] plus Banding (3 and 4). A proportion of students with EHCP's may be Band 5 but we have not allowed for this.

Place funding will be received for ALP students and Secondary Schools will pay an agreed fee on referral.

Additional income is anticipated via outreach and lettings (subject to the suitability of the premises). This has not been included in the budget. A member of staff will be given responsibility for grant applications and fund raising.

The assumptions used for non-staffing costs are detailed in the spreadsheet. They are broadly based on an existing provision of a similar size, combined with benchmarking against other local Special Schools and schools in the South West.

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide 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, i.e. 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.

Appendix 2: Commissioning Letters



27 January 2016

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

Dear Sir/Madam

Confirmation of support for North Bristol Hybrid SEMH/ALP Free school

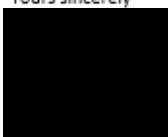
We confirm that Fairfield High School supports North Bristol Hybrid SEMH/ALP's application. We understand that North Bristol Hybrid SEMH is a Free school which will cater for students with social emotional and mental health needs for students between year 4 in primary (age 8) to 19 organised in key stages. It will provide full time permanent places for students with EHCP and both permanent and short term places for students requiring alternative provision rather than mainstream. It will be located in North Bristol, an area which currently has no ALP and is proposed to open in September 2017.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider referring pupils to north Bristol hybrid Free School. We anticipate referring approximately one pupil to North Bristol Hybrid Free School in the first academic year following the school's opening and one in the second year and following years.

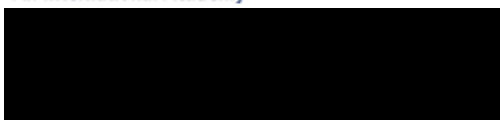
We confirm that whatever referrals we do make we will make to North Bristol Hybrid Free School.

We agree to pay the top up fee of [REDACTED] per FTE place.

Yours sincerely



An International Academy



Cotham School
A Co-operative Academy



[REDACTED]

26 February 2016

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

Dear Sir, Madam

Confirmation of support for **North Bristol hybrid SEMH/ALP Free school**

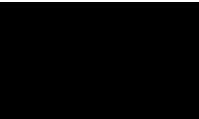
We confirm that the **Cotham School** supports North Bristol hybrid SEMH/ALP's application. We understand that North Bristol Hybrid SEMH is a Free school which will cater for students with social emotional and mental health needs for students between year 4 in primary (age 8) to 19 organised in key stages. It will provide full time permanent places for students with EHCP and both permanent and short term places for students requiring alternative provision rather than mainstream. It will be located in North Bristol, an area which currently has no ALP and is proposed to open in September 2017.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider referring pupils to north Bristol hybrid Free School. We anticipate referring approximately one pupil to north Bristol hybrid Free School in the first academic year following the school's opening and one in the second year.

We agree to pay the top up fee of [REDACTED] per FTE place.

[REDACTED]

Date: 26 February 2016




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

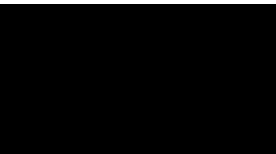
Dear Sir, Madam|

Confirmation of support for **North Bristol hybrid SEMH/ALP Free school**

We confirm that Colston's Girls' School supports North Bristol hybrid SEMH/ALP's application. We understand that North Bristol Hybrid SEMH is a Free school which will cater for students with social emotional and mental health needs for students between year 4 in primary (age 8) to 19 organised in key stages. It will provide full time permanent places for students with EHCP and both permanent and short term places for students requiring alternative provision rather than mainstream. It will be located in North Bristol, an area which currently has no ALP and is proposed to open in September 2017.

Based on previous years' figures we anticipate that we would be able to make approximately 2 referrals per academic year. We confirm that whatever referrals we do make we will make to North Bristol Hybrid Free School.

We agree to pay the top up fee of  per FTE place.



Date: 28th February 2016

REDLAND GREEN SCHOOL BRISTOL

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

Dear Sir, Madam

Confirmation of support for North Bristol hybrid SEMH/ALP Free school

We confirm that Redland Green School supports North Bristol hybrid SEMH/ALP's application. We understand that North Bristol Hybrid SEMH is a Free school which will cater for students with social emotional and mental health needs for students between year 4 in primary (age 8) to 19 organised in key stages. It will provide full time permanent places for students with EHCP and both permanent and short term places for students requiring alternative provision rather than mainstream. It will be located in North Bristol, an area which currently has no ALP and is proposed to open in September 2017.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider referring pupils to north Bristol hybrid Free School. We anticipate referring approximately 3 pupils, 2 at KS3 and 1 at KS4, to north Bristol hybrid Free School in the first academic year following the school's opening and 3 in the second year and following years.

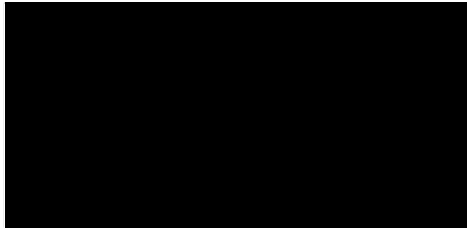
We confirm that whatever referrals we do make we will make to North Bristol Hybrid Free School.

We agree to pay the top up fee of [REDACTED] per FTE place.

[REDACTED]
Date: 29 February 2016



[REDACTED]
Redland Green School is a company limited by guarantee and registered in England. Company Number: 8203318



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

March 1st 2016

Dear Sir, Madam

Confirmation of support for North Bristol hybrid SEMH/ALP Free school

We confirm that the **Cathedral Schools Trust** supports North Bristol hybrid SEMH/ALP's application. We understand that North Bristol Hybrid SEMH is a Free school which will cater for students with social emotional and mental health needs for students between year 4 in primary (age 8) to 19 organised in key stages. It will provide full time permanent places for students with EHCP and both permanent and short term places for students requiring alternative provision rather than mainstream. It will be located in North Bristol, an area which currently has no ALP and is proposed to open in September 2017.

Based on previous years' figures we anticipate that we would be able to make some referrals per academic year. We confirm that whatever referrals we do make we will make to North Bristol Hybrid Free School.





Date: 18th March 2016



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

25th February 2016

Dear Sir/Madam,

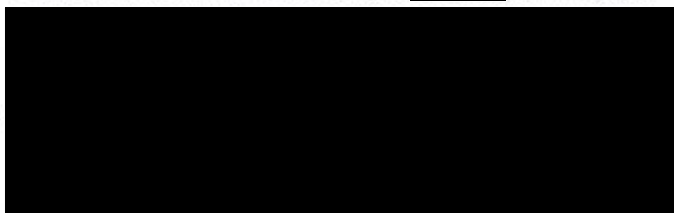
Confirmation of support for **North Bristol hybrid SEMH/ALP Free School**

I confirm that **St Bede's Catholic College, a convertor Academy of 1040 pupils, 11-19**, supports North Bristol hybrid SEMH/ALP's application.

I understand this new school will be a Free School which will cater for students with social emotional and mental health needs between age 8 to 19, organised in key stages. It will provide full time permanent places for young people with EHCP as well as, permanent and short term places for students requiring alternative provision to mainstream education. The school will be located in North Bristol, an area which currently has no ALP; the proposed opening of which is September 2017.

Although St Bede's would not be a high contributor to the new school, I agree there is a need for this type of provision in the local area and I would consider referring pupils for whom this would be a suitable alternative to mainstream education. I anticipate referring probably only one pupil in the first academic year following the school's opening, with a similar number in subsequent years.

I can confirm that whatever referrals St. Bede's does make, they will be to North Bristol Hybrid Free School where this is seen to be the most appropriate alternative education for the student. I agree to pay the top up fee of up to [REDACTED] per FTE place.





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

Dear Sir, Madam

**Confirmation of support for North Star Academy on behalf of the 17 primary school members of
NW24 Teaching & Learning Partnership.**

We confirm that the member schools of **NW24 Teaching & Learning Partnership** unanimously support North Star Academy's application. We understand that North Star Academy is a hybrid ALP / SEMH school designed for students with SEMH from Year 4 up to Year 13 located in the North of Bristol and which is proposed to open in September 2017.

We strongly agree that there is a need for the type of proposed provision in the local area and we will consider referring pupils to North Star Academy.

Currently, the **primary** schools in our partnership can identify 50 students who would benefit from the Outreach services offered, and 45 who would be referred for placement if this provision were available now.

Based on previous years' figures we anticipate that our schools would make approximately 40 - 50 referrals per academic year.

Signature:

A solid black rectangular box redacting the signature.

Date: 29th February 2016



NW24 Teaching and Learning Partnership

NW24 Teaching and Learning Partnership is a network of schools in Bristol collaborating to ensure the delivery of the highest possible quality of education for all pupils.

All of the schools in NW24 are located to the North and West of Bristol city centre – from Stoke Bishop across to Bishop Road, and from Hotwells up to Westbury-On-Trym. Their Governing Bodies have signed up to a formal agreement to drive improvement in all the member schools by working ever more closely together.

NW24 includes Infant, Junior, Primary, Secondary and Special Schools. It includes Bristol Local Authority maintained schools, standalone academies, sponsored academies and Free Schools. The diversity of the membership is one of the biggest strengths of the Partnership. Heads, Governors and Business Managers have all made a commitment to strengthening the links between schools for the benefit of the children and families we serve. Teachers, learning support teams, pastoral support workers and administrative staff can all benefit from the opportunities that this collaboration brings.

NW24 schools belong to a partnership which aims to improve outcomes for children, to deliver high quality professional development for staff, and to represent the interests of its members in policy decisions at local, regional and national level.

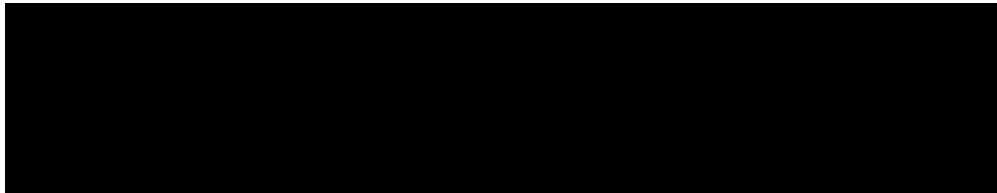
Members

Bishop Road Primary School	Horfield CE Primary School
Bristol Cathedral Primary School	Hotwells Primary School
Bristol Free School (Secondary)	Redland Green School (Secondary)
Christchurch CE Primary School	St Bonaventure's RC Primary School
Claremont Special School (Primary and Secondary)	St John's CE Primary School
Colston's Primary School	St Michael On The Mount CE Primary School
Cotham School (Secondary)	SS Peter and Paul RC Primary School
Elmlea Infant School	Stoke Bishop CE Primary School
Elmlea Junior School	Westbury-On-Trym CE Primary School
Henleaze Infant School	Westbury Park Primary School
Henleaze Junior School	



BRISTOL

LEARNING CITY




Confirmation of Support for Alternative Provision Free School

Dear 

We confirm that the Local Authority of Bristol supports the Alternative Free School application (as yet unnamed) currently supported by Redland Green school and Orchard School. We understand that the Alternative Provision Free School will be a hybrid provision for children with social, emotional and mental health (SEMH) needs from ages 9 to 18.

We recognise that Redland Green and Orchard School already provides excellent provision for secondary and post-16 aged pupils in Bristol with a strong presence in North Bristol. Both schools have strong inclusion practice and this new provision would meet the needs of pupils within the all North Bristol Schools.

The Local Authority has recently published its Integrated Education & Capital Strategy which sets out the anticipated need for education provision in the City from early years to post-16 over the next 5 years. In addition, more detailed analysis of SEMH need has been carried out as part of a re-commissioning process for Alternative Learning Provision.

Based on the analysis carried out for both strategies we would expect to purchase up to a total of 32 places in key stages 2, 3 and 4 within the first 2 years of opening. We would anticipate the current average top up cost to be in line with existing funding agreements for similar provisions of a  for 12 weeks and then by individual assessment depending on the specific needs of the child and this will be discussed with the unnamed Free school on a case-by-case basis.

We look forward to working in partnership

Yours sincerely



People Directorate





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

Dear Sir, Madam

Confirmation of support for **North Star Academy**.

We confirm that the **Blaise Primary School** supports North Star Academy's application. We understand that North Star Academy is a hybrid ALP / SEMH school designed for students with SEMH from Year 4 up to Year 13 located in the North of Bristol and which is proposed to open in September 2017.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider referring pupils to North Star Academy.

We currently have a need for using your Outreach services for 3 students in our school.

We anticipate referring approximately 4-6 pupils to North Star Academy in the first academic year following the school's opening and 4-6 in the second year.

Signature:



Date: 29/02/2016

Appendix 3: Delivery of the curriculum

Leadership	Nurture	Curriculum	Intervention	Multi Agency
<p>Distributed, participatory and accountable leadership to operate throughout the school</p> <p>Leaders are focused on teaching and learning and passionate about SEMH and SEN</p> <p>Leaders have uncompromising aspirations for every member of the learning community</p> <p>Leaders work in close collaboration with parents, carers and relevant agencies</p>	<p>All KS2 pupils are placed in nurture groups</p> <p>Learning is understood development-ally</p> <p>The classroom offers an attractive and organised safe base</p> <p>The development of self- esteem is prioritised and positive language is viewed as a vital means of communication</p> <p>Behaviour is seen as communication and is supported by predictable routines and a constant approach to behaviour management</p> <p>Transition into and out of KS2 is highly structured</p>	<p>An imaginative and personalised curriculum is delivered throughout the school</p> <p>Lessons are topic based with continuous provision at KS2</p> <p>Core subjects are taught by nurture teachers who work with the same students every day</p> <p>The curriculum is enhanced by both internal and external specialists and a range of educational trips and visits</p> <p>All pupils are encouraged to enjoy afterschool activities</p>	<p>Early identification is considered fundamental</p> <p>Programmes are outcome focused and linked to EHCPs (where EHCP's are written) with an aim to accelerate performance</p> <p>Leaders are guided by and responsive to data on pupil progress</p> <p>Sessions are motivating, engaging and concentrated on key groups and individuals</p> <p>are implemented regularly with high degree of fidelity by trained staff</p> <p>Therapeutic interventions are also timetabled daily</p>	<p>All children are supported by key adults</p> <p>The school hosts a dedicated, on site pastoral team with additional support for KS2 from;</p> <p>CAMHS Health Ed psychology SALT Social Services</p> <p>Staff have strong links with outside agencies</p>

Appendix 4: Toward effective Learning

To ensure students have the opportunity to narrow the gap and achieve their full potential.

We expect to see every lesson delivered in line with these key principles:

	Standards and Expectations	Tick
1.	When students arrive we expect teachers to be waiting for them and to greet them enthusiastically. Students should arrive on time and remove their coats and hats when they enter the room.	
2.	At the start of the lesson we expect there to be a purposeful start with a specific focal point that relates to previous learning.	
3.	We expect learning objectives to be clear, crisp and taxonomised and related to student capabilities.	
4.	We expect context and purpose where students understand the relevance and importance of what they learning.	
5.	We expect an initial activity that relates to the main activity which ignites and engages students.	
6.	We expect teachers to provide a balance between teacher led and student focused activities.	
7.	We expect teachers to cater for different learning styles so that there isn't a one size fits all approach	
8.	We expect questioning techniques to be skilful and varied and to elicit a deeper learning experience.	
9.	We expect teachers to use a range of modelling techniques so that students are clear about the criteria for success and "What a Good One Looks Like"	
10.	We expect lessons to have appropriate challenge and to be tailored to individual needs so ALL students make progress.	
11.	We expect all support staff to be deployed effectively so that all learners are supported and challenged to meet the learning intentions.	
12.	We expect all teachers to give regular feedback through marking, dialogue or by using a range of formative assessment methods.	
13.	We expect a formal end to the lesson : Where students are given the opportunity to review and reflect on the learning received.	

Appendix 5: Learning Cycle

Learning Cycle: 1

KEY LEARNING FEATURES	INADEQUATE	REQUIRES IMPROVEMENT	GOOD	OUTSTANDING	LEARNING CYCLE 1
Students' arrival	No formal greeting or acknowledgement of students on entry. Students are not punctual and are unfocused from onset. Entry is disorderly.	Majority of students arrive on time, are greeted and invited to learn.	Most students arrive on time, are greeted readily by teacher, quickly establishing positive relationships.	All students arrive on time, are greeted enthusiastically by teacher, respond similarly, displaying highly productive relationships.	Connecting the learning
Start of the lesson	Low expectations from teacher and students result in opening minutes of lesson lacking structure and purpose.	There is a purposeful and clear start to the lesson for the majority of students.	An initial activity or 'focal point' provides a link for most students to previous learning.	All, or almost all, students are engaged in learning as soon as they enter the room.	Connecting the Learning
Learning objectives and outcomes The 'Big Picture'	Learning objectives and key outcomes are unclear. They are not founded on a clear understanding of students' prior learning and needs.	Learning objectives are shared with students. They are based largely on outcomes of prior learning.	Learning objectives are crisp and clear outcomes are shared with students, so most understand what they are aiming for and how they will know they are getting there. They are based very much on students' prior learning and current needs.	Learning objectives and outcomes are well conceived and used throughout the lesson to promote effective learning. There is an acute awareness of students' capabilities, of their prior learning and understanding. Learning builds on these very effectively.	Connecting the Learning

Context and Purpose	The lesson is not put in context and has little relevance for students.	Some effort is made to put the lesson into context for learning.	Learning is meaningful and students are clear about what they are doing and why they are doing it.	Students see the relevance in their learning and application for real life scenarios.	Connecting the Learning
Initial Activity	Initial activity fails to ignite students' curiosity and interest.	Initial activity engages majority of students.	Most students engage swiftly with learning because initial activity is stimulating and meaningful.	All, or almost all, students are thoroughly involved in their learning immediately, because initial task is stimulating and engaging.	Activating and connecting the Learning

Learning Cycle: 2

KEY LEARNING FEATURES	INADEQUATE	REQUIRES IMPROVEMENT	GOOD	OUTSTANDING	LEARNING CYCLE 2
General balance of teacher led/student focused activities	Over teacher domination and/or too few opportunities for students to make meaning of information they are given, means that learning is largely superficial.	The balance of teacher input and opportunities for students to work independently, ensure majority make progress in line with expectations.	Well planned opportunities for students to make meaning of the information they are presented mean most students make good progress.	All, or almost all, students work increasingly independently and interdependently to apply their knowledge and understanding successfully	Demonstrating the Learning
Learning styles	A 'one size fits all' approach provides little variation for students and does not promote enjoyment for success.	There is some variety in the planned activities which promotes success for the majority of students.	A range of activities that appeal to different learning styles enthuse most students and ensures they make good progress.	A wide range and variety of learning styles inspires all, or almost all, students. They thrive and make the best possible gains in the time available.	Demonstrating the Learning

Questioning Techniques	Questioning/discussion tends to be teacher dominated and rarely involves more than a third of students.	Whole class questioning/discussion aids understanding, but involves a limited number of students.	Most students are involved in answering/asking questions, discussing their learning, through whole class and independent opportunities.	All, or almost all, students show deep understanding responding effectively to teacher's questioning, in whole class and small group/pairs situation.	Demonstrating the Learning
-------------------------------	---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------

Learning Cycle: 3

KEY LEARNING FEATURES	INADEQUATE	REQUIRES IMPROVEMENT	GOOD	OUTSTANDING	LEARNING CYCLE 3
Modelling/ Success criteria	Independent activities are not introduced with sufficient care. Examples of 'What a Good One Looks Like' (WAGOLL), whole class modelling, individual prompts/props are not in evidence.	Some thought is given to modelling 'desirable outcomes' before students are invited to work independently. Consequently, majority focus well and engage appropriately, with planned activities.	Effective sharing of 'What a Good One Looks Like', (WAGOLL) together with suitable prompts for individual students (as necessary), ensures most transfer swiftly to independent tasks and achieve well.	Excellent demonstration ensures all, or almost all, students know exactly what is expected of them. Appropriate prompts are available for individual students, if required, enabling best possible gains in time available.	Supporting the Learning
Level of Challenge & Reach of Tasks	Activities contain low levels of challenge and do not build systematically on each other. Teacher has an insufficient	Activities are sufficiently challenged and sequenced to ensure that the majority of students, including those with additional needs, make expected progress.	Work is closely tailored to the needs of different groups of learners so that most learn well	All students, including those with additional needs, make exceptional progress through work being tailored highly effectively to their needs.	Supporting the Learning

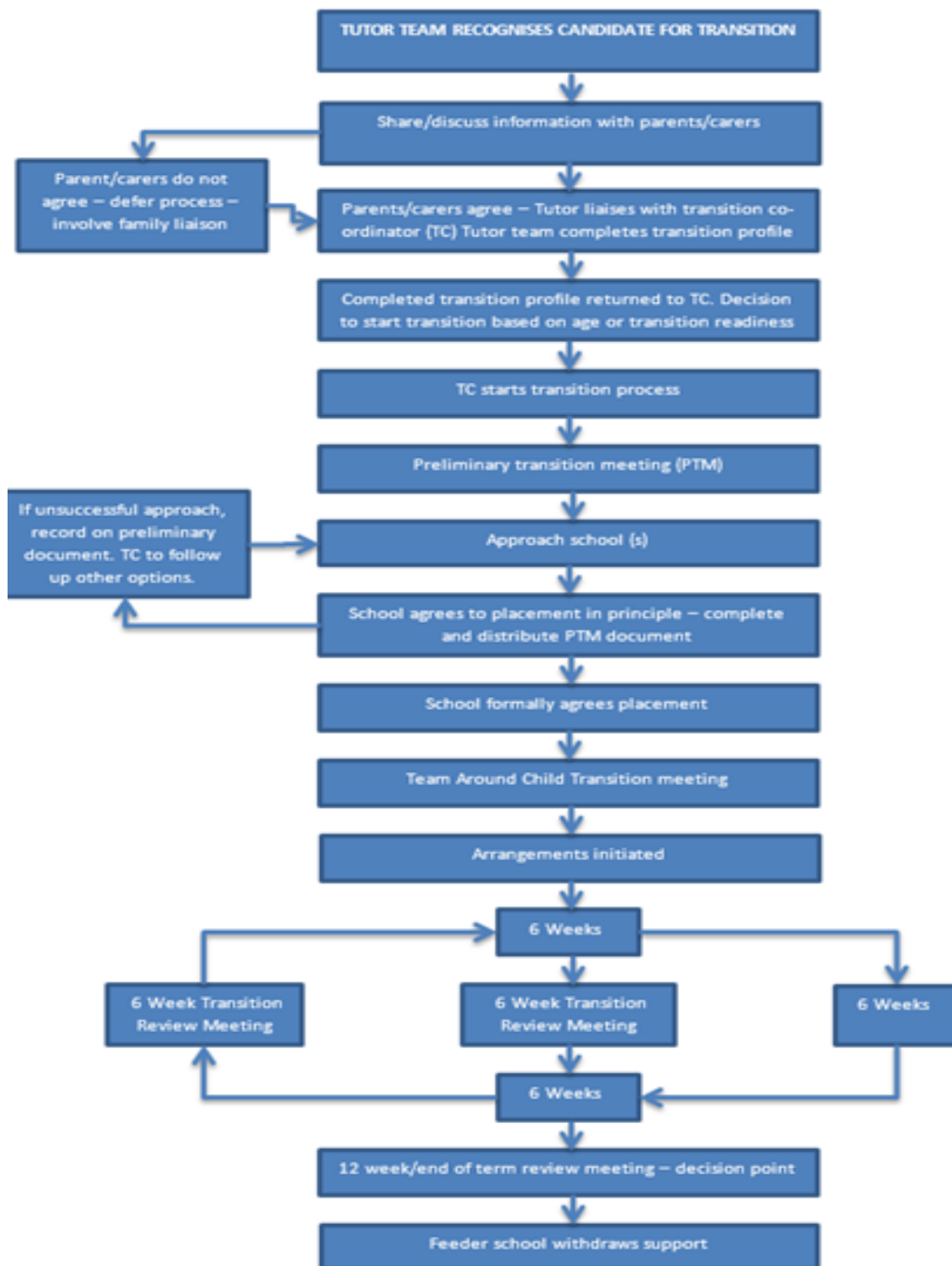
	understanding of students' needs.		and make good progress.		
Support Staff	Teaching Assistants have little or no impact on learning.	Teaching Assistants work alongside groups of students or individuals to ensure they are on task.	Teaching Assistants are deployed strategically by the class teacher and work effectively to support groups of students and individuals.	Teaching Assistants are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with	Supporting the Learning

Learning Cycle: 4

KEY LEARNING FEATURES	INADEQUATE	REQUIRES IMPROVEMENT	GOOD	OUTSTANDING	LEARNING CYCLE 4
Feedback to Students	Assessment takes too little account of the students' prior learning and is not used effectively to help them improve. Consequently, they have little understanding about how well they are doing and what they need to do next. Opportunities for students to reflect on their own and others' work are missed.	Regular, accurate assessment informs planning, which generally meets the needs of all groups of students. They are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor students' work in lessons, pick up general misconceptions and adjust plans accordingly to support learning.	As a result of good assessment procedures teacher and other adults plan well to meet needs of all students. They are provided with detailed feedback, orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question students in lessons to	Marking and dialogue between teachers, other adults and students are consistently of a very high quality. Students understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact.	Assessing the Learning

			reshape tasks and improved learning.		
Attitude to work	Students' attitudes are poor. They do not enjoy their work. Many are constantly negative or passive. The learning environment is inimical to development of effective skills and qualities.	Students generally show positive attitudes to their work. They largely enjoy learning in a safe and secure environment.	Students show good attitudes to their work and enjoy what they do. They are keen and enthusiastic. They know that their efforts are valued and respond well to the frequent and well-directed praise they receive.	All students show excellent attitudes to their work and enjoy what they do. Their motivation is authentic. They are reflective, responsive, resourceful, resilient and reciprocal in their learning.	Assessing the Learning
End of lesson	There is no formal close to the end of the lesson.	Formal end to learning indicated broadly what has been achieved.	Most students are involved in reviewing learning and progress and next steps in learning are identified.	All, or almost all, students are engaged in effectively reviewing learning and scene is set for future learning.	Assessing the learning
Learning, Progress & Achievement	Methods do not sufficiently engage the different groups of students. Up to 1/3 make little progress in learning. Achievement is superficial and/or insecure, given starting points.	Majority of students (up to $\frac{3}{4}$) have made the progress that was expected by the end of the lesson. Their outcomes are generally secure and will be helpful for further learning.	Most students (at least 80%) have made good progress by the end of the lesson. They achieve deep understanding in their work and will be able to use their learning as a platform for subsequent activities.	All, or almost all (at least 95%), have made exceptional progress by the end of the lesson. Their learning is profound and they already demonstrate they can apply and use confidently the knowledge they have gained.	Evaluating the Learning Progress

Appendix 6: Transition Flowchart



Appendix 7: Case Study Demonstrating Transition Process

Appendix

Form 1

PUPILS BEING CONSIDERED FOR TRANSITION - RECORD OF OUTCOMES

Pupil Data				Action	
Name	DOB	Class Teacher	Transition Profile Score	Referred to Transition Coordinator (date)	Other
JS	14/02/2004	Miss H	218	25/02/16	

PRELIMINARY TRANSITION MEETING – INITIAL OUTCOMES

Form 2

This summary is to inform you of suggested transition options for the following pupil. No action is required on your part. However, if you have any relevant information, please contact the Transition Coordinator: **Miss P by 02/03/16**
Please note that schools listed have not yet been approached. You will be notified when a school has agreed in principle to a placement.

Date of Meeting: 04/03/16	School: North Star Academy	
Pupil name: JS	Date of Birth: 14/02/2004	EHCP: YES/NO
Participants: Mr F, Mrs T, Mr P		

Direction of Transition: Mainstream

Special

SCHOOL OPTIONS TO EXPLORE

School (plus feeder if appropriate)		Comments (e.g. basis for choice)
1.	North Star Academy to Anon academy	Parental preference, smaller school.
2.		
3.		
Next action(s) required: Contact		

NATURE OF PROPOSED FAMILY LIAISON INVOLVEMENT:

Mr F

SUGGESTED 'TEAM AROUND THE CHILD':

Name	Role	Contact details
Mr F	Family liaison	Mr.F@north-star.uk
JS	Student	01179556622 (home)
TS	mum	As above
Miss C	SENCo - Anon Academy	Miss.C@ A.Academy.uk
Miss P	TC – transition coordinator	Miss.P@North-star.uk
Miss H	Receiving tutor	Miss.H@Anon-Academy.uk

Copies to: School ✓ Parents ✓ Assessment Team ✓ EP ✓ Others in TaC ✓

PRELIMINARY TRANSITION MEETING – FOLLOW-UP OUTCOMES

Form 3

This notification is to keep you informed of progress in exploring transition options for the following pupil. No action is required on your part. However, if you would like further information, or have any information to offer, please contact the Transition Coordinator **Miss P by 14/03/16**

Date: 12/03/16	School: North Star Academy
-------------------	-------------------------------

Pupil name: JS	Date of Birth: 14/02/04
-------------------	----------------------------

SCHOOL OPTION(S) EXPLORED:

School (plus feeder if appropriate)		Agreement to placement in principle? YES/NO
1.	Anon Academy	Yes
2.		
3.		

NEXT ACTION REQUIRED:

<i>Either:</i> Proceed with preliminary exchange of information and planning	✓	<i>Or:</i> Call another meeting to identify further school options	
----------------------------------------------------------------------------------------	---	------------------------------------------------------------------------------	--

CHANGES TO FAMILY LIAISON (FL) INVOLVEMENT:

(Complete if required.)

--

CHANGES TO SUGGESTED 'TEAM AROUND THE CHILD'

(Suggested changes usually arise if an identified school is covered by different support staff.)

Name (and contact details if addition)	Role	REMOVE	ADD
Mr K 074656565	Granddad		✓

Copies to: School ✓ Assessment Team ✓ EP ✓ Parents ✓ Others in TaC ✓

TRANSITION MEETING – DATA CHECKLIST**Form****4**

Pupil name: JS	Date of Birth: 14/02/2004
Current School: North Star Academy	Identified School: Anon Academy

Data	From whom?	Provided ? YES/NO	Comments
One page profile – interests, strengths and areas for development, preferably compiled in partnership with pupil and parents/carers	Miss L	✓	attached
Information about learning levels (SATs results; teacher assessments etc)	Mr F	✓	Assessment attached
Information about identified SEN -current and previous IEPs	Miss L	✓	current IEP attached
Information about identified SEN – reports e.g. SENSS/EP/ SALT/ CAMHS	NA	NA	NA
Examples of pupils' work in core subjects and information to support continuity and progression in the curriculum	Miss L	✓	English and math's with learning journal
Information about approach to learning / learning style / response to teaching style etc	Mr G	✓	Literacy intervention sheet

Transition Profile scores / Emotional Literacy scores / other SEMH information	Mr F	✓	See attached
Any safeguarding issues	na	na	na

Further information/comments:

Copies to: School ✓ Assessment Team ✓ EP ✓ Parents ✓ Others in TaC ✓

TRANSITION MEETING – RECORD OF OUTCOMES

Form

5

Pupil name: JS	Date of Birth: 14/02/2004
Current School: North Star Academy	Identified School: Anon Academy
Present: JS, Mr F, JS, TS, Miss C, Miss P, Miss H	
Current Picture: JS attending 97.9% North Star Academy with a 'good' report and 223 on readiness score.	

Summary of Discussions	Next Actions	Who?
-------------------------------	---------------------	-------------

<p>Preparing pupil:</p> <ul style="list-style-type: none"> ✓ Uniform ✓ Stationery ✓ Planner ✓ Visit to meet Senco and Head of House ✓ Taster session Wednesday 9.10-10.50 (double Art) 	<p>School timetable, uniform and planner to be provided in good time. Student will sit with TC and go through subjects highlighting possible areas of difficulty. Schedule time to discuss transition</p>	<p>Mr P and Miss H</p>
<p>Preparing parents/carers: Meeting with Senco, receiving school and Mr P Uniform, stationery, planner transport</p>	<p>Set up a meeting with receiving school prior to transition start date at receiving school. Ensure transport is in place for start date</p>	<p>Mr F, Mr P and Miss H</p>
<p>Preparing receiving staff: Meet at North Star with TC and Senco Ensure all documents are handed over relating to JS Highlight any areas in the timetable there may be concerns (MFL)</p>	<p>Set up meeting and ensure all docs on PDF files for emailing. Contact DG and transport to confirm placement</p>	<p>Mr F, Mr P and Miss H</p>
<p>Arrangements for arrival: Someone to receive? Mentor? Class mates register Housekeeping and lunch</p>	<p>Organise for a teacher/student to receive TC and JS – set up regular routine for transition days Assign a student mentor – discuss options for this Ask about catering for Vegetarians and the signing in procedures for registration.</p>	<p>Mr F, Mr P Miss H and LW</p>
<p>Transition timetable: Have several copies</p>	<p>Ensure the timetable reflects the concerns regarding MFL and has areas in the day for JS to have some quiet time (inclusion unit is preferred option)</p>	<p>Mr F, Mr P Miss H and LW</p>

Further information/comments:

As JS is anxious, he will be leaving 5 minutes prior to the end of lessons to avoid large crowds.

Copies to: School ✓ Assessment Team ✓ EP ✓ Parents ✓ Others in TaC ✓

TRANSITION REVIEW MEETING – RECORD OF OUTCOMES**Form 6**

Pupil Name:JS	Date of Birth:14/02/2004
Current School: North Star Academy	Date of Meeting:

Checks	Yes/No	Comments
Transition profile completed and outcomes shared	yes	
Current school staff feel pupil has settled	yes	Attended all sessions. Issues with PE, but this has been resolved.
Support staff feel pupil has settled	yes	JS now requesting to go in unsupported
Parents/carers feel pupil is settled	yes	Very happy with progress
Pupil feels settled	yes	Wants to attend unsupported, has friends.
Future support arrangements agreed	yes	Transport in place (bus pass sorted)
Monitoring arrangements in place for future	yes	

Status of 'Team around the Child':

To continue meeting until further notice

Other information:

Copies to: School ✓ Assessment Team ✓ EP ✓ Parents ✓ Others in TaC ✓

Transition profile for pupils with behavioural, emotional and social difficulties

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

- 1= rarely fulfils this criterion
- 2= sometimes fulfils this criterion
- 3= frequently fulfils this criterion
- 4= almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312. The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning for transition. An overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into a mainstream classroom.

This profile is based on materials developed by Rebecca Doyle (2001) and Jane McSherry (1999).

1. Self control and management of behaviour

Can accept discipline without argument or sulking	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unstructured times e.g. break	1	2	3	4
Behaves in a socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the class routine is disrupted	1	2	3	4
Will abide by the accepted rules of an organised group game	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall etc.	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight; strike out immediately; run away and hide or become excessively withdrawn	1	2	3	4
Score:				
40/52				

Action plan

- Immediate
- Long term
- Other issues to note

2. Social skills

Can cope with large numbers of people	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and wait for the answer	1	2	3	4
Can take turns in question and answer sessions	1	2	3	4
Has appropriate communication skills e.g. talking, asking questions and listening	1	2	3	4
Can work alongside others in a group situation without disruption	1	2	3	4
Interacts and plays in a positive way with peers	1	2	3	4
Apologises without reminder	1	2	3	4
Asks permission to use objects belonging to another person	1	2	3	4
Shows empathy for and comforts other playmates in distress	1	2	3	4
Chooses own friends and maintains reciprocal friendships	1	2	3	4
Makes and accepts normal physical contact with others	1	2	3	4
Accommodates other children who ask to join an activity	1	2	3	4
Is self-reliant in managing own hygiene and basic needs	1	2	3	4
Shows genuine interest in the news or activities of another child	1	2	3	4
Contributes actively to play with two or more children	1	2	3	4

Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of the dominant character etc.	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue	1	2	3	4
Addresses adults and children appropriately by name with eye contact	1	2	3	4
Shares legitimately required equipment with another pupil	1	2	3	4
Score:				
54/80				

Action plan

- Immediate
- Long term
- Other issues to note

3.Self -awareness and confidence

Willing to ask for help	1	2	3	4
Can accept responsibility for his/her actions without denial	1	2	3	4
Can acknowledge own problems and is willing to discuss them	1	2	3	4
Can risk failure	1	2	3	4
States feelings about self e.g. angry. happy, sad	1	2	3	4
Maintains appropriate eye contact	1	2	3	4
Contributes to class discussions	1	2	3	4

Participates in group work, making constructive suggestions and adapting ideas	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, scary, bad, kind	1	2	3	4
Participates in large class activities e.g. dance, role plays, performances	1	2	3	4
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers etc.	1	2	3	4
Shows pride in achievements and presentation of work	1	2	3	4
Has esteem for self	1	2	3	4
Score: 29/52				

Action plan

- Immediate
- Long term
- Other issues to note

4. Skills for learning

Can work alone without constant attention, for brief periods	1	2	3	4
Can listen to explanations and instructions and attempt to act on them	1	2	3	4
Understands the structure within the day	1	2	3	4
Understands the roles of the teacher and other adults in school	1	2	3	4
Understands the structure of discipline: what happens if he/she does not complete work, does not conform to playground rules etc.	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, gym, hall, etc. and behaves appropriately	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4

Can organise him/herself if help is not available	1	2	3	4
Responds appropriately to personal request from teacher	1	2	3	4
Will work alongside another pupil without attempting any distractions	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately	1	2	3	4
Shows appropriate levels of curiosity when changes to the normal routines are observed	1	2	3	4
Reading and numeracy up to a level that can be coped with in a mainstream classroom given reasonable support	1	2	3	4
Shows a willingness to improve own literacy and numeracy	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials such as word banks	1	2	3	4
Does not get up and wander around classroom without purpose	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Is willing to try to complete a task independently	1	2	3	4
Pays attention to class discussions and instructions	1	2	3	4
Score:				
				64/84

Action plan

- Immediate
- Long term
- Other issues to note

5. Approach to learning

Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to attend a mainstream school	1	2	3	4
Parents want their child to attend a mainstream school	1	2	3	4
Is courteous, and shows a positive attitude	1	2	3	4
Can show a positive interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class expectations	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity	1	2	3	4
Will sit appropriately without causing disturbance in both class and general school areas on request	1	2	3	4
Shows a sense of humour	1	2	3	4
Score:			36/44	

Action plan

- Immediate
- Long term
- Other issues to note

RECORD OF PROGRESS TOWARDS TRANSITION

<u>Pupil name:JS</u>	<u>Date of Birth: 14/02/2004</u>
-----------------------------	-----------------------------------------

Date: 20/11/15	202	Date: 19/12/15	215	Date:14/02/16	223	Date:	
Date:		Date:		Date:		Date:	

Transition Profile – 12 month follow-up

This profile is designed to provide information about a pupil's current levels of functioning following a change of school. This can then be compared with any information gathered prior to the move.

The profile should be completed by the staff team working directly with the pupil. Options for managing this include:

Individual staff complete the form independently for collation by a form tutor, pastoral leader or key worker.

Or

A small group of representative staff meet to produce one consensus profile.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

- 1= rarely fulfils this criterion
- 2= sometimes fulfils this criterion
- 3= frequently fulfils this criterion
- 4= almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312. The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning.

Appendix 8: One page profile

My One Page Profile

Your Name JS

Age 12

What people **appreciate** about me

I am a good friend and I like having a laugh with my mates.

I enjoy school and love art, English and cookery.

I go to the west wing club and dance every Thursday and I am good at it.

I like teachers I can trust and I treat them with respect at all times.

I love my family they are precious.

I am a vegetarian.

What is **important** to me

Dancing

Xbox

School

Family

Music (I like RnB)

Friends

People being fair and teachers listening to my issues without shouting at me

Helping me if I make the wrong choices and let me have quite time if I feel worried about maths or PE

Vegetarianism is important to me because I don't believe in killing animals for food

How to **support** me







Be patient with me, I sometimes get moody if I don't know what to do or if I get stuck.

Listen to my side of the story because sometimes others get it wrong.

Help me in maths because I'm not very good with numbers and need more time

Talk to me if I look sad. I don't like feeling sad.

Appendix 9: Student Friendly IEP/IBP

<p>Things I am good at</p> 	<p>Things I find difficult:</p> 	<p>My targets:</p> 	<p>What do I need to do?</p> 	<p>Who's/what is going to help me?</p> 	<p>How did I do?</p>  <p>Review date: End of term 4</p>
<p>LEARNING</p> <p>Catering Science English Art History Presenting my written work Maths Working with others</p>	<p>LEARNING</p> <p>Sometimes when rushing I forget to put in capital letters</p>	<p>LEARNING</p> <p>Proof check my written work for accurate use of capital letters</p> <p><i>T: Measured through marking, assessment & peer assessment.</i></p>	<p>Proof read my work</p> <p>Don't rush</p> <p>Give myself time at the end of each lesson</p>	<p>My Teachers and support staff. Myself Feedback from the teacher about my progress - feedback in book Use tutor time to talk to my tutor. Parents/carers</p>	
<p>BEHAVIOUR</p> <p>Listening Respecting teachers Respecting peers Making friends Feeling confident Being happy I am good at not reacting to negative behavior. When I am angry or upset I calm down quickly. I am a positive role model to all students.</p>	<p>BEHAVIOUR</p> <p>When I get bored or frustrated I can be negative</p>	<p>BEHAVIOUR</p> <p>To be positive in all lessons</p> <p><i>T: Measured through points, Sleuth and monitoring based on "What do I need to do?"</i></p>	<p>Remember how good it feels when I get things right!</p> <p>Talk to the teacher about my frustrations and let them know when I am bored</p> <p>Use the extension box to get more work Use my tutor diary when I get frustrated</p>	<p>My Teaching and support staff. My friends Myself</p>	

Appendix 10: Personalised Support Plan

Bristol Gateway Personalised Support Plan

Name: JS

Tutor Group: 8MH

Term: 1

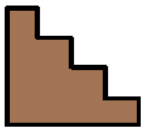
Provision to Support my Learning

Provision	Frequency																
<ul style="list-style-type: none"> Nurture based differentiated curriculum in all subjects, (<i>incorporate as much visual and kinesthetic learning as possible</i>). Visual timetable. HLSA available for 1:1/group support as appropriate. <i>Weekly home learning set.</i> <i>School transport provided</i> 	<ul style="list-style-type: none"> 24 Lessons a week 24 Lessons a week 3+ x a week and home learning Daily 	<table border="1"> <thead> <tr> <th data-bbox="1541 663 1794 727">Term 5</th> <th data-bbox="1794 663 2047 727">Term 6</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1541 727 2047 791">English</td> </tr> <tr> <td data-bbox="1541 791 1794 919">R- W- SL- 35</td> <td data-bbox="1794 791 2047 919">R- W- SL- 37</td> </tr> <tr> <td colspan="2" data-bbox="1541 919 2047 983">Maths</td> </tr> <tr> <td data-bbox="1541 983 1794 1046">31</td> <td data-bbox="1794 983 2047 1046">31</td> </tr> <tr> <td colspan="2" data-bbox="1541 1046 2047 1110">Science</td> </tr> <tr> <td data-bbox="1541 1110 1794 1174">33</td> <td data-bbox="1794 1110 2047 1174">33</td> </tr> </tbody> </table>		Term 5	Term 6	English		R- W- SL- 35	R- W- SL- 37	Maths		31	31	Science		33	33
Term 5	Term 6																
English																	
R- W- SL- 35	R- W- SL- 37																
Maths																	
31	31																
Science																	
33	33																

Provision to Support my Behaviour

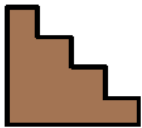
Provision	Frequency							
<ul style="list-style-type: none"> In class strategies. Enrichment and points to earn rewards. Use of behaviour support. Updated IEP Football club 	<ul style="list-style-type: none"> 24 Lessons a week Daily Daily Monitored Termly Football club weekly on a Thursday 	<p>Points Total</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">100</td> <td style="padding: 5px;">1200</td> <td style="padding: 5px;">942</td> <td style="padding: 5px;">1200</td> </tr> </table> <p>Negative Sleuth</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">1</td> <td style="padding: 5px; text-align: center;">0</td> </tr> </table>	100	1200	942	1200	1	0
100	1200	942	1200					
1	0							

Steps to managing my behaviour



Step 1 Strategies (In class strategies)

- (Yr 7) Rewards chart based on a targets chosen by Joe and his tutor/HLTA with IEP.
- Firm clear boundaries and consistent responses to behaviour.
- Simple short instructions.
- Modelling of desired behaviour.
- Praise for making the right choice.
- *Catchup sessions for any incomplete work or disruptive behaviour.*



Step 2 Strategies (All Step 1 strategies have been exhausted,

Behaviour Support first visit)

- Positive reinforcement – lots of praise.
- Remind XXXXX that he is a 'role model'
- Do not address XXXXX directly, but address as a group.
- Name on board
- Remind XXXXX of consequences – Down to XXXXX's level, have a quiet word. Remind XXXXX about the future and what he will achieve. Do not talk to him about the past.

What step 1 looks like;

Refusing to work.

Being sullen or being silly and over excited.

Pacing around the class.

Swearing and insulting staff and specific pupils.

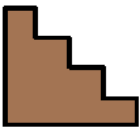
What step 2 looks like;

Pacing, interfering in others work, ripping up paper and books. throwing small things towards specific people.

Swearing and threatening (verbally and physically) staff and specific pupils.

Throwing chairs and turning over tables.

Kicking doors.



Step 3 Strategies (All step 1 and 2 strategies have been exhausted, Behaviour Support second visit)

- XXXXX is removed with PHP into a safe space.
- Time out is needed to reflect on behaviour and calm down. 10 – 30 seconds.
- Preferred members of staff to be called. LS to be called.
- Appropriate physical contact (positive). Positive reinforcement – reminding of how far he has come.

What step 3 looks like;

Grabbing at possible weapons.

Making specific and real threats to staff and pupils.

Hitting staff and pupils.

Learning Target:

Have a positive attitude at the beginning of every lesson.

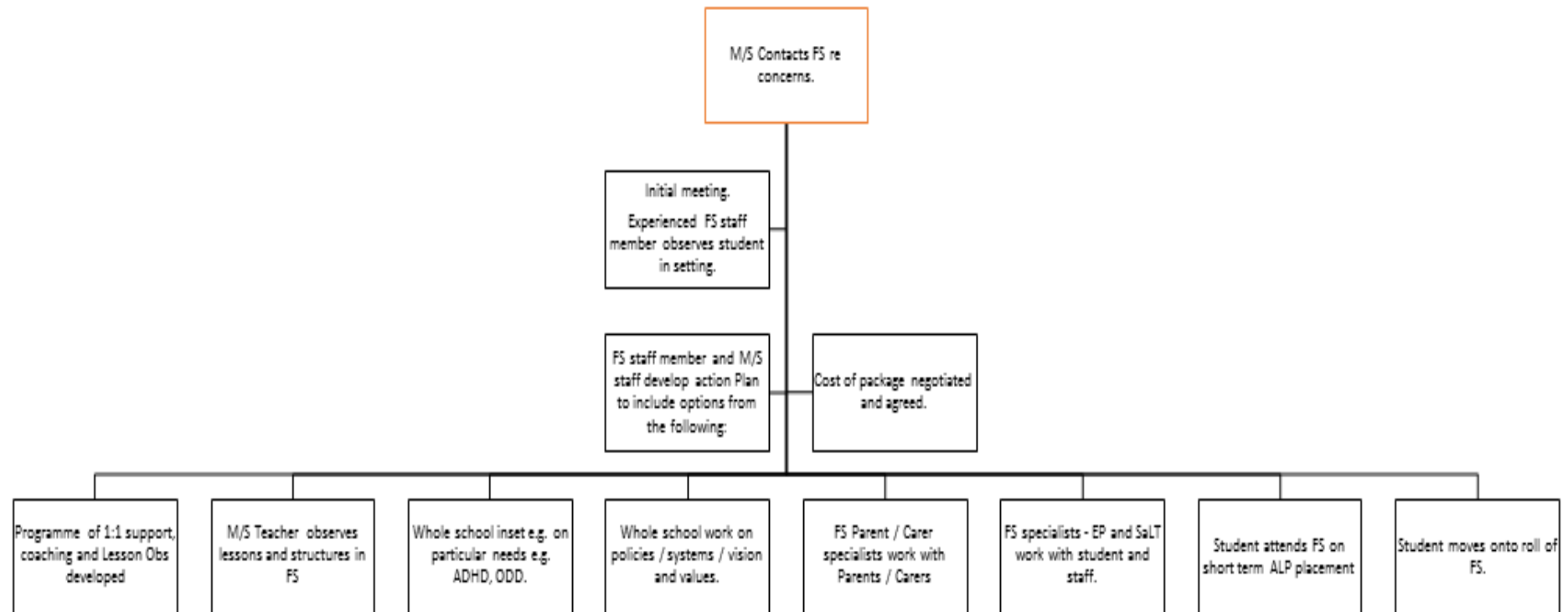
T: Measured through marking, assessment & peer assessment.

Behaviour Target:

To not get involved in poor behaviour and support those who are struggling to manage their own behaviour.

T: Measured through points, Sleuth and monitoring based on "What do I need to do?"

Appendix 11: Outreach Provision



Appendix 12: Bristol City Council

Bristol City Council – Meeting the needs of “Pushed out learners” Draft commissioning plan

<https://www.bristol.gov.uk/documents/20182/239212/Draft%20commissioning%20plan%20for%20consultation.pdf/d3a625a5-c0a6-4039-b95f-7e5a8d2b693b>

Appendix A - Bristol City Council – Meeting the needs of “pushed out learners”

<https://www.bristol.gov.uk/documents/20182/239212/Summary%20of%20draft%20comm%20plan.pdf/72de4ca4-73a9-42e8-bfd2-798c9c038948>

Appendix B - Bristol City Council Equality Impact Assessment Form

<https://www.bristol.gov.uk/documents/20182/239212/Appendix%20B%20EqIA%20ALP%20commissioning.pdf/bc814126-6160-4f3f-b5dd-5a1b44d4bf07>

Appendix C – ALP Needs Analysis

<https://www.bristol.gov.uk/documents/20182/239212/Appendix%20C%20ALP%20Needs%20Analysis%20%5bdata%5d%20-%20August%202015.pdf/89f59ed5-1237-4b0d-95ec-4e7792ef3e98>

Appendix D – Summaries of research and good practice

<https://www.bristol.gov.uk/documents/20182/239212/Appendix%20D%20-%20research%20and%20good%20practice%20summary.pdf/6fb56e99-7b91-435a-b85e-a04fcfcc8a6c>

Appendix E – Summary of Key Stake holder feedback in analyse phase

<https://www.bristol.gov.uk/documents/20182/239212/Appendix%20E%20summary%20of%20stakeholder%20feedback%20analyse%20phase.pdf/c29fd899-d99d-4be0-9776-6ad1a327e0a6>



Department
for Education

© Crowncopyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00221-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk