

Free Schools in 2013

Application form

Alternative provision Free Schools

Completing your application

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

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

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

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

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

Section I is about your suitability to run an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [REDACTED].

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

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application

You also need to submit two hard copies (of **sections A-H** and the **financial**

templates) by 'Recorded Signed For' post to:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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

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

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

Data Protection

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: South Essex Community School Ltd, [REDACTED] - [REDACTED] Southend on Sea Essex [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED] or [REDACTED]
About your group	
5.	Please state how you would describe your group: <input checked="" type="checkbox"/> Other
6.	If Other, please provide more details: Charity
7.	Has your group submitted more than one Free School application in this round? No
8.	If Yes, please provide more details:
9.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation? Yes
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: [REDACTED] of [REDACTED] has been [REDACTED] for [REDACTED]. In line with her [REDACTED] [REDACTED] has completed the budget and the assumptions table. [REDACTED] of [REDACTED] advised [REDACTED] to pursue Becoming a Free Schools
Details of company limited by guarantee	

11.	Company name: SOUTH ESSEX COMMUNITY SCHOOL Ltd.	
12.	Company address: ██████████ ██████████ Southend on Sea Essex ██████████	
13.	Company registration number: 7954295	
14.	Does the company run any existing schools, including any Free Schools?	No
15.	If Yes, please provide details:	
Company members Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members: 4	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]
2. Name: [REDACTED]
3. Name: [REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.	Yes
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21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none">• their name;• their Companies House and/or Charity Commission number, if appropriate; and• describe the role that it is envisaged they will play in relation to the Free School. <p>The Southend YMCA Community School has been pump primed by Southend YMCA a locally facing charity which has 18 years experience of delivering effective, high quality services to vulnerable young people and whose mission is to 'stand in the gap' through offering provision which meets local demand and aspiration.</p> <p>Southend YMCA is one of the 4 founding members of the formed Company South Essex Community School Ltd; alongside three of</p>
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	<p>SYMCA's current Trustees (all of whom have educational experience).</p> <p>Southend YMCA is an independent incorporated Charity (Charity no: 1102837, Company no: 5051166) which offers an extensive range of services to young people: from supported housing and positive activity, through to health and wellbeing initiatives. A partnership between the School and the Charity will ensure that pupils benefit from this breadth of fully funded wrap around provision.</p> <p>Southend YMCA is affiliated to YMCA England (YMCAE) and is part of the YMCA worldwide movement. The YMCA is the largest and oldest youth charity in the world. There are 135 YMCA's in England, each YMCA is an independent organisation which provides services tailored to the needs of their local community enabling young people to live independently, grow, achieve and contribute to their community.</p> <p>YMCA England supports and represents the 135 YMCAs in England, as well as being a voice for YMCAs and young people on the national stage - supporting them in a way which is nationally significant and locally relevant (Registered Company No: 73749 Charity No: 212810).</p> <p>It is envisaged that YMCAE's role in respect of a free school would be to offer support and assistance from a range of services including: policy, public relations, media support, fundraising, disseminating learning to the wider movement etc.</p> <p>Southend YMCA is a consortium member of the Nova Partnership (the 5th largest Work Based Learning Provider in the country) with an offer including: Foundation Learning and Apprenticeships at a range of Levels. This relationship will ensure that clear, relevant and suitable progression routes can be identified at an early stage. Additionally, we are a Collaborative Partner with South Essex College this offers high needs 19+ learners further fully funded educational opportunities.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application</p> <p>The YMCA's vision is of an inclusive Christian Movement, transforming communities so that all young people truly belong, contribute and thrive. We work with young people of all faiths and none.</p>	
Existing Providers		
23.	Is your organisation an existing provider wishing to become a Free School?	Yes
24.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p>	No

	<p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>	
25.	Is your organisation an existing provider wishing to establish a separate alternative provision Free School?	No
26.	Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?	No
27.	If Yes to any of the above questions, please provide your six digit unique reference number here:	N/A
28.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	14-16= 15 full time 14-16= 8 part time 16-19 SEN = 7
29.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable)</p> <p>We are part of the Nova consortium of Work Based Learning Providers – the consortium was inspected on 23 September 2008 and obtained a judgement of 'good'. Inspection no: 330478. The Consortium was recently inspected February 2012 and again obtained a judgement of 'good'.</p>	
30.	If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
31.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Southend YMCA is an independent incorporated Charity (Charity no: 1102837, Company no: 5051166) We are part of the Nova consortium of Work Based Learning Providers</p>	

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

X

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

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

Signed:

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

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Southend YMCA Community School
2.	Proposed academic year of opening:	2013-14
3.	Proposed age range of the school:	X 14-19
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input checked="" type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input checked="" type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other : Children at risk of exclusion Children living in poverty/from families with multiple vulnerabilities
5.	Proposed number of pupils when at full capacity:	Full time (FT): 42 Part time (PT) FTE: 8
6.	Date proposed school will reach expected capacity in all year groups:	2016-17
7.	Will your proposed school be:	X Mixed
8.	<p>Do you intend that your proposed school has a faith ethos?</p> <p>The YMCA's vision is of an inclusive Christian Movement, transforming communities so that all young people truly belong, contribute and thrive. The motivation to undertake our work stems from notions of Christian service to others. Our ethics are realised through a set of guiding values which whilst Christian in origin such as: a 'non judgemental approach', 'treat others as you would wish to be treated' are relevant and applicable to many other faiths.</p> <p>We work with young people of all faiths and none, we employ staff of all faiths and none and do not proselytise through our provision. It is important that young people make informed choices, the matter of faith as intrinsic to a person's identity and as such we are committed to presenting the broad spectrum of world religions within the curriculum.</p>	

9.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	See above
10.	Postcode of the preferred site of the proposed school:	[REDACTED] or [REDACTED]
11.	Local authority area in which the proposed school would be situated:	Southend on Sea
12.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	These sites are [REDACTED] from the Boundary of Essex County Council
13.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

C1: 1 Provide a clearly focused, coherent vision that underpinned the application with a compelling rationale for establishing the school.

Why Free School status?

Who are SYMCA?

Southend YMCA is an incorporated Charity which aims to help disadvantaged young people 'build their future'. Consequently, we have a long standing and proven track record of co-creating services with our beneficiaries and other stakeholders (including the public and voluntary sector) to address local unmet need. Over the last 18 years we have been able to successfully 'stand in the gap' through designing and delivering locally required services (with outstanding performance). This success is attributable to our developmental approach which includes: a robust research base, consideration of both best practice and the results derived from continual monitoring and evaluation.

Our passion is to provide vulnerable and disadvantaged young people with the experiences and opportunities that other young people receive as a norm. We aim to increase the life chances of deprived young people and help them to overcome socio-economic barriers. As a result we offer young people opportunities to realise successful transitions into adulthood such that they can 'contribute, thrive and belong'. This is achieved through five thematic stands of delivery: Supported Housing, Positive Activity, Economic Inclusion, Community Health and Wellbeing and Education and Training. Our provision has effectively realised national, regional and local policy imperatives. For example our active citizenship/volunteering programmes have enabled over 1,000 young people to serve their local community by putting on events and activities that bring people together across the generations.

As a leading youth charity, advocating on behalf of our beneficiaries we seek to identify, appropriately match, and secure the resources necessary to create much needed services for the most marginalised young people. We have been effectively delivering alternative provision since 2008. We have a strong track record of high success in enabling pupils who face barriers to achieve their potential despite fractured home backgrounds. 89% of Pupils in our care have achieved a full portfolio of qualifications and certification up to level 2.

Raising Standards; Meeting Need

In order to ameliorate socio-economic disadvantage, it is our belief that young people deserve to be offered access to high quality provision. The acquisition of relevant and meaningful skills, knowledge, qualifications and experiences will increase life chances and aid economic inclusion for these pupils.

This view is supported by our Local Authority who have set the following strategic educational objective within the Children and Young Peoples Plan 2011 – to:

'Narrow the achievement gap between vulnerable children and young people and others of their age' through 'regulation of Alternative Education'.

It is evident that the Local Authorities' aims and Southend YMCA's ambition mirror the Free Schools agenda to drive up quality and a system wide change. The Local Authority has given us full support with our vision to gain Free School status; as a result the Local Authority will be able to meet its statutory duties and obligations for this distinct client group in a more effective way.

Becoming a Free School will provide a more stable and legitimate environment for meeting the needs of young people in Southend. The Free School structure will enable direct and full access to the support mechanisms offered to recognised schools through the Local Authority. In addition, the DfE status will increase positive reputation, consequently providing a valuable resource to mainstream schools; utilising placements to increase retention, achievement and success rates and reduce exclusions.

Why Alternative Provision?

As set out within section E the evidence shows that there is no need for a Secondary Mainstream Free School provision in Southend: as performance data indicates a year-on-year, upward trajectory of GCSE A* - C attainment (which exceeds the national average). At the same time there is no demographic pressure reflected within pupil vacancies across the Borough. Thus we can conclude that mainstream schools provide an effective education for the vast majority of pupils.

It is evident however that often the most marginalised children require a different level of attention, a different ethos and an alternative curriculum to enable them to thrive and attain. Furthermore, suitable provision for these children will contribute to maintaining the upward trajectory of standards in Southend more broadly.

What are the Benefits of a Free School?

Becoming a Free School would benefit our provision, our pupils, and the community in Southend. From Southend YMCA's perspective it is preferable to become a Free School because it will legitimise, regulate and highlight the high quality and standards of our provision. Consequently the Charities resources and personnel have been utilised to devise this business plan. Through the Southend YMCA Community School we will drive up quality and standards and challenge second rate provision within the town.

Southend YMCA recognise that Alternative Provision can provide an effective, more suited method of delivering high quality education and learning to pupils outside the mainstream setting. It is our vision to provide a niche service for disadvantaged pupils living in challenging circumstances through alternative provision addressing and supporting pupils to increase life chances.

Southend YMCA Community School provision will provide greater choice for pupils, parents and schools. Becoming a Free Schools will further enhance our reputation and evidence our work through Ofsted inspections and

benchmarked provision. Placements will be commissioned on the knowledge and understanding of Common Inspection frameworks aiding transparency and avoiding ambiguity. Becoming a Free School gaining DfE seal of approval will allow us to stand out in the sector.

It is evident that the desire to drive up quality for alternative provision within Southend will not have the same impetus without a trailblazing Free School and thus a system wide change is unlikely to be realised. Central Government support will ensure that the agenda is taken seriously, offer funding and access to further expertise

Becoming a Free School offers the opportunity to devise an innovative curriculum which is pupil led rather than institutionally led. We would envisage sharing our learning locally, regionally and nationally with the aim of improving outcomes for this pupil group.

No Other Suitable Provision

Southend YMCA has been providing alternative education provision (pre 16) in Southend since 2008. Our reputation as an innovative post 16 provider effectively delivering outcomes for NEET young people with complex needs, led us to be commissioned by the local Pupil Referral Unit (PRU). The PRU were both disillusioned and concerned by the low aspirations and attainment levels of existing training providers operating within the town for this student group.

Our provision was designed in response to the growing number of Key Stage 4 learners that required full time (AP) placements offering a nurturing and holistic approach to developing social and emotional skills for pupils with complex issues that present through challenging behaviours. This provision has grown in capacity 150% with pupil populations demonstrating disadvantage; including a high percentage that live in poverty 90% (classified by those accessing free school meals) with 60% of pupils subject to child protection/child in need plans, pupils' living in care through to pupils living within challenging circumstances for example living with parents with substance abuse, mental health issues or involved with the criminal justice system.

Why Choose Us?

- **Because we have Commissioner Support** – In 2011, Southend Borough Council (SBC) formalised the arrangements for schools commissioning Alternative Education programmes. The Local Authority wanted to regulate and expand provision within Key Stages 1, 2, 3, and 4 to meet statutory obligations. SBC led a procurement exercise where prospective providers were invited to tender. Southend YMCA was successful and is now a member of the SBC Framework for Alternative Education for the next four years 2011- 15 (note: schools will only purchase from providers that are identified on the Framework). This exercise was intended to drive up quality and provide consistency across the Borough. However, only a small number of providers were

successful with this tender due to poor quality. Of the limited successful applicants a number are out of area/national providers who have failed to mobilise within Southend consequently schools will need to purchase provision from providers that have not met the tender requirements. We are currently providing full and part time KS4 education successfully for a total of 22 children from five schools. Our Local Authority advises that there is a steady state of c. 300 pupils attending alternative provision within Southend.

- **Because we provide high quality education** - Southend YMCA Community School aims to open in September 2013 offering 'Full time or part time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative education is made for them' (M&A). This will encompass pupils aged 14 – 19.

Southend YMCA Community Schools mission is to 'Stand in the Gap' by offering an exemplar Free School which drives up the quality of provision for marginalised pupils working in partnership with stakeholders, parents, agencies and referring organisations. Disadvantaged and vulnerable young people require support which enables them to reach their full potential and increase their ability to integrate within society.

- **Because we understand and can meet the needs** - Southend is a Unitary Borough situated forty miles from London, at the mouth of the River Thames. It is one of the most densely populated urban conurbations in England (26th) with a residency of c. 160,000 persons, the majority of which are of white ethnicity. The Borough has areas of great affluence where the professional classes and city commuters reside, conversely (as set out in D:4) Southend has Lower Super Output Areas falling in the top ten percent of disadvantage within the country (Index of Multiple Deprivation). There are higher numbers of children living in poverty compared to the national average (near to 1 in 4 rather than 1 in 5).

Additionally, we note that many pupils will come from families with multiple vulnerabilities and experience challenging life circumstances: household conflict, poverty, familial abuse, addiction and poverty. Longitudinal studies identify that these factors negatively impact on esteem, motivation, emotional well being and academic attainment contributing to long term disengagement and social isolation, through to risk taking and offending behaviours. Our experience of delivering alternative provision has highlighted the importance of intervention to break the cycle of unemployment and low aspirations often across three generations.

- **Because of our established working relationships** - Southend YMCA Community School will build on the longstanding associations

which have been built by Southend YMCA. We will work closely with and serve mainstream schools within Southend and the surrounding areas. Southend YMCA Community School will provide an inclusive approach to widening and improving education for disaffected pupils that often lack the skills and resilience to remain within mainstream education settings. It is our aspiration that children living in challenging circumstances will be given access to an exciting, suitable and innovative curriculum; to unlock and maximise pupils' potential and assist them in building a better future.

- **Because of our innovative approach** - Southend YMCA Community School will offer a flexible curriculum which supports the development of pupils holistically, both in terms of emotional intelligence basic and social skills development, which will aid full integration within society post compulsory education. A key feature of our education plan is the method of understanding the pupils' needs: reflecting and delivering this through a multi-layered curriculum which addresses pupils' needs with multiple vulnerabilities. The layers interface and will be continually discussed with the pupils within the tutorial and mentored sessions. The layers are informed by a range of diagnostic testing, academic assessments and educational psychologist assessments (more detail regarding the layers can be found in section D: 2).
- **Because we offer a value for money solution** - This proposal represents 'value for money' as it relies on and draws from Southend YMCA's proven educational expertise resulting in Economy, Efficiency and Effectiveness. The proposed Alternative Provision Free School builds on and benefits from prior learning, it incorporates refinements made to an established and trialed delivery model which were effected to best meet the educational needs of pupils and drive up attainment. Thus development costs are minimised and there is a low likelihood of project failure and resource waste. SYMCA delivers a broad range of complimentary services which will wrap around and enhance the curriculum.
- **Because we have a fit for purpose model** - Southend YMCA has selected the promoter model as we are capable and competent to take complete ownership, control and responsibility for ensuring our vision is delivered. This assertion is based on our excellent track record. We will only outsource limited functions where there is a cost/quality benefit such as accessing Health and Safety consultancy. We recognise we would be required to sign a funding agreement with the DfE and hire a Principle .
We acknowledge that there will be a significant amount of work in the run up to the school opening, - this is deemed to be achievable through an overarching project plan which sets clear milestones informed by Benchmarked targets and national inspectorate Ofsted Framework (see section F).
- **Because we understand and accept the DfE minimum**

requirements and we will meet our responsibilities namely that:

- (a) The proposed free school will not conflict with the aims (and Secretary of State's duties) as set out in section 149 of the Equality Act 2012
- (b) We will not teach creationism, intelligent design etc. as valid scientific theory
- (c) We will put in place arrangements to safeguard and promote the welfare of pupils at the school
- (d) We will act in accordance with AP legislative framework and funding agreement and meet education (Independent Schools Standards) (England) Regulations 2010

Introducing the Vision

The vision statement of the Southend YMCA Community School sets out our aspirational intentions. These have been formed in the light of the Free School Ethos, which in respect of AP is principally concerned with ensuring that children of compulsory school age (who experience illness, exclusion from school or other compounding circumstance) receive suitable education.

The word suitable means 'fit' and 'proper' for purpose. Many vulnerable young people with complex needs do not receive an education appropriate to their needs and as a result fail to achieve and progress. Effectively, the education system has let them down - a disservice which compounds the multiple disadvantages and vulnerabilities that they already experience, such that the likelihood of poor life trajectories (unemployment, poverty, ill health, and criminality) is further increased.

Our dream is to offer such young people and the Borough of Southend a flagship provision which will really make the difference to young lives (an approach for which there is demonstrable need and support).

The Curriculum offered has been tailor made and will impart the key foundations for learning and academic attainment. There will be a strong focus on the functional elements of English, maths and ICT as these are the bedrock for any academic or career pathway a young person may wish to pursue, on developing the social skills and behaviours which are a prerequisite of learning and on building the sense of self worth and motivation of disempowered and hurt young people who have low expectations and may display self defeating behaviours. A broad and deep curriculum will be achieved through incorporating sports, music, arts/media and cooking. We know from prior experience that these practical subjects have been positively received by young people, have enabled their creativity and self expression and have built their independent living skills.

Vision Statement

The Southend YMCA Community School's vision is to 'Stand in the Gap - helping young people to build their future' through a holistic education where pupils aged 14-19 will acquire the knowledge, skills, experiences and qualifications' to make the successful transition to adulthood. The Southend YMCA Community School will address the educational needs and aspirations

of pupils through an individually tailored curriculum.

We believe in line with the DfE that 'Every parent should have access to a good local school which offers what their child needs- the right level of attention, the right ethos, and the right curriculum'. Our Free School vision is realised through five headline aims which when combined offer children the right conditions for success. Ensuring that pupils will be able to 'belong, contribute, and thrive' within their communities and society.

The Southend YMCA Community School will represent an exemplar model to other educational providers raising attainment locally, regionally and nationally.

Our Primary Aim is to - Create well rounded, happy and resilient young people.

This aim will be realised through the following objectives:

- To address the emotional wellbeing of pupils through an inclusive, non critical culture so discouraging unhealthy competition and bullying.
- To embed health promotion and emotional intelligence initiatives within lessons to cultivate the behaviours for lifelong health and well being.
- To attend to pupils as individuals - offering a 'personalized' learning experience which develops the mind, body and spirit.
- To provide compulsory physical education which meets wider health agendas?

This is because we recognise that children flourish when attention is given to their emotional and physical wellbeing - these components being the foundation for accelerated growth, development and learning.

Our Secondary Aim is to- Develop children as individuals.

This aim will be realised through the following objectives:

- To offer pupils opportunities to extend their 'voice and influence' in determining the school's future – supporting self efficacy.
- To work with parents such that they can support learning; providing wider choice and greater degree of autonomy around the pupils' needs and aspirations

This is because we recognise that when children are supported to think critically and make informed choices the ability for self efficacy and lifelong learning increases.

Our primary and secondary aims put in place the underpinning conditions to mobilise our third and fourth aims

Our Third Aim is to - Ensure Academic attainment.

This aim will be realised through the following objectives:

- To offer a flexible approach to achievement through a range of credit based qualifications and accreditations.
- To raise standards of education for marginalised pupils living in challenging circumstances by increasing access to level 2 qualifications within alternative provision.
- To ensure each pupil receives a curriculum that fully stretches and supports their full academic achievement.
- To ensure their curriculum reflects the needs and aspirations of pupils.

This is because we recognise that the achievement of nationally acknowledged accreditation is essential to, and a pre-requisite of, being able to access further education, training or employment. Consequently, it is imperative that disadvantaged children gain age appropriate qualifications reducing the inequalities between pupils attending mainstream schools and those in Alternative Provision.

Our Fourth Aim is to - Secure positive progression for Children.

This aim will be realised through the following objectives:

- To support pupils to acquire the knowledge, skills and confidence to obtain and sustain further education, employment or training enabling their economic inclusion.
- To progress independent living skills.
- To ensure each pupil is prepared and equipped for adult life.
- To provide wrap around, positive activities enabling pupils to develop personal, social and active citizenship skills-making them proactive members of the community in which they live.

This is because we recognise that the school environment is an excellent platform to prepare each pupil for adult life. Promoting independent living skills through to vocational aspirations post compulsory education.

Our Final Aim is to – Provide an exemplar Free School educational community.

This aim will be realised through the following objectives:

- To provide personalised, safe and supported education delivered through small classes.
- To raise expectations and aspirations of pupils attending our school
- To actively seek innovative and additional resources and new ways of investing and engaging with pupils, so they can pursue their dreams and aspirations.
- To provide high quality teaching and learning delivered by experienced and suitably qualified professionals.
- To increase the quality of specialist alternative education provision for pupils with multiple vulnerabilities within Southend.

This is because we recognise that suitably structured provision will contribute to the retention, success and achievement rates within the borough for children for whom no other suitable provision is made.

Value Based

Southend YMCA Community School upholds The United Nations Convention on the Rights of the Child, an international convention setting out the civil, political, economic, social and cultural rights of children.

Our values are not exclusive to any faith, indeed Southend YMCA Community School seeks to include rather than exclude. Our guiding values are centred around the belief that each pupil should be offered:

- Acceptance – a sense of welcome without condemnation
- Encouragement – to reach potential and overcome obstacles
- Kindness – to be treated without favouritism
- Provision- abundant resources to experiment and pursue developmental opportunities
- Safety – to live in peace , protected from abuse and harm
- Joy- the opportunity to undertake pleasurable activities
- Freedom – to follow hopes and aspirations

Realising the Vision

We are confident that we can achieve our vision as this is closely mapped and embedded within in all aspects of our provision; from strategic plans to operational objectives.

Our visionary aims are mirrored within a five layer model where each pupil is understood in terms of their resilience, in terms of their individuality, with respect to their potential academic attainment and with regard to their future progression. Finally, each pupil is seen in relation to others, they are placed within the overarching educational community. The layers provide specialist assessments which will lead to clear goal setting for each pupil These layers inform the pupils PLP and are tracked against the curriculum plan to ensure maximum achievement against the aims of the vision.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Key Stage 1	0	0	0	0	0	0	0	0
Key Stage 2	0	0	0	0	0	0	0	0
Key Stage 3	0	0	0	0	0	0	0	0
Key Stage 4		21	30	35	40	40	40	40
16-19: commissioner referred		0	0	0	0	0	0	0
16-19: pupil application		10	10	10	10	10	10	10
Totals		31	40	45	50	50	50	50

Our Growth Plan	
Year One	Focuses upon establishing the programme
Year Two	Focuses upon incorporating part time pupils and managing the flow
Year Three	Focuses upon consolidating provision
Year Four	Southend YMCA Community School reaches our steady state
Pupil population is based on a full time equivalence of 31 pupils in year 2013 rising to a steady state of 50 pupils in year four when maximum occupancies is achieved.	

Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

D1: set out a viable curriculum plan with appropriate focus on the core areas of learning.

Pupil Characterisation

Southend YMCA Community School will offer a flexible curriculum that aids personal and social development alongside academic attainment. This is specifically devised to address the emotional barriers which hinder the pupils' learning. Pupils that have historically been referred to SYMCA education provision often fall into one or more of the following categories:

- Medical (including Mental Health)
- Young Offenders
- SEN-primarily Behavioural, Emotional or Social Difficulty BESD
- At risk of missing school
- Young carers
- Teenage parents
- Looked after children
- Permanently Excluded or Managed Moves
- Hard to place or Unplaced Year 10/11 Casual Admissions to the LA
- Disaffected/disruptive pupils

It has been our experience that many of the pupils live in challenging circumstances, at elevated risk which significantly impacts upon their ability to learn. Many of the pupils display very similar characteristics expressed through their behaviour. Often their challenging behaviour is an expression of frustration born out of either a lack of understanding or a feeling that they are not being listened to.

Many of the pupils have missed large chunks of their education and have conditions which are undiagnosed. Southend YMCA Community School has adopted a unique approach to understanding the pupils' needs through full assessments in terms of academic the emotional intelligence (this is undertaken through an educational psychologist, assessing the individual needs and implementing appropriate strategies to best support the pupil to maximise attainment). These assessments have played a crucial role in raising our retention, success and achievement rate and have informed the most effective methods of delivering the curriculum adjusted to reflect the pupil characteristics. This information fully informs our teaching and delivery methods, engagement styles through to class layout, design of the furniture, and colour of classroom through to methods of presenting information.

Pupils accessing the education provision will also receive appropriate diagnostic testing, assessments and risk assessments through the induction process; this will enlighten the initial baseline position from which the pupils can make progress and inform the most appropriate class setting for which they are placed within, in

addition a range of external services can be implemented to fully support the pupils' needs (individually tailored approach).

100% of pupils placed on full time long term placements will be placed into classes based on the results of the educational psychologist diagnosis/analysis combined with academic ability rather than year group - the pupils are mixed in terms of year 10 and year 11 (and on occasion year 9 pupils). The class selection is reviewed on a termly basis so that the curriculum the pupil is following reflects both their academic attainment levels combined with the right level of support to meet the needs of the pupils' emotional state. Pupils may be reallocated to different classes at the beginning of each term; according to the progress they are making. Note; it is not envisaged that pupils will move frequently and additional support will be provided to ensure a smooth transition from one setting to another.

The curriculum is closely mapped and monitored against the individual pupil. Continual assessments such as goal on-line, risk assessments and learning assessments are captured within the PLP (which follows the pupil from class to class). 100% of all pupils on both full and part time placements are set soft and hard targets. The soft targets form the basis for tutorial and mentor engagement lessons. Pupils take responsibility for setting these targets and are involved with the monitoring and evaluation process through self evaluative tools such as coping in schools questionnaires.

In order for the school to meet the requirements of the commissioners and the pupils it serves we have explored and analysed YPLA data (2010/2011) for Southend. This data reveals a lack of provision aiming at qualifications below level 2 for pupils post 16 and also highlights the a lack of provision for post 16 provision with LLDD needs. In response to this we have developed our post 16 full time, long term provision for pupils with these needs. Our provision aims specifically to provide disadvantaged pupils with LLDD needs opportunities to gain appropriate qualifications at suitable levels. Currently these learners can only access provision within large providers such as the South Essex College.

In addition, the Local Authority (OnTrack Team) have also identified that there still remains a lack of level 1 provision for learners who need extra time and support to acquire skills. Whilst the educational needs of young people with profound learning and physical difficulties will be met through the Borough's special school (Lancaster) there is a gap in provision for those with moderate learning difficulties including those with: Moderate functioning Autistic spectrum disorders, Attention deficit hyperactive disorder, on school action plus (but just below SEN). This is predicted to c. 20 learners. Our qualification offer is relevant to this group of pupils.

Realising the Vision through our Curriculum

It is our vision to increase the quality of specialist alternative education provision for this vulnerable group of pupils in Southend. 100% of pupils will receive an individually crafted PLP informed by the five layer model described below (the layers are interlinked). The layers reflect our visionary aims and aid our understanding of the pupils' needs, characteristics and traits.

- **Layer One - The Resilient Child**

Focuses upon the pupil as an individual, undertaking in-depth analysis of individual need, emotional intelligence, academic ability and challenging circumstances that they live in.

100% of full time pupils on a long term placements, with an equivalent of 31 FTE part time and short term placements will receive a detailed report undertaken by a qualified educational psychologist in consultation with the pupil (one-2-one). We have planned for 31 FTE for part time pupils on these placements as it is evident through past experience that we receive high numbers of part time pupils that have fixed term exclusions or permanent exclusions for aggressive, violent or risk taking behaviours: consequently the assessments are a valuable tool to assist pupils sustain the placement and achieve. Approximately 50% of referrals have had an issue with self esteem, low confidence and low aspirations; as such an educational psychologist assessment is not necessary. This is reflected within the budgetary assumptions calculated on FTE basis.

The educational psychologists' findings inform the styles of teaching and learning methods and approaches utilised to maximise achievements. The academic curriculum is embedded with a wide spectrum of social skills development. The pupils' personal and social development is of paramount importance, as it is often the lack of emotional intelligence that has led them to being educated outside the mainstream environment. This layer focuses upon inclusion. The teaching and learning strategies reflect our inclusive approach with our curriculum enriched with additional therapeutic services available to the pupils.

Smaller classes and higher staff ratio (2:10) enable pupils to access individually tailored lessons which is reflected in the lesson plans and schemes of work. This layer informs the types of services that are required within layer two and contributes to the pupil risk assessment. Pupil risk assessments are undertaken for 100% of pupils and used as inclusion tools rather than to exclude the pupil – the risk assessments provide valuable information that enable effective interventions to increase achievement and reduce exclusions.

- **Layer Two – The Pupil as an Individual**

Focuses upon a holistic approach to addressing the pupils' individual needs (100% of pupils on all types of placements). Working in partnership with a multitude of community and statutory organisations enabling the pupils to access specialist support and services to address wider issues that present barriers to or inhibit learning. Specialist services include drug and alcohol services, Youth Offending Services, through to mental health agencies contributing to a holistic package for each pupil. Much of this work is undertaken within specialist sessions delivered on a one-2-one basis but supported within tutorial and mentored lessons. This layer informs the types of units delivered to the pupils within the non core lessons. For example where anger management is a key characteristic for the pupils this is reflected within the curriculum and delivered through units such *Understanding Conflict Resolution and Understanding and Managing Emotions*. Pupils on short term intensive placements are taught in smaller classes. The unit choice reflects both the pupils' characteristics and the issues the referring agency i.e. the school require addressing before the pupil can return to mainstream

provision.

- **Layer Three – The Achieving Pupil**

Layer three focuses upon the pupil in the context of the learning environment. This layer is informed by diagnostic testing (100% of pupils undertake diagnostic testing for all types of placements) and focuses upon the suitability of the qualifications, accreditation and indicates the appropriate levels of study. The curriculum is carefully mapped and monitored to ensure the pupil is fully stretched and is supported to successfully achieve and reach their potential. The methods of delivering the units are derived through layers one and two.

- **Layer Four – The Successful Progression of the Pupil**

Layer four focuses upon the pupil's future. The learning is contextualised, with employability skills, knowledge and understanding and relevance of tasks and activities at the heart of pupils' development. The curriculum is embedded with the pupils' aspirations and career plans. Further education, employment and training are considered regularly with the learners within the group and individual setting. The tutorial and mentor processes inform the nature of taster session, workshops, seminars and educational visits implemented to enrich the curriculum and inspire pupils and raise aspirations post compulsory education. 100% of all pupils' placed at the school will receive effective IAG with regards to career progression or return to school strategies.

- **Layer Five – The Educational Community**

Layer five focuses upon all the pupils as a class. Considering the individual needs, abilities, difficulties, group dynamics, support plans coupled with age and services involved with the pupils. This layer informs the group dynamics and class selection process. Group dynamics is often a key to behaviour management and as such the risk assessment from layer one need to be taken in isolation and considered in the context of the class.

Breadth and Depth of the Curriculum

- **A Relevant Qualification Offer**

The breadth and depth of the curriculum reflects appropriate learning needs. Aiming to address the issues that have led the pupil to being educated outside the mainstream setting. In addition to the teaching and learning methods the qualification offer provides pupils with suitable assessment methods and opportunities. Many of the assessments can be taken a number of times and can be implemented at various intervals as and when the pupil is ready to take them.

The list below in **Table A** shows a range of qualifications on offer and illustrates the type of combination of units delivered to pupils on full time long term placements studying a National Open College Network Diploma in Progression (QCF) level 2. Pink represents term one, blue represent term two and green term three.

Table A

Unit Title	Level	Awarding Body	Accredited Unit No	Term 1	Term 2	Term 3
Understanding Human Behaviour in Relationships	2	NOCN	L/500/5270	Term 1		
Understanding Conflict Resolution	2	NOCN	R/600/5250		Term 2	
Developing Group and Teamwork Communication Skills	2	NOCN	Y/500/5790	Term 1		
Demonstrating Speaking and Listening	2	NOCN	Y/500/4767	Term 1		
Developing Personal Confidence and Self Awareness	2	NOCN	H/500/4772		Term 2	
Healthy Living	2	NOCN	A/500/4809		Term 2	
Introduction to Drug Awareness	2	NOCN	T/500/4811			Term 3
Maintaining Sexual Health	2	NOCN	F/600/5213			Term 3
Taking Part in Sport for Personal Improvement	1	NOCN	Y/500/5594	Term 1		
Understanding and Managing Emotions	2	NOCN	D/600/5249		Term 2	

Personal Budgeting and Money Management	2	NOCN	J/500/5543	Term 1		
Understanding the Value of Food and Nutrition for Children and Young People	2	NOCN	M/500/5679	Term 1		
Learning from Volunteering	2	NOCN	A/600/5212			Term 3
Using Writing for Meaning	2	NOCN	D/500/4821		Term 2	
Understanding Team Motivation	2	NOCN	H/500/5663		Term 2	
Developing a Personal Exercise Programme	2	NOCN	H/500/5274			Term 3
Social Enterprise	Various	NOCN	Dependent upon Level	Term 1	Term 2	Term 3
Functional Skills ICT (QCF)	Various	NOCN Or OCR	Dependent upon Level	Term 1	Term 2	Term 3
Functional Skills Literacy (QCF)	Various	NOCN or OCR	Dependent upon Level	Term 1	Term 2	Term 3
Functional Skills Numeracy (QCF)	Various	NOCN or OCR	Dependent upon Level	Term 1	Term 2	Term 3
Award in Emergency First Aid at Work (QCF)	2	CIEH	500/7534/2	Term 1		
Award in Food Safety in Catering (QCF)	2	CIEH	500/5476/4		Term 2	

OCR Level 2 Nationals in Art and Design	2	OCR	NAD	Term 1	Term 2	Term 3
Positive Activities	N/A	YAA	Dependent upon Level	Term 1	Term 2	Term 3
GCSE Maths	Various	OCR	Dependent upon Level	Term 1	Term 2	Term 3
GCSE English	Various	OCR	Dependent upon Level	Term 1	Term 2	Term 3
Princes Trust XL Programme	Various	Prince's Trust	Dependent upon Level	Term 1	Term 2	Term 3

Note this list is not exhaustive and a wide range of OCN Progression units can be selected from the NOCN database – these are all QCF and LAD approved.

Full Time Long Term Placements - Each pupil will access a structured timetable with the core compulsory subjects - Maths (GCSE and Functional Skills), English (GCSE and Functional Skills), ICT (Functional Skills), Art, Physical Education and Cooking. These core subjects are compulsory throughout the placement. Maths, English and ICT are also embedded within the wider units.

In addition, all pupils will work towards a progression Diploma (again provided at a range of levels up to and including level 2) made up with individual units aiding personal and social development. Units are selected in response to and reflect the pupils' needs. Each term a number of units are delivered, providing the pupils with tangible achievements and credits at the end of each term. These units reflect the issues and barriers that the pupils face (e.g. *Introduction to Drug Awareness, Maintaining Sexual Health, Personal Budgeting and Money Management*). In addition units aim to support the pupil living in challenging circumstances (e.g. *Developing Personal Confidence and Self Awareness, Understanding Conflict Resolution, Understanding and Managing Emotions*).

After the first term the pupils will be given a menu of units to choose from they must work together to establish which units they will study – utilising the skills developed within term one (e.g. *Teamwork, Tolerance, Problem Solving etc.*). Offering a choice of units aims to provide both a tailored curriculum responding to the pupils' interests and aspirations as a collective and encourages the pupil to take responsibility for their learning. The menu includes units such as *Ecology, Carpentry & Joinery through to Music Making* all of which complement the core curriculum.

Southend YMCA Community School will continue to develop the work of SYMCA which has designed, developed and implemented a successful key stage four provision around nationally recognised qualifications and credit-based learning, providing opportunities for pupils to achieve a combination of GCSE's and unit credits which can lead to full qualifications.

Full-time pupils will attend our provision for a period of between 1 & 2 years with opportunities to gain:

- National Open College Network (NOCN) Diploma in Progression (QCF) up to and including level 2
- Functional skills (NOCN); numeracy, literacy and ICT
- Art and Design (OCR) Level 2 GCSE
- A range of short qualifications recognised on the QCF/LAD at Level 2.
- GCSE Maths
- GCSE English
- Prince's Trust XL Programme (Prince's Trust Accredited at various levels – Award, Certification and Diploma).

Pupils will experience a curriculum that provides opportunities that offer stretch and challenge (pupils work at their own pace and level within all core subjects as these are offered at entry through to level 2). Pupils will be encouraged to understand 'the big picture'; to know the context and purpose of their learning. Investigative tasks where outcomes are not fixed or limited provide valuable and stimulating learning experiences. These learning opportunities can be provided by offering experiences that offer breadth of learning and go beyond the prescribed curriculum.

For pupils following the full time long term placement it is envisaged that the timetable will focus 46% on the Diploma qualification (including sports and cooking) 33% on the GCSE programme, 14% on Functional Skills programmes with 7% for tutorial/mentorship and opportunities to participate in and enrichment activities outside the school day. In addition each pupil will receive one-2-one sessions with the mentor with weekly – each full time pupil will receive a minimum of 25 hour programme per week.

Full Time Short Term Intensive Placements - Southend YMCA alternative short term intensive (intervention) programmes, have been utilised by the schools (commissioners) as vehicles to address wider issues that proved as barriers to the pupils learning within a mainstream setting: it is envisaged that Southend YMCA Community School will adopt the same approach. These programmes successfully aid reintegration of the pupil within the mainstream school statistics.

The curriculum for part time pupils' will be largely guided by the needs of the pupils combined with the capacity of the school. For example if a pupil is attending a short term placement then the curriculum may only address one strand; Functional Skills (e.g. maths), Personal and Social Development (anger management) or Vocational elements (cooking) or a combination of all three.

SYMCA provision is very flexible which Southend YMCA Community School would continue and develop further, largely centred on National Open College

Network (NOCN) qualifications through the Progression and Step-Up framework; this enables part-time pupils to achieve a number of units towards either:

- NOCN Step Up Award (QCF),
- NOCN Step Up Certificate (QCF)
- NOCN Step Up Diploma (QCF)
- NOCN Level 1 Award in Progression (QCF)
- NOCN Level 1 Certificate in Progression (QCF)
- NOCN Level 2 Award in Progression (QCF)
- Prince's Trust XL Programme (Prince's Trust Accredited at various levels – Award, Certification and Diploma).

And/or

- Functional skills (NOCN); numeracy, literacy and ICT (entry through to level 2).

For pupils following the intensive placement it is envisaged that the timetable will focus 70% on the qualification (described above) with 25% for tutorial/mentorship and 5% for sports, music and enrichment activities. Mentorship is an essential component as the mentor will remain in contact with the pupil for a period of six weeks after reintegration back within the mainstream school setting. The tutorial/mentorship lessons are utilised by the pupils to access the study packs provided by the schools to ensure the pupil doesn't fall behind while being educated outside the mainstream environment. The xl programme is delivered through xl clubs which are aimed at young people aged 13-19 at risk of underachievement or exclusion from school. These clubs are utilised as engagement/motivational tools to inspire pupils to learn.

Where appropriate the school may refer the pupil for functional skills in this case the 70% qualification time will be divided between the vocational and functional skills curriculum in accordance with the Guided Learning Hours (GLHs).

Part Time Long Term Placements - Where part-time pupils are placed with Southend YMCA Community School an effective PLP is drawn up in consultation with all parties (the school, Southend YMCA Community School and the pupil) to ensure complimentary teaching and learning is delivered within the two settings aiding and maximising the pupils learning and achievement. Close working relationships are essential in delivering a multisite/provider provision – Southend YMCA Community School has a proven track record in effectively delivering a flexible curriculum centred on the pupils/schools needs and aspirations working effectively with other providers (schools and training providers).

Part time long term pupils will follow a curriculum that enables them to gain National Open College Network (NOCN) qualifications through the Progression and Step-Up framework; this enables part-time pupils to achieve a number of units towards either:

- NOCN Step Up Award (QCF),
- NOCN Step Up Certificate (QCF)
- NOCN Step Up Diploma (QCF)
- NOCN Level 1 Award in Progression (QCF)

- NOCN Level 1 Certificate in Progression (QCF)
- NOCN Level 2 Award in Progression (QCF)

And/or

- Functional skills (NOCN); numeracy, literacy and ICT (entry through to level 2).

For pupils following the part time placement it is envisaged that the timetable will focus 85% on the qualification (described above) with 15% for tutorial/mentorship. The level and type of qualification is dependant upon (a) how many days per week the pupil will attend (b) the ability of the pupil (c) the GLH required by each qualification and (d) the study programme offered outside our school (i.e. with the school or other training provider).

Sector Specific - All pupils will be given the opportunity to obtain sector-specific qualifications including: Chartered Institute of Environmental Health (CIEH) Level 2: Award in Emergency First Aid (QCF); CIEH Level 2: Award in Food Safety in Catering (QCF); and Health and Safety Level 2. This qualification enables the pupils to take responsibility for their own health and safety and enables them to make valued contributions to the Southend YMCA Community School health and safety committees, whilst also meeting the pupils 'Be Safe' Agenda. These qualifications also aim to aid and enhance the potential for the pupils to gain employment or training opportunities in the future. Southend provides an array of seasonal employment opportunities that the pupils can access once they turn an appropriate age (the seasonal employment opportunities centre around the catering and theme park industry where both Food Hygiene and Health & Safety qualifications are required as a bare minimum). They are also transferable skills to any community. These short qualifications are delivered in 1-2 days.

All achievements will be tracked through the use of a Unique Pupil Number (ULN). Southend YMCA Community School provision aims to improve retention and progression rates by recognising smaller steps of achievement. Pupils will therefore be able to build up achievements (credits) at their own pace and in different contexts according to the individual learning plans. It is Southend YMCA Community School's aspiration that all pupils will be given the opportunity to access full GCSE's programmes for Maths, English regardless of placement in order to accommodate the placement timetables those on part time placements that do not include Maths and English within the curriculum (i.e. short term intensive placements) will be given opportunities to access this provision outside the school day through non compulsory classes.

- **Enrichment Activities**

Southend YMCA Community School will have access to a broad range of extra curricular and enrichment activities (provided by the main charity Southend YMCA). These activities are non-compulsory aiding and increasing the pupils' experience outside of the school curriculum and are non compulsory. Pupils have access to with wrap around services to assist them in coping and dealing with situations and barriers that relate to wider issues outside the curriculum accessing the appropriate specialist staff. Southend YMCA Community School will closely work with Southend YMCA to ensure pupils are given the opportunities to take part in enrichment activities (fully funded and free of charge).

Enrichment activities include access to experts (homework clubs) sports programmes (Team YP an Olympic inspire kite marked programme facilitating the pupils voice and team work), Independent living skills: for example our distinctive our Edible Histories programme enables pupils to explore history through food. All enrichment activities are timetabled outside of the school day.

These extension activities aim to offer depth of learning encouraging the pupils to learn within wider settings providing opportunities to combine or apply learning objectives in less familiar contexts and/or to provide them with a greater degree of complexity or abstraction. We aim to utilise all experiences as a vehicle to develop social and emotional intelligence and life skills curriculum – hidden agenda.

Positive activity programmes offer pupils the opportunity to acquire and develop leadership skills and develop qualities of active citizenship. Pupils are supported to plan, develop and run their own projects undertaking meaningful recreational activity that benefits others. This has been achieved through the delivery of a range of externally facing events, peer education and volunteering projects.

- **Soft Skills**

The curriculum aims to aid the pupils develop the following soft skills set including;

- Honesty
- Trustworthiness
- Integrity
- Respect for the Opinions
- Beliefs and Interests of Others.
- Care about Conduct
- Problem Solving
- Tolerance
- Communication
- Working with Others
- Speaking and Listening
- Working Independently
- Moral Values

These skills are taught in combination with the accredited and non accredited lessons. Our existing provision has highlighted that many of our pupils find it difficult to integrate not only within mainstream school but also within the community; this is largely due to a lack of social skills. It of often this deficiency that has led them into difficulties with the law, peers, family and the mainstream school. The tutorial and mentored lessons consider the soft skill progress – this is reflected, captured and monitored within the PLPs.

D2: Provide a coherent and feasible school timetable and calendar.

School Calendar

Southend YMCA Community School will receive referrals from a range of schools within Southend Borough Council (SBC) and as such will follow the school calendar outlined by SBC, providing consistency across the borough particularly

providing a common school calendar with the referring schools.

In addition to the published school calendar Southend YMCA Community School will allocate an additional five teacher training days. These dates will be made available at the beginning of each academic year and will be publicised on the school website. These training days will reflect and respond to the needs of the pupils, staff, national and regional directivities. Note: the school calendar to is published on SBC website and Southend YMCA Community School website academic year 2013/14 – not published.

Structure of Lessons

Each lesson is a maximum of one hour in duration. The timetable is structured around four lessons and a tutorial within each day. Lunch breaks of 30 minutes and short designated breaks between each lesson. 1 hour lessons are a tried and tested formula; many of the pupils take longer to settle within the class but have difficulty in maintaining focus for periods over one hour. The curriculum is carefully crafted to ensure engagement (learning is delivered through a variety of activities; tasks, group work, peer to peer mentoring, class Q & A sessions through to and individual worksheets and written work.

Each lesson is assigned a subject lead who is responsible for the delivery and tracking of the pupils' progress and assessments. Assessment records are maintained and monitored weekly to ensure appropriate support is implemented timely.

Tutorial Lessons/Mentor Sessions

Will be utilised to capture, monitor and evaluate the pupils' progress, both in terms of academic and social skills development. Each pupil will attend one tutorial session per day. These lessons will specifically target short and long term goals including the soft skills set and academic progress. Each pupil will receive one-2-one mentorship and the tutorial lessons will focus upon the targets agreed between mentor and mentee – mentored sessions are delivered weekly.

Pastoral support is identified through the tutorial process and acts as mechanisms to implement specialist input or signposting where appropriate (for example drug and alcohol, homelessness, domestic violence intervention etc.). It is our experience that bringing in specialist services to work with the pupils on school premises is much more effective than the pupils attending other premises outside the school day; the school premises provides a great opportunity to undertake whole group sessions with captive audiences. Sessions with individual pupils has proved more positive in terms of both attendance and engagement.

The tutorials are pupil centred and closely follow an individually tailored programme of study that aid reintegration back within the mainstream school environment where appropriate. Assessments are undertaken termly to ensure progress is captured and monitored to support the pupils curriculum and ensure it is suitably stretching; termly assessments include Goal On-line assessments, Basic Skills diagnostic testing and the Coping in Schools Questionnaire. Each timetable has a 15 minute tutorial period at the beginning of each day. With a 1 hour session weekly.

Exemplar Timetable for Full Time Long Term Placements

Monday to Friday 9.30 – 14.45 are compulsory programme requirements and 14.45 onwards (extended services, homework clubs, counselling and positive activities programmes) are all non compulsory. The units listed in table A (section D: 1). Within the timetable the pink lessons represent lessons for term 1; these lessons will change in term 2 and again in term 3. The tutorial (blue) lessons, GCSE (green, lilac and pink) lessons and functional skills lessons (orange) remain a constant throughout the placement. The extended services (yellow) are non compulsory; however our experience is that the majority (75%) of pupils attend.

Taking Responsibility and Understanding Students Talents (TRUST) Trust Green Term 1 Timetable								
Tutorial Lesson 9.30-9.45	09.45- 10.45	10.45-11.00	11.00-12.00	12.00-12.30	12.30-13.30	13.30-13.45	13.45-14.45	Extended Services Non - Compulsory
Monday	GCSE Art	Break	GCSE Art & XL Programme	Lunch	NOCN Diploma Pink Unit	Break	NOCN Diploma Pink Unit	Edible Histories Youth Music
Tuesday	GCSE English	Break	NOCN Diploma Pink Unit	Lunch	GCSE Maths	Break	NOCN Diploma Pink Unit	Team YP Youth Music Homework Clubs
Wednesday	Functional Skills English	Break	GCSE Maths	Lunch	NOCN Diploma Pink Unit	Break	NOCN Diploma Pink Unit	Edible Histories Youth Music
Thursday	Functional Skills Maths	Break	Functional Skills through Cooking	Lunch	NOCN Diploma Pink Unit through Sport	Break	NOCN Diploma Pink Unit through Sport or Music	Team YP Youth Music Homework Clubs
Friday	GCSE English	Break	NOCN Diploma Pink Unit	Lunch	GCSE Maths	Break	NOCN Diploma Pink Unit	Youth Music

In addition each pupil will receive one-2-one sessions with the mentor with weekly – each full time pupil will receive a minimum of 25 hour programme per week.

Delivery Model

Schools will be given a flexible range of programmes including full and part time options, in addition the schools will be given the option for short or long term placements dependent upon the pupils' needs, abilities and PLP arrangements. Full and part time pupils will not be taught in the same classes however; they will be given a wide range of opportunities to come together through after school clubs and extra curricular enrichment activities extended services provision.

Southend YMCA Community School will meet termly with the referring agency (school) pupil, parent and key workers to review and discuss the pupil's social, emotional and academic progress.

The types of placements we will offer will include:

- **Long Term Placements**

Pupils will attend the SYMCA provision for a placement of between 39 weeks and 78 weeks. It is our experience that pupils who attend the full Year 10 and 11 provisions are able to successfully gain the entire portfolio of qualifications and achievements – note: pupils on long term part time placements follow part of the full time curriculum. Pupil population will rise from 17 in 2013 to 32 in 2024. Referrals are sourced through the local authority, schools, direct referrals, referrals, parents and agencies.

Pupils on placement full time will attend Southend YMCA Community School five days a week from 09.30 – 14.30 Monday to Fridays following a set termly timetable. Pupils also undertake the Prince's Trust xl programme (xl clubs are aimed at young people aged 13-19 at risk of underachievement or exclusion from school).

- **Long Term Placements SEN Post 16**

This provision provides pupils with additional needs with an opportunity to remain within an education setting post 16. This provision is not Local Authority Commissioned consequently Southend YMCA Community School will receive direct referrals for these placements. Many of our pupils (post 16 with statements) have not been able to make a successful transition between mainstream school (including SEN schools) and the FE environment. Gaining the placement within the FE environment has not been difficult, however sustaining the placement has proved difficult or impossible for many.

Our provision enables the pupils to undertake a full time placement for 39 weeks to gain the appropriate skills, knowledge and experience to sustain further education, training or employment enabling the pupil to integrate and contribute to the community in which they reside. Post 16 placements - Full time placements for pupils with statements of needs. Pupil population will remain constant at 10 pupils per year. Referrals are sourced through direct referrals, referrals from school SENCo's, parents and agencies.

Pupils on placement full time will attend Southend YMCA Community School five days a week from 09.30 – 14.30 Monday to Fridays following a set termly timetable. Pupils also undertake the Prince's Trust xl programme (xl clubs are aimed at young people aged 13-19 at risk of underachievement or exclusion from school).

- **Full Time, Short Term Intensive Placements**

These placements are based on short term engagement programmes specifically aimed at the reintegration of the pupil back into the mainstream school environment. Average length of placement is one term five days per week (but can be extended if required). These programmes will particularly address the barriers to learning (as outlined by the school). The learning is tailored to meet and address the pupils' needs with the aim being re-integration back to mainstream school. The learning is largely centred on the wider social issues and behaviour characters that prevent engagement within the mainstream school environment. Learning is externally accredited; the size of qualification is reflective of the required GLHs and the pupils' ability. Pupils also undertake the Prince's Trust xl programme (xl clubs are aimed at young people aged 13-19 at risk of underachievement or exclusion from school).

Dependent upon PLP (informed by diagnostic testing and assessments coupled with detailed risk assessments) the pupil may be taught in conjunction with other pupils where appropriate and in the best interest of all pupils. Recruiting 3 pupils per term making a total of 9 per year. Referrals are sourced through the local authority, schools, direct referrals, referrals, parents and agencies.

Pupils on placement full time will attend Southend YMCA Community School five days a week from 09.30 – 14.30 Monday to Fridays following a timetable for one term.

- **Short Term Part Time Placements**

Pupils who undertake part time placements often follow a dual curriculum – part of the study within mainstream school and part within the alternative provider (Southend YMCA Community School). All parties are working towards the same goal of positive reengagement and integration within the mainstream school accessing the mainstream curriculum. Pupils will attend on average three days per week between 2-3 pupils per term). Referrals are sourced through the local authority, schools, direct referrals, referrals, parents and agencies.

The qualifications offered are reduced in size i.e. full time pupils follow a full diploma curriculum where as part time pupils may follow a certificate or award sized curriculum reflecting the GLH requirements.

Pupils undertaking the short term placements are encouraged to continue to access the support, guidance, mentorship and wider curriculum enrichment activities offered through SYMCA wrap around services post placement. The average length of the short term part time option is one term.

- **Long Term Part Time Placements**

Pupils on part time placements will have individually tailored timetables flexible to meet the needs of the school, pupil and qualification/learning outcomes; pupils may attend from one – three days per week (once the number of days are agreed the curriculum will be delivered on the same days each week and will follow the same timings as the full time pupils (09.30 – 14.30). These pupils will be taught in separate classes to those following the full time programmes but may be taught with those following a mixed provider placement. Average length of stay varies between 39 and 78 weeks. A maximum of five pupils recruited each year. Referrals are sourced through the local authority, schools, direct referrals, referrals, parents and agencies.

The qualifications offered are reduced in size i.e. full time pupils follow a full diploma curriculum where as part time pupils may follow a certificate or award sized curriculum reflecting the GLH requirements.

- **Mixed Provider Placements**

Pupils that attend more than one provider usually do not attend school; in these circumstances the pupil usually attends an alternative provider for specialist vocational studies such as bricklaying or hairdressing. A tailored approach is implemented to ensure the curriculum is appropriate to the pupils' ability. As a result the pupil may integrate within the full time pupils class on the same designated days) or be taught alongside those pupils following a part time timetable. Referrals are sourced through the local authority, schools, direct referrals, referrals, parents, other WBL providers and agencies.

Volumes of Attendance

Class size is capped at 10. Smaller classes provide greater opportunity for the pupils to access greater levels of support aiding achievement. Pupils on intensive full time programmes are taught in classes of five. Intensive placements have smaller groups to build effective relationships with the mentor; who will remain in contact with the pupil for six weeks after the pupil returns to mainstream provision to ensure the pupil sustains the mainstream placement. The class is limited to five as the transition work will be conducted after the school day working the pupils' one-2-one within the mainstream school environment. Providing each pupil with effective pastoral care post provision - 2 hour session per one once a week.

Part time short term placements are taught in groups of three usually due to the nature of referral; for example that the pupil has been temporarily excluded from mainstream provision due to violence or inappropriate behaviour. Generally the intervention requires a more intense approach in dealing with the pupils' acceptance of the issue.

- Long term placements – maximum of 10 pupils within each class
- Long term placements for pupils with statement of needs post 16 - maximum of 10 pupils within each class
- Full time short term placements intensive - maximum of 5 pupils (each term recruiting 5 pupils) for this provision; dependent upon need may be taught in isolation, groups of 5 or integrated within full time provision as

appropriate to need.

- Short term part time - maximum of 3 pupils for this provision; dependent upon need may be taught in isolation, groups of 3.
- Long term part time pupils - maximum of 3 pupils for this provision; dependent upon need may be taught in isolation, groups of 3 or integrated within full time provision as appropriate to need.
- Mixed provider placements – as with long term part time and short term part time pupils.

Monitoring Attendance

Attendance is monitored in line with SBC attendance policy 'Be There'. Southend YMCA has actively worked with attendance officers over the last 4 years; ensuring pupils access and attend education provision in accordance with legal requirements. Registers are maintained and monitored twice daily with fully communication with the pupils parents and the referring schools to improve attendance and consequently increase learning opportunities and maximise achievements. This approach will be replicated within the school.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

In order to meet the requirements of our pupils' with differential needs our inclusion Strategy is built on a number of interdependent elements: personalised curriculum, behaviour policy, attendance policy, the provision of additional support, mentoring, parental engagement through to wider support from external agencies and organisations.

Meeting the pupils needs at all ability levels.

Southend YMCA Community School will offer a range of vocational training opportunities and qualifications to allow pupils a wider, more engaging and personalised curriculum choice (including individual credit based units). The programmes are offered at a range of academic levels from entry level through to Level 2; enabling the learner to achieve and where necessary attain a spiky profile to reflect their ability across the range of subject matter. This flexibility provides a challenging but tailored approach to meeting pupils needs within an inclusive environment allowing the pupil to work towards nationally recognised qualifications at their own pace, utilising assessment methods to suit the pupils learning aims and styles. And or enables the pupil to focus upon the issues that led them to being educated outside the mainstream setting.

Vocational tasters will enable and aid pupils to make the transition into further education, employment or training. The vocational units aim to inspire pupils and raise aspirations with regards to employment opportunities. Work placements provide a vehicle to provide role models as many of the pupils come from backgrounds where three generations have been unemployed.

Our programmes offer a tailored approach and as such are available at a variety

of academic levels up to and including level 2 with GCSE's in Art and Design, English and Maths, and the flexibility to achieve a level 2 full Progression Diploma (through NOCN) consequently providing an increased programme for those aged 14-16.

Southend YMCA Community School curriculum encourages a greater degree of autonomy and innovation with a range of teaching and learning methods employed to inspire learning and increase engagement including one-to-one work, small group work, seminars and workshops, discussion groups, work experience through to independent learning.

Southend YMCA Community School has complied with DCSF (2009) guidance on devising and maintaining Personal Learning Plans and can demonstrate progression against those plans. Southend YMCA Community School education plan identifies and defines the planned outcomes for each pupil within the PLP – reviewing continually as circumstances change.

Our provision is both flexible and responsive to the pupils, it is also important to note that we review and monitor the relevance of our offer with employers FE training providers, mainstream school provision and local authority directives. Consequently we are able to respond to change effectively.

Innovative teaching through ICT

Southend YMCA faces the on-going challenge of trying to reconnect disenfranchised pupils with learning and the ability to interact with staff and pupils within the education environment. This necessitates an innovative methodology, resources and approach. Southend YMCA Community School plans to utilise pupils drive and imagination for gaming and the internet to develop a very innovative way of learning. Pupils' will be able to interact with staff and other students through online learning material, media and virtual objects in a fully immersive 3D world.

Second Life is an online virtual world developed by Linden Lab which was launched in 2003. Second Life users, called Residents, interact with each other through avatars. Residents can explore the world, meet other residents, socialize, participate in individual and group activities, and create and trade virtual property and services with one another. As of 2011 have around one million active users.

Built into the software is a three-dimensional modelling tool based around simple geometric shapes that allows residents to build virtual objects. There is also a procedural scripting language, Linden Scripting Language, which can be used to add interactivity to objects. Sculpted prims, mesh, textures for clothing or other objects, and animations and gestures can be created using external software and imported. As well as the ability to imbed videos, images, web links and other interactive content. The Second Life Terms of Service provide that users retain copyright for any content they create. This means that all users have the ability to easily create 3D objects and once created they own the objects.

Towards the end of 2011 Second Life was averaging around 18,000 new signups per day and around 50,000 concurrent users at any one time

[\(http://aaronp.me/2011/12/second-life-statistics-2011/\)](http://aaronp.me/2011/12/second-life-statistics-2011/)

By implementing virtual technology we will be able to give our learning greater context without the need for greater resources. We will be able to take the descriptive details from class room learning (which can often be perceived as “boring”) and utilise 3D animation to give learners a more interesting and relative perceptiveness of what they are being taught.

We will attempt to engage disengaged learners by allowing them to develop their own virtual 3D world. By doing this they will be able to learn valuable real world skills such as art, ICT, team working and collaboration. This virtual world will be an on-going development project, which we hope all learners and staff will be able to contribute to over the coming months and years. This learning environment will make use of innovative technologies very rarely implemented by school and will give us a very diverse way of delivering education to learners that may have been removed from mainstream education.

Finally, another notable point is Second Life’s virtual economy. This brings about huge opportunities for our pupils to market itself to huge numbers of people world-wide. We will be able to share what we do at the Southend YMCA Community School and give other young people the opportunity to work with us.

Teaching and learning is not limited to the classroom.

We utilise a range of teaching environments to progress learning in addition to the traditional classroom environments found within a school setting. We will utilise alternative learning environments to enrich the curriculum and increase engagement thus, improving outcomes. Environments will include settings that mainstream pupils will have traditionally experienced outside the school setting (evidence based on previous cohorts). These pupils have historically missed out on and consequently not exposed them to learning within the social setting; i.e. reflected through a lack of tolerance, patience, and communication skills through to problem solving and listening to others. Additional learning environments include restaurants, theatres, parks, museums, sporting events through to educational visits to support the qualifications/certification coupled with personal and social development framework.

Resources

Southend YMCA Community School will have a wide range of up-to-date teaching and learning resources, appropriate to a range of ages and abilities, to support both formal and informal learning methods. There will be 5 teaching classrooms on site with interactive whiteboards and specialist teaching resources to support the curriculums including a training kitchen, multimedia suite with ICT, music/performance space, recording studio, refectory, one-2-one counselling rooms, access to a Wi Fi system through to traditional resources such as books, whiteboards, flipcharts and textbooks. In addition the curriculum will make full use of other teaching and learning environments in a creative and innovative way; parks, beach sports venues, educational visits through to commercial/business venues to support and enrich learning improving engagement and increasing outcomes.

Additional Support

Where pupils find it difficult to maintain their behaviour they are given additional support (learning support staff/qualified social worker) to remain within the classroom. However, where the behaviour becomes disruptive to others they are provided with alternative environments to learn with one-2-one support. It is our experience that the disruptive behaviour is often a symptom of something else; our staff will work tirelessly to support the pupils in working through a range of complex issues that present as barriers to learning. Where appropriate the pupils have access to a qualified social worker and access to onsite counselling service. Note: our behaviour strategy is highlighted in more detail within D: 5.

Southend YMCA Community School culture is underpinned by promoting and developing the pupils moral values; care about conduct, honesty, trustworthiness, integrity, tolerance and respect for the opinions, beliefs and interests of others through a soft skills set that is embedded within the entire curriculum. We promote care not only about what we achieve but how we achieve it. We encourage our pupils to recognize the inter-dependence of individuals and groups, to understand that life ought never to be entirely self-regarding and to appreciate that we do have obligations to others and to the community.

Social work students on placement three days per week will provide additional support and add capacity to the school by providing pupils with key work sessions to assist them with work placement and or vocational taster interviews.

The educational psychologist will provide specialist training to educational and support staff with regards to pupils behaviour and effective strategies to maximise achievement and reduce disruption.

We recognise that the DfE consider it best practice to have access to a Special Educational Needs Coordinator (SENCo). We have an established working relationship with the local authorities OnTrack Team and have developed effective relationships with their designated SENCo. This Arrangement would become formalised if this application was successful, Southend YMCA Community School would purchase the SENCo for 2 hours per week on a consultative basis. This arrangement would assist in effecting our strategy to ensure pupils with SEN are fully included in school life, including being able to access the full curriculum available to their peers.

Mentoring Approach

Teaching and learning are often delivered through a youth work approach which is facilitated through mentoring. The staff to pupil ratio (2:10, 1:5, and 1:3) enables effective mentoring relationships to develop quickly. These relationships are fundamental in building the pupils self-esteem and emotional intelligence. Positive feedback is vital in this process, the communication between SYMCA and the parents is one also based on positive feedback. SYMCA actively seeks to work holistically with the family or parent to improve and develop relationships consequently increasing the pupils well being. Parents are regularly informed of positive behaviours and also on achievements.

Timetable

The timetable is designed around the pupils needs. Starting at 9.30 (many of the pupils have struggled within mainstream schools to start on or before 9.00). The lessons are structured around one hour sessions with short breaks in between. The lunch breaks are 30 minutes, it has been our experience that pupils find unstructured free time difficult to manage and this often manifests itself in negative behaviours. The breaks and lunch period are supervised by staff and pupils have access to support staff throughout.

Class Size

Pupils are tightly managed and supported to work through their issues. The pupils are taught in small groups (maximum of ten pupils in one group) with at least two staff members (one member staff leading the lesson with the second member of staff supporting the pupils). It is very clear when pupils have issues or concerns that overspill into the classroom. Southend YMCA Community School has a proven track record of effectively deescalating issues before they become incidents that impact upon the learning environment. In addition to the staffing ratio described additional support is provided through social work students (60% of the time).

Differentiation

Using differentiation to achieve pace and variety, teaching and learning is facilitated through approaches that accommodate the different learning styles within the classroom. All pupils should experience the curriculum through exciting and innovative methods of delivery; differentiation being the vehicle by which the skills, knowledge and concepts arrive ensuring and maximising the level of pupil engagement, involvement, participation and achievement. Variety of resources are utilised to maximise engagement and aid learning.

Behaviour Policy

Southend YMCA Community School has an effective behaviour policy (Local Authority directive). The policy clearly sets the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour are clearly identified. The behaviour policy also includes measures to prevent all forms of bullying among pupils. Southend YMCA Community School is very mindful that the implementation of the behaviour policy needs to reflect and consider the pupils circumstances.

Southend YMCA Community School will adopt a pupil centred approach to address challenging behaviours. It is evident through our existing provision that a punitive approach is less than effective when aspiring to drive up attendance, engagement and indeed achievement. Staff work tirelessly (through a youth work approach) to address poor behaviour without punishing the pupil; much of our experience is the pupils underlying issues often present through challenging behaviours. Our approach is to recognise the pupil is not bad but the behaviour displayed is poor. Developing the pupils self esteem, confidence, self belief and self value are essential components that the teaching and learning staff focus upon within the first few weeks of engagement. Our engagement methods centre upon a non judgemental or critical approach. Rather it is about articulating

acceptable behaviour within a clear and structured set of rules that the pupils have been involved in devising.

Much of our Southend YMCA's work concentrates on the pupil taking responsibility for their behaviour and understanding the consequences and impact they have upon others. The teamwork unit is crucial in developing the pupils skills, knowledge and experience; providing the infrastructure for positive engagement consequently achievement. As such Southend YMCA has an impressive track record with 0% exclusions.

Partnership Working

Southend YMCA Community School will have close working relationships with Social Services, representing and contributing to the education element within Child Protection Plans, Child in Need Plans and Risk Management meetings. We have effectively worked with Social Services to affect care plans for pupils; more recently we have provided additional support to pupils during the transition into the care system.

We will immediately relay any Child Protection concerns to the key LA contact/other commissioner and/or to the relevant Local Safeguarding Children Board (LSCB) officers within the LA. Southend YMCA is already experienced in liaising with relevant officers within the LA responsible for the Children Missing Education (CME) procedures. Teaching and learning staff have received training in the Common Assessment Framework (CAF) and regularly complete CAF referrals.

Many of our pupils are involved in the criminal justice service. Our role within the school has included working closely with the Youth Offending Service (YOS) to effectively manage and implement education orders in line with legal requirements; we currently have three pupils on education orders. We also support pupils through the process of restorative practice in conjunction with the YOS. Working together with key organisations is essential to meet the needs of pupils in joined up way, presenting and promoting consistent messages. In many cases it is essential to mobilise a team around the child with, Southend YMCA has regularly lead professionals meetings to coordinate a holistic package to support the pupil in and outside the school environment.

Progression Strategy

We recognize that between the ages of 11 and 18 young people have to begin to acquire the knowledge and skills necessary to equip them for adult life. Without these, they will leave School with few formal academic qualifications and they will be denied access to the more challenging, rewarding and satisfying careers. Southend YMCA recognise that it is crucial that the curriculum enables pupils to acquire the appropriate knowledge, skills and experience to focus on outcomes with a planned approach to progression and reintegration to school or post-16 learning, further training or employment.

Southend YMCA is a recognised centre to deliver a range of qualifications offered by the following awarding bodies; NOCN, OCR, City & Guilds, Duke of Edinburgh, Youth Arts Awards, NUCRO, CIEH through to Youth Achievement Awards. It is

envisaged that centre recognition will be easily transferrable to Southend YMCA Community School. In addition to soft skills development, the Southend YMCA education provision seeks to develop young people's skills, knowledge and experience through a robust curriculum that is externally accredited, providing nationally recognised qualifications to enable pupils to make the smooth transition into further education, training and employment. This is in-line with [REDACTED] review of vocational education, making necessary reforms so that vocational qualifications support progression to further training, education and employment.

The curriculum is designed to inspire the pupils and raise aspirations. With a strong focus on the pupils future and progression opportunities. For many of the full time pupils returning to mainstream provision is not an option. SYMCA aim to increase post 16 opportunities for these pupils and provide them with the knowledge, skills, experience and appropriate qualifications to access provision post 16. We seek to actively work with the pupils to realise their aspirations and fulfil their potential now and in the future. Pupil progression features within each PLP and is continually referred to at reviews and within lessons.

- **Vocational Tasters**

Pupils will be given a rich range of awareness-raising activities combined with careers information, guidance and taster sessions. It is our intention to challenge career ambitions and expose pupils to a range of career opportunities. Pupils undertake vocational tasters; Southend YMCA is an active member of the Nova Consortium (third largest in the country) and is able to effectively arrange tailor made vocational tasters for the class/pupil. Pupils have opportunities to undertake work experience through to developing employability skills (employability accreditation). It is essential that each pupil has a positive progression place to move into at the end of the provision.

- **Work Experience**

Internal work experience will be delivered within the curriculum and embedded within the Volunteering Unit providing work-related knowledge and experience coupled with accreditation to support the learning. Pupils will be supported to undertake a Youth Led project within the community. Pupils will be empowered to choose the type of project they wish to undertake; historically these projects have ranged from community impact initiatives, ranging from gardening, painting and decorating for the elderly through to campaigning. It is our experience that the young people we work with often live insular lifestyles, as such SYMCA utilise the work experience projects to broaden their horizons while increasing their employability skills knowledge and experience through vocational learning.

- **Social Enterprise**

Pupils will also be given the opportunity to explore social enterprise through the programme, including opportunities to develop a knowledge and understanding of the skills required to set up and run a business through workshops delivered at SYMCA Eco Hub (providing young disadvantaged entrepreneurs with a brand new facility providing affordable workspace, meeting rooms and conference facilities). Pupils will be

encouraged to fund raise for a charity of their choice, utilising the entrepreneurial skills developed within the lessons.

- **Return to Mainstream School**

Pupils' returning to mainstream school will be given one-2-one mentorship which will continue for a period of six weeks post reintegration to mainstream school. Pupils' will access a one-2-one two hour session once a week for this period to aid and support a smooth transition. The mentor will provide IAG in addition to advocacy and mediation between the pupil and relevant staff/pupils.

- **Access to Mainstream College and Training Providers**

All pupils will receive progression IAG, this will include visits to colleges and training providers within the locality. Detailed pathway planning through the tutorial lessons with specific (individually tailored) exit strategies; for example if a pupil wishes to pursue a career in bricklaying all the career pathways to realise this ambition will be explored.

Assessing the Pupils Needs

The Special Educational Needs Code of Practice plays an important role in delivering the commitment to developing an education service that provides equality of opportunity and high achievement for all children. It promotes a consistency of approach to meeting children's special educational needs and places the rights of children with special educational needs at the heart of the process, allowing them to be heard and to take part in decisions about their education. Southend YMCA will have full regard for this code of practice and will adhere to the policies, procedures and guidelines. Southend YMCA is experienced in working with the LA to ensure statutory duties are undertaken in line with policy.

In Southend YMCA's experience many of our pupils have a statement of educational needs (on average of 25% within each class based on cohort 2011/2012). These pupils require a range of additional consideration, resources and approaches to support their learning and provide access to the full curriculum. Post 16 provision this figure rises to 65%.

Our pupils often face a variety of complex issues linked to a lack of social skills development that can present as barriers to learning. Our pupils often arrive having missed periods of education and missed the opportunities to be formally assessed for learning difficulties/conditions. Full time pupils and pupils with complex needs are assessed by our educational psychologist. The educational psychologist assesses the pupil to ascertain an appropriate diagnosis and inform the most appropriate teaching and learning methods/strategies to best support the pupil and meet their individual's needs (this information is shared with all relevant parties). The educational psychologist also provides regular staff training to inform staff development and improve quality of teaching and learning.

D4: Tell us how your definitions and measures of success will deliver your

aspirations for pupil achievement.

Targets, Success, Achievement and Retention Rates

Southend YMCA Community School defines our vision through clear business objectives under five headline aims (as described within section C);

- Our **primary** aim is to - Create well rounded, happy and resilient children.
- Our **secondary** aim is to- Develop children as individuals.
- Our **third** aim is to - Ensure Academic attainment.
- Our **fourth** aim is to - Secure positive progression for Children.
- Our **fifth** aim is to – Provide an exemplar Free School educational community.

Southend YMCA Community School is both responsible and accountable for the long-term health of the school and for monitoring the progress of the School in line with meeting its vision. Southend YMCA Community School sets a number of annual and termly targets which assess and monitor the progress of the school. The assessment of success is measured utilising indicators that apply to our five headline aims. Judgements are made in relation to the overall school and the individual pupil. Judgements are informed by success, achievement, retention, attendance and progression rates and are benchmarked and analysed against national data. This data provide information to review and set relevant annual targets to fulfil our responsibility and consequently meet and fulfil our aims. The Common Inspection Framework underpins our work and informs our delivery. Consequently our judgements reflect our overall effectiveness, capacity to improve, outcomes for pupils, quality of provision, leadership and management and Safeguarding and Equality & Diversity.

Indicators include:

- Satisfaction – the pupil experience, parental satisfaction
- Academic achievement rates – qualifications, certification, accreditation
- Personal and social development – credits and qualifications, personal progress (soft targets)
- Retention rates – attendance
- Positive outcomes – destination data, reintegration within mainstream school environment, suitability of programme
- Leadership effectiveness
- Quality of teaching and learning – teaching and learning observations, CPD etc.
- Financial stability - resources to support the programme; both human and physical
- Assessment effectiveness – does the assessment process suitably reflect the pupil characteristics
- Curriculum suitability – does the curriculum fully stretch the pupils.
- Emotional Climate and Leadership - The quality of community life and the effectiveness of leadership are critical indicators of the health of the school.
- Community engagement.

Targets include:

- **Satisfaction**
90% satisfaction rate
- **Academic achievement rates**
Pupils must achieve a minimum of 75% of their programme package
100% of all pupils must make a minimum of 2 fine grade improvements evidenced through Goal On-Line tests
- **Personal and social development**
100% of pupils will achieve a minimum of an Award sized qualification
100% of pupils will make a two fine grade improvements with regards to the soft targets outcomes
100% of pupils will make a two fine grade improvement with regards to the Coping in Schools Questionnaire
- **Retention rates**
90% retention rate for full time pupils
80% retention rate for part time
- **Attendance rate**
85% attendance rates
- **Positive outcomes**
100% of pupils receive positive destination planning
75% of pupils destination data, reintegration within mainstream school environment, suitability of programme
100% of pupils are invited to celebration events
- **Community Engagement**
Southend YMCA Community School will hold a minimum of 3 community events per year
- **Parents Evenings**
Parents evenings are implemented termly for 100% of pupils
- **Psychological Assessments**
100% of full time long term placements will receive a full educational psychologist assessment
- **Risk Assessment**
100% of pupils are fully risk assessed
- **Diagnostic Testing**
100% of pupils receive diagnostic testing
- **Personalised Learning Plans**
100% of pupils receive Personalised Learning Plans
- **Teaching & Learning**
100% of teaching staff will be observed teaching for a minimum of two

lessons per term

Southend YMCA has a robust infrastructure that supports the operational elements required to run effective education provision. We propose to replicate to provide a high performing school. Southend YMCA has a proven track record in achieving positive outcomes for vulnerable young people evidenced through the OFSTED Report (May 2010 and 2012) which reported: 'It is clear that opportunities for young pupils have been enhanced by the existence of NOVA Partnership (which Southend YMCA is part of) and that greater growth in provision in the local areas has resulted. We should be particularly proud of our e2e provision which caters for some of the most disadvantaged pupils who may well otherwise be overlooked and unsupported (ran by Southend YMCA).'

'At Southend YMCA attendance rates exceed benchmarking data for e2e provision. SYMCA appreciate the importance of this aspect of their programme and have good strategies in place to maintain and improve both attendance and timekeeping.'

Southend YMCA Community School has implemented a robust lesson observation system (in-line with OFSTED regulations) to capture all aspects of teaching and learning with a specific section focusing upon teaching and learning resources. Human resources etc.

Monitoring and Tracking of Academic, Social and Emotional Well-being

Assessment Planning and Tracking Systems

- **Assessment Methods**

The educational psychologist assessments have proved invaluable in determining the approaches and additional support needs required to increase learning opportunities. This enables staff to fully understand the pupils needs and informs the method of delivering the curriculum. Averages of 85% (cohort 2011/2012) of pupils require (and are entitled to) additional support within the exam setting including; scribes, writers, additional time. It is evident that within mainstream provision they did not have the appropriate diagnostic test and consequently did not receive the level or type of support required particularly within exam settings.

Pupils undertake a varied programme leading to a range of qualifications. The qualifications have been carefully selected to reflect their learning and behaviour needs; consequently the assessment methods and opportunities to sit (and re-sit) exams/assessments have informed our choice of qualifications and accreditations offered within our curriculum. The GCSE's in Maths and English provide the traditional route for exams and assessments with one opportunity. However, our curriculum offers a second opportunity to gain numeracy and literacy qualifications through the Functional Skills route - the nature of these assessments provide opportunities for the pupils to take and re-take as many times and at a range of levels. It is our experience that pupils feel less pressured with the knowledge that they can take again – this is reflected within our achievement rates 100% of learners on the full time programme sat and achieved numeracy and literacy qualifications.

NOCN qualifications were considered most appropriate to meet the pupil's needs. It is evident that many of the pupils had missed assessments and exams within the school setting as they felt they would not achieve. The credit based units provide suitable bite size accreditation that can lead to full qualifications, increasing the opportunities to achieve, reducing the likelihood of pupils not sitting the final exam/assessment and leaving without any formal qualifications/accreditation.

60% of Southend YMCA's current cohort (2011/2012) of the pupils have diagnosis such as oppositional defiant disorder, conduct disorder, attention deficit hyper activity disorder through to autism which often require different teaching and learning methods to that offered within traditional mainstream school provision. Each unit is taught over the duration of one term. This enables the pupil to visibly see their individual achievements and build upon their success. Credits are gained and banked at the end of each term. Where pupils need additional support to achieve the units can be carried over, pupils may require additional support to assist them to achieve. The SENCo will also be involved to maximise pupils' achievement.

Pupils' achievements and success is currently captured through a broad range of methods, to account for different people's learning styles and preferred evaluation techniques, including pupil files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group pupil testimony, artefacts, photographs and written work. Staff ensure all forms of assessment evidence is authentic, the work of the named pupil and that it meets the relevant assessment criteria. Pupils receive individual feedback and lesson work is marked for the following lesson. We will seek to replicate this approach.

Assessment methods include records of pupil self-assessment, group and peer assessment, and tutor records of assessment activities and individual/group progress and achievement (documented through the ILR and PLP and review processes).

All assessments are subject to the regulating body requirements with regards to moderation systems both internally and externally.

- **Tracking System**

The school will employ a range of different assessment methods to ensure pupils' achievements are appropriately captured and the pupil is fully stretched. A robust tracking system ensures the pupils' progress in all aspects of the provision is demonstrable. Subject leads are responsible and accountable for the tracking of individual the pupil progress and assessments.

The pupils' social skills will be evaluated and monitored regularly; the Coping in Schools Questionnaires is one tool that is utilised termly to review the pupils' progress against. The YMCA's soft skills continuum (including soft outcomes such as building tolerance, developing positive relationships with those in authority, staying safe through to managing behaviour) is also employed within tutorial lessons (weekly) to capture progress and highlight areas for development. To enable pupils to achieve their potential, soft skills development is embedded

within the SYMCA Community Schools academic curriculum, providing a holistic approach to meeting the pupils' needs through an educational framework. The Youth Music Well Being Scales are utilised within the music lessons to capture the pupils' perception of wellbeing.

In addition to the pupils academic and social development progress, our qualified social worker is responsible and accountable for maintaining the records with regards to wider issues that surround the pupil: these can include Child Protection meeting records (with action and progress), Child in Need review documentation, health related issues and actions that arise. Our social worker also keeps records of the pupils' appointments: doctors, dentist, specialist, psychiatrist, child and family consultation through to youth offending appointments. As many of the pupils live in challenging circumstances and chaotic backgrounds appointments are easily missed – our also support pupils (where appropriate) to attend appointments.

- **Achieving Meaningful Outcomes through a Tailored Approach.**

SYMCA has a proven track record of providing education and training programmes for children and young people including NEET, those at risk of becoming disengaged from the education system and those with special educational needs. In the past 5 years our Education and Training Department has supported 804 young people and on average have enabled 89% to achieve positive outcomes.

Pupils have been able to achieve meaningful positive outcomes due to our approach to developing tailored, responsive plans to meet the needs of the individual children and young people that we support. Each pupil in our Education Service has an individual learning and support plan, which focuses upon outcomes and positive progression, including reintegration to school, college or training depending on the person's age, interests and abilities, on exit the progression data is managed and monitored through the ILR and PLP).

- **Personalised Learning**

Personalisation of learning is at the heart of SYMCA's work. Personal Learning Plans (PLPs) provide a toolkit for the pupil, (together with the support of teachers, teaching assistants, mentors, parents and carers) to assess their progress, work through needs, goals and aspirations and record and track their successes. The PLP is not a single, static document, but a dynamic process that helps the pupil, and associated professionals, to maximise the potential of that pupil and increase access to the provision available to meet their learning needs. This process results in an individualised learning plan for the pupil. The PLP serves to enable individual pupils the opportunity to reflect and engage in their own planning of learning, skills development and training. The pupil is encouraged to take responsibility for their learning and actively be involved within the decision making process.

We develop personal learning plans for each pupil, informed by an holistic baseline assessment of the pupils needs, a continual reviewed cycle is implemented to ensure changing needs are identified leading to responsive action planning enabling consistent positive progression.

The personal learning and support plans provide a framework to achieve positive outcomes for all pupils by capturing academic and emotional intelligence baseline from which individuals' short and long term learning goals are formulated with the identification of appropriate support. This is achieved through;

- The planned programme of study – detailing the level (establishing the pupil profile) and type of service they are to engage in, and any qualifications; any preferred learning styles, additional support/training needed; recommended interventions.
- Planned work placements / volunteering opportunities/taster sessions.
- Planned outcomes and pupil goals.
- A learning plan to ensure planned outcomes and goals, setting key milestones to monitor the pupils' progress.
- Exit strategy and destination monitoring and evaluation.
- Individual reviews.
- IAG (Information Advice and Guidance) destination planning (SYMCA is Matrix Accredited).
- Coping in Schools Questionnaires (Qualitative and Quantitative data).
- Goal On-Line results (numeracy, literacy and ICT testing against national benchmarking data).
- In-house soft skills assessment (social skills).

D5: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Behaviour Strategy

Inclusive Ethos - We have an innovative and unique approach to teaching and caring for our pupils with challenging behaviours. Our behaviour strategy is centred on an inclusion approach; many of the pupils aim to be excluded and aspire to be sent out of the classroom, our ethos works in opposition to this. We operate on principles that are inclusive, unconditional and non-judgemental. We understand that many of the pupils have been regularly excluded from the classroom environment and consequently pupils believe that poor behaviour will be rewarded by their removal from lessons. Southend YMCA Community School aim to assist young people in building a better future, we recognise the continual absence from lessons will reduce their opportunities to gain the skills, knowledge and experience and consequently decrease life chances.

We offer a secure developing environment for all pupils with dedicated and experienced teaching and support staff (qualified social worker and student social workers support the provision) providing education that is adapted to pupils' individual abilities. This, alongside a careful and considered assessment process, specialist support network and a partnership approach ensures that we can meet the needs of each and every pupil. Our commitment to working effectively with the most challenging pupils has enabled us to achieve consistently excellent outcomes for our pupils.

Pupil Agreement

The emphasis throughout is on positive management of the school environment to minimise and tackle disruptive and challenging behaviour. Pupils follow an academic and personal and social development curriculum that is delivered in a way that enables them to manage their behaviour. Within the classroom the pupils devise a pupil agreement and sign a pupil contract which is visible within each classroom. The pupils take responsibility for drawing up a set of rules and boundaries that are realistic for them to adhere to.

The pupil contracts largely centre on rewarding positive behaviour and community learning. The pupils are actively involved in choosing the rewards the class receive as a result of positive behaviour; this is managed on a points system where the pupils earn points for a range of tasks, activities and disciplines linked to behaviours and responses (note; points are also deducted where non positive behaviours are displayed). We reward good behaviours; earning points to spend on a choice of educational visits and fun activities. The points rely on a range of factors; individual improvement, targets met (both soft and hard targets), punctuality, attendance, teamwork, attitude through to active citizenship (active citizenship earn higher rate of points).

Celebration events have been pivotal in developing a rewarding culture. Pupils have greatly benefitted from positive regard and it is noted that this is reflected within their behaviour. Celebration of achievement is promoted through:

- Award ceremonies
- Celebration events
- Year books – photographic books
- Exhibitions of pupils' work
- Parents evenings
- Phone calls home to affirm positive progress and behaviours

It is our experience that many of the pupils' parents have a lack of regard for those in authority and have previously chosen not to engage with those in school authority (i.e. attendance officers and teaching and learning staff). Consultation with parents has revealed this is largely due to the negativity around their Children's behaviour and inferences upon poor parenting. We recognise the important role of parental engagement and have actively seen the level of pupil participation increase as a result. Although this is often a difficult process initially we have developed excellent relationships with the parents (██████████: ██████████).

Monitoring Attendance

Attendance is monitored in line with SBC attendance policy 'Be There'. Southend YMCA has actively worked with attendance officers over the last 4 years; ensuring pupils access and attend education provision in accordance with legal requirements. Registers are maintained and monitored twice daily with fully communication with the pupils parents and the referring schools to improve attendance and consequently increase learning opportunities and maximise achievements. This approach will be replicated within Southend YMCA Community School.

Safeguarding

Southend YMCA Community school will have a protective culture that puts young people's interests first via a stringent child protection policy - we will work to the multi agency SET (Southend, Essex and Thurrock procedures). We have a responsibility to safeguard and promote the welfare of the young people that attend the school. This is an important responsibility and requires vigilance. We will only employ staff that have the experience and qualifications that enable them to recognise when a child or young person may not be achieving their developmental potential or their health may be impaired, and that are able to identify appropriate sources of help for them and their families. We will also have a training plan and regular opportunities for all those in contact with young people to learn about child protection and about health and safety. Unless all staff has an awareness of cruelty to children, the harm it can cause and how to act on concerns, policies, however good, will not be acted upon. We will also provide information for young people and for parents about our child protection policy and where to go for help.

Safeguarding begins prior to the point of entry to the organization through a rigorous recruitment/ vetting process for staff and volunteers. Intake interviews include a separate safeguarding interview to test attitudes. We employ several ways of making sure that the safeguards that have been put in place are working: through the day-to-day supervision of staff and volunteers, periodic monitoring and reviews and service user consultation.

Appointment procedures will be guided by the advice contained in Safeguarding Children and Safer Recruitment in Education (DfES January 2007); SYMCA will therefore:

- Obtain a Satisfactory Enhanced CRB Disclosure from the Criminal Records Bureau and Independent Safeguarding Authority (ISA) status check for each appointee.
- Inform the LA if they appoint a member of staff or use the services of a volunteer who has a criminal offence recorded on the CRB disclosure/ISA
- Undertake an identity check for appointed staff and of volunteers.
- Obtain a minimum of two written references on headed paper one from the most recent employer have been obtained for staff prior to appointment.
- All staff being legally entitled to work in the United Kingdom
- Pupils use safe working practices in learning Pupils say they feel safe

Pupil Well Being and Pastoral Care

Pupil well being is at the heart of our work with clear visionary aims to meet their needs. Pastoral care is embedded within all our work. We have developed a culture where the pupil receives unconditional care within a non judgemental and non critical model. Our provision is unique in that we employ a qualified social worker who is the lead for pastoral care of the pupils. This role has been invaluable as many of the pupils are on Child Protection Registers, have Child in Need plans or are subject to youth offending orders etc. Not only does this mean the pupils have a suitably qualified specialist to talk to, but provides an excellent advocacy service for the pupil. In addition the school day or teaching is not disrupted with meetings i.e. Child Protection meetings as our designated social worker attends this meetings and progresses and tracks any actions. The social

worker will also provide the lead taking the responsibility for ensuring pupils' have access to free school meals and appropriate travel warrants.

The tutorial sessions each morning play a vital role in providing pastoral support and identifying and additional support required for the day to ensure the pupil remains in learning.

In addition to the qualifications offered, to pupils' on full time long time and full time intensive programmes undertake the Prince's Trust xl programme delivered through xl clubs. xl clubs are aimed at young people aged 13-19 at risk of underachievement or exclusion from school. A Prince's Trust xl club provides the opportunity to learn new skills and develop confidence, making learning accessible, useful and interesting.

The programme aims to deliver learning in a fun way, enabling pupils to try new activities and learn the skills need to help them finish their education, progress onto college or gain employment. The xl curriculum focuses upon:

- **Teamwork:** pupils work as a team, make friends and share experiences
- **Doing My Bit:** pupils discover what is in their community and what aspects they would want to change, learn how to take action and make a contribution
- **Develop Entrepreneurial skills:** pupils test out their creative and enterprise skills and work on a project that allows them to take risks, lead a team and make a profit
- **The World of Work:** pupils find out what kind of work is available to them, and work through how they can increase their opportunities put themselves in the best position to get the job they want
- **Over to You:** your chance to practice your favorite activity or try something completely new, from playing sport to cooking a two-course meal

'The Prince's Trust has helped me make a better life for myself. If I hadn't joined the xl club, I wouldn't have found a job or believed in myself enough to plan for my future. They gave me support when I needed it most'- xl club member.

D6: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

It is well documented that educational attainment is influenced by both the quality of education children receive and their families' socio-economic circumstances. Factors associated with low achievement are eligibility for free school meals, levels of unemployment, single-parent households and having parents with low educational qualifications. Southend has 23 Lower Super Output areas that fall in the most deprived in England and 24 in the second most deprived quintile. Nationally, just over 1 in 5 children (0-19 years) live in poverty in England whereas in Southend the figure is nearer to 1 in 4 (defined as families with an income of 60% of the national median)

Additionally, where young people come from families with multiple vulnerabilities (such as those whose parents have mental health, alcohol/drug misuse, domestic

violence etc. or combination) the evidence would suggest that they are at elevated risk and are consequently more likely to be excluded from school, have poor social networks, poor mental health, increased risk taking and offending behaviours and be subject to child protection procedures. An estimated 2% of families experience multiple problems and whilst there is a greater concentration of families with multiple problems in deprived areas around 1 in 20 families' experiences five or more disadvantages (Essex County Council 2011).

Educational qualifications are a determinant of an individual's labour market position, which in turn influences income, housing and other material resources. These are related to health and health inequalities. Young people who do not get 5 A*-C grade GCSEs (or equivalent) by age 16 tend not to have as good opportunities to achieve success later (14-19 White Paper).

Southend YMCA's understanding of Pupil Need

The cohort of learners who we currently support is primarily comprised of white working class male learners (ratio 4:1) and our prediction based on statistical analysis as set out in the Southend Joint Strategic Needs Assessment (2010) is that the majority of our free school learners will continue to be white working class males who have offending tendencies and poor parental support.

Gender Gap - Boys outnumber girls as low achievers by a ratio of 3:2 and is more likely to be excluded from school (80% permanent exclusions, 75% fixed term exclusions). Boys are more likely than girls to be identified with special educational needs indeed 70% of children with identified SEN are boys; boys are nine times as likely as girls to be identified with autistic spectrum disorder; and are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty.

Class Gap - Gender is not the strongest predictor of attainment. The social class attainment gap at Key Stage 4 is three times as wide as the gender gap.

Ethnic Gap - White, working class, British boys have persistently been the worst performers over any other ethnic or gender groups in schools. National data shows that Pakistani, Bangladeshi, Black Caribbean and Black African groups achieve a KS average points score less than White British pupils however the achievement of BME learners in Southend is high.

Mental Health Gap - The onset of mental health difficulties during adolescence can have a major impact upon a young person's future and upon their desire and ability to access learning. Among people with common mental health problems, just less than one in three have no qualifications, and only one-third have qualifications at GCSE level equivalent.

Young Offender Gap - for a significant proportion of young offenders, their experience of school has been very negative. Problems surface at secondary school, as a result of which young people begin to truant. School absentees are more likely to engage in anti-social behaviour, youth crime and taking drugs and alcohol. Two-thirds leave school before the statutory leaving age, either because they are excluded or because they just stop going

Parental Gap - Good parenting has a big impact on achievement. A child that has not had the benefit of a positive, caring relationship with their parents is likely to have low self-esteem and be vulnerable to mental health problems which can impair their ability to achieve, enjoy and learn. Parents continue to have a significant impact through secondary school years, as shown in staying on rates and educational aspirations, Parental support is an important factor for young people making a successful transition to adulthood and independent living.
Parental need

Presenting Characteristics – the presenting characteristics and needs of pupils we support also include

- Identified learning needs that have placed the young person on ‘school action’ or ‘school action plus’
- Poor punctuality, pattern of regular school absences
- not always engaged in learning e.g. poor concentration, low motivation and interest or not thought to be reaching educational potential
- difficulties with peer group relationships and with adults, poor sense of self and abilities/low self-esteem, Lack of belonging and acceptance , inability to express needs
- Limited support from family and friends, some difficulties sustaining relationships, lack of positive role models Involved in conflicts

Addressing other needs

A top priority for vulnerable young people in Southend is to ‘encourage the continuation of the delivery of extended services across all schools to ensure the inclusion needs of vulnerable children are met’ and to monitor and evaluate the impact ‘on pupil performance at Key Stage 4’ (Southend Children’s Plan 2008-11). It is the intention of Southend YMCA to offer disadvantaged and vulnerable young people a range of free wrap around provision funded through complimentary sources and adding value.

One theme to emerge from the recent ‘Good Childhood Inquiry’ is that that there is not enough structured activities available out-of-school. The cost of activities and public transport are sometimes seen as prohibitive In addition, there is a wide gulf in access to stimulating and enriching experiences between the advantaged and the disadvantaged. The inquiry report suggests that this may contribute, at least in part, to some of the antisocial activity in which a minority of young people become engaged. Young people feel that a lack of leisure provision is forcing many of them to hang around in groups with nothing to do, sometimes causing trouble.

The need for positive activities for young people is supported by the Place Survey which asks Southend residents what issues in the area most need improving. Two of the top three problem areas are teenagers hanging around streets and vandalism and graffiti. Young people who attend school regularly are more likely to get the most they can out of their time at school, and are therefore more likely to achieve their potential, and less likely to take part in anti-social or criminal behaviour.

We work with the Southend Education Trust (SET), this is a Partnership of 55 schools and the Local Authority formed to achieve a vision for Southend to be an 'exciting learning town'. One of the overarching aims of SET is to encourage innovation to achieve improvements across the education system and thus Southend YMCA Community School aspirations have the support of SET.

It is envisaged that the Southend YMCA Community School would be the local market leader for Alternative Provision and preferred provider of schools who wish to purchase robust alternative provision which can deliver successful results for vulnerable pupils, consequently providing a more inclusive learning town.

Pupils are involved in community-based development activities and projects. Pupils develop skills, knowledge and understanding relevant to community cohesion and sustainable development. Southend YMCA has developed effective partnerships with schools, employers, community groups and others that lead to tangible benefits for the pupils and build positive relationships with those within the community.

Pupils are encouraged to participate in the extra curricular activities which are provided through Southend YMCA Positive Activities Team. Our Positive Activities provision is well coordinated relevant to our community needs and aims to aid social inclusion and sustainable development.

Section E: Evidence of demand and marketing – part 1

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3								
Key Stage 4	21	21	0	100%	30	30	0	100%
16-19: commissioner referred								
16-19: pupil application	10	7	3	100%	10	10	0	100%
Totals	31	28	3	100%	40	40	0	100%

Section E: Evidence of demand and marketing – part 2

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

Managing the Referral Process

Pre 16

The Southend YMCA Community School acknowledges that Children of compulsory school age can only be admitted to an Alternative Provision Free School through being referred by Local Authorities, Schools and Academies using their existing referral powers or duties. The Commissioner is responsible for referring the pupil and paying the per pupil fee where the following conditions apply:

- Local Authority - For a young person permanently excluded or who cannot attend mainstream education
- Academy or school – For a young person who has a fixed period exclusion or their behaviour needs improving to prevent permanent exclusion

As outlined at E:2 there is existing demand in the locality and the Local Authority as Commissioner support this application along with the Southend Education Trust which represents all of the schools in the Borough who also commission places.

Southend YMCA has a clear referral process and selection criteria which is based on an inclusive approach. The key consideration is to ensure fair access to the programme. The process is:

Stage 1: School receives a pen portrait detailing the pupil's characteristics, background, risk factors, prior achievement, attainment, barriers and capacity to learn and also includes any agency involvement. The Commissioner outlines the intended purpose of the provision, the duration of the provision and indicates the level of intervention required. The Commissioner holds the responsibility for ensuring appropriate information is conveyed to the school.

Stage 2: Information is analysed and where appropriate explored in more depth with others such as the Youth Offending Team (subject to data protection). At this stage a specialist risk assessment may be requested. Our school holds the responsibility for ensuring appropriate information is analysed appropriately to fully understand the needs and purposes.

Stage 3: A collaborative interview is chaired by the Southend YMCA Community School with the Commissioner, prospective pupil, parent and other agencies (if required). The purpose of this meeting is to establish why mainstream provision has not worked for the young person, to outline the scope of our provision to the young person and their parents/carer and to ascertain their initial response to the offer. If all parties are in agreement the process moves to stage 4. All parties are responsible for contributing information however the school hold overall responsibility for extracting the relevant and appropriate information to inform the provision required.

Stage 4: A meeting is held between the pupil and the Southend YMCA Community School. This is delivered through an informal approach whereby the pupil meets the education staff team, is given detailed information setting out the programme of study, expectations and pupil responsibilities. The pupil will be given insight into the Pupil Agreement which they are expected to sign on the first day of study. The pupil is also given the opportunity to set out their hopes and aspirations. The school holds the obligation for conveying to the pupil their responsibilities in order to obtain informed consent.

Stage 5: A detailed ILP is devised setting out clear pupil outcomes and targets and sent back to the commissioner along with a proposed start date and price as set out in the Service Level Agreement. The Commissioner is accountable for their pupil the school is responsible for ensuring the agreed service is delivered.

Stage 6: Once an Agreement has been formalised an individual risk Assessment informed by the previous stages will be activated focussing upon inclusion strategies to maximise learning. The school is responsible for ensuring the inclusion strategies are reflected within the teaching and learning activities.

Stage 7: On the first day at school the pupil will sign the learning agreement through an induction process which will not only orientate them to the building but will clearly identify the responsibility to undertake diagnostic tests and where appropriate an educational psychologist assessment. The school holds the obligation for conveying to the pupil their responsibilities in order to obtain informed consent.

This process has been proven to work successfully with young people with a broad range of support needs, including medical (including mental health); young Offenders; SEN- primarily behaviour, emotional or social difficulty BESD; at risk of missing school; young carers; teenage parents; looked after children; permanently excluded or managed moves; hard to place or unplaced year 9, 10, 11 casual admissions; and disaffected/disruptive pupils.

The referral and selection process is published and considers the needs of the applicant in terms of effective teaching and learning in both core and wider

curriculum areas and the ethos and approach which can support the development of appropriate social skills and behaviour management strategies.

The referral process is informed by the LEA requirements as outlined through the Alternative Provision Framework Agreement. This is intended to ensure a consistency of practice across settings and between providers. It is stipulated that all parties will nominate an appropriate member of staff to act as the key contact and co-ordinator for Alternative Provision placements and liaise with the Education Other Than At School Service (ECTAS) who will act as the overarching co-ordinator for Alternative Provision placements. The ECTAS Service will monitor and support educational progress, attendance and welfare and will support with other issues and concerns which may arise for each pupil placed by them, as appropriate.

Referral Frequency

The Southend YMCA Community school will offer short and long term placements delivered both through full and part time models.

Full Time Long Term Placements: It is desirable that the pupil intake for this provision is planned with start dates that coincide with the start of the term. We recognise that pupils starting mid way through a term can be disruptive to the dynamics within a settled class of pupils. In addition the qualifications offered on the full time long term placements have been carefully selected utilising a credit based system with units delivered termly. Pupils can be accommodated at designated intervals without affecting the diploma qualification or functional skills accreditation. The later the pupil starts the reduced number of lessons and support they will receive for GCSE (note: the pupil can access additional support through the school outside the school day but this is non compulsory). It is also recognised that the commissioner may refer a pupil to this placement outside the desirable access points, Southend YMCA Community School will implement a support package for the pupil to maximise achievement opportunities.

We have devised and implemented a transition programme. This is a three week programme at the end of the academic year prior to starting with our school in the September. This programme has proved invaluable in terms of building relationships between pupils and staff, pupils getting to know their peers and also undertaking the psychological assessments to inform our teaching and learning strategies.

Full Time Short Term Intensive and Part Time Placements: Again it is desirable that pupils will access the programme in its entirety. However the nature of the provision often involves pupils requiring intervention on an ad hoc arrangement. This is reflected within the qualification and accreditation offered. On occasion a pupil may move from one placement to another.

Managing Turnover

Southend YMCA Community School will liaise with the Commissioners and ECTAS with regards to vacancies and pupil populations. Monthly status

reports will be sent to ECTAS who are our overarching coordinator. Representatives for the school will also attend a range of strategic meetings that are scheduled frequently for example the 14-19 Strategic Planning Group.

Post 16 Referral Arrangements

SYMCA is the schools founding member. It is the localities leading youth charity and as such has established effective pathways, relationships and mechanisms which have facilitated the support, signposting and flow of young people aged 16-19 to the organisation (for education/positive activity and housing). Key partners include: Child & Family Consultation, Youth Offending Team, Social Services (Children in Need and Leaving Care Teams), pre and post 16 educational settings, local charities etc. These organisations will be sent regular newsletters and offered briefing events in the run up to the schools launch where referral arrangements will be clearly articulated via a prospectus. These organisations are all concerned with reducing NEET figures and are mindful of the key post 16 start dates (September and January).

We use an extensive range of marketing methods that are proven to reach young people as they are culturally relevant. Approaches include - e-marketing through social media, celebration events to positively showcase our work, outreach events at careers fairs, weekly drop in IAG sessions, use of local media etc., disseminating brochures and flyers in the localities frequented by young people. Materials are often produced and designed in liaison with young people themselves so they are visually appealing. We set out in a fair, transparent and understandable way the admission criteria all of which support self referrals

Southend YMCA Community School acknowledges that 16-19 year old pupils may be referred by local authorities, schools and Academies (in some circumstances) but can also apply to the alternative provision Free School themselves in the same way as they would for mainstream 16-19 provision.

As with pre 16 provision our post 16 provision follows a clear referral process and selection criteria which is based on an inclusive approach. Referrals for this provision also include direct applications, although it is noted that 100% of our current pupils on this provision have been supported through a SENCo or school teacher. It is evident that where a referral is made with the support of a professional the pre 16 model is applicable, but the Commissioner is understood as a referrer (as no payment is required and consequently no service level agreement needs to be sought). However, where direct applications are made by young people themselves a modified process is implemented:

Stage 1: The school receives a direct application. The school explains their admissions criteria and explores with the young person their suitability and eligibility through an initial screening exercise. The school informs the young person of the need to gather in depth information and seeks their informed consent to undertake this

exercise (or from the parent, advocate where appropriate). The school and young person (their parent, carer, and or advocate) holds the responsibility to exchange information.

Stage 2: The school will gather in-depth information to support the referral i.e. the pupil's characteristics, background, risk factors, prior achievement, attainment, barriers and capacity to learn and also includes any agency involvement. Information is analysed and where appropriate explored in more depth with others such as the Youth Offending Team (subject to data protection). At this stage a specialist risk assessment may be requested. Our school holds the responsibility for ensuring appropriate information is analysed appropriately to fully understand the pupils' needs.

Stage 3: A collaborative interview is chaired by the Southend YMCA Community School with the prospective pupil along with parent, advocate, and other agencies (as required). The purpose of this meeting is to outline the scope of our provision to the young person (and their parent, advocate etc) and to ascertain their initial response to the offer. If all parties are in agreement the process moves to stage 4. All parties are responsible for contributing information however the school hold overall responsibility for extracting the relevant and appropriate information to inform the provision required.

Stage 4: A detailed ILP is devised (particularly in regards to and with respect to the Statement of Needs and often in consultation with the SENCo) setting out clear pupil outcomes and targets along with a proposed start date. Once an Agreement has been formalised an individual risk Assessment informed by the pervious stages will be activated focussing upon inclusion strategies to maximise learning. The school is responsible for ensuring the inclusion strategies are reflected within the teaching and learning activities.

The school is accountable for ensuring the agreed service is delivered.

Stage 5: On the first day at school the pupil will sign the learning agreement through an induction process which will not only orientate them to the building but will clearly identify the responsibility to undertake diagnostic tests and where appropriate an educational psychologist assessment. The school holds the obligation for conveying to the pupil their responsibilities in order to obtain informed consent.

Declined Referrals

Where a referral is declined, clear reasons will be given in writing to the applicant, along with a copy of the appeals process: identifying the escalation procedures, support available and clear timescales. This is in-line with DfE regulations and recommendations.

Engaging with Commissioners

Southend YMCA Community School will work in partnership with the LA and other relevant agencies in order to share information effectively and to plan/review managing these relationships in a sensitive and respectful way. Southend YMCA Community School will prepare their own interim and Annual Reports to parents/carers to contribute to those of partner institutions as appropriate. Our administrator will coordinate and distribute the update reports and registers which are intended to highlight the pupils progress and readiness for reintegration. Southend YMCA Community School will keep relevant LA officers/other commissioners and statutory professional agencies fully informed as soon as concerns about a pupil's attendance, conduct or learning or other relevant issues are identified. Key areas for reporting are outlined below:

- To keep commissioners fully informed as soon as concerns about a pupil's attendance, conduct or learning or other relevant issues are identified, depending upon the severity of the situation this will be conveyed through email, letter, phone call through to face to face meetings.
- To keep commissioners fully informed should disciplinary procedures relating to a pupil's behaviour need to be invoked. We will keep relevant LA Officers fully informed if we intend to place a pupil on affixed term exclusion or to permanently exclude a pupil from the programme. However, this is highly unlikely as our provision caters for those pupils that are subject to these measures. It is our early intervention approach that would identify issues that may lead to a breakdown of placement.
- We will take all reasonable steps to resolve problems with respect to misconduct on the part of a child, including liaison with the LA or other commissioner, before considering the use of formal exclusion procedures.
- To immediately relay any Child Protection concerns to the key LA contact/other commissioner and/or to the relevant Local Safeguarding Children Board (LSCB) officers within the LA.
- To liaise where necessary with relevant officers within the LA responsible for the Children Missing Education (CME) procedures.
- We will not permanently exclude a child who has a Statement of Special Educational Needs. We will arrange an emergency Annual Review with the child, parent/carer(s) and the relevant LA officer(s).
- To liaise with the schools post placement for part time pupils. Each pupil receives one-2-one mentorship for a transition period of six weeks.

E2: Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free School for pupils of

compulsory school age and, if appropriate, students aged 16-19 and would pay the per pupil rates you intend to charge.

There is a compelling body of qualitative and quantitative evidence which supports the need for high quality Alternative Provision at key stage 4 and at post 16 in Southend on Sea. SYMCA's rationale for the establishment of an Alternative Provision Free School is to meet the educational needs of a distinct cohort of vulnerable learners of compulsory school age who 'by reason of illness, exclusion or otherwise may not otherwise receive suitable education for any period' (Education Bill). They are unable to attend mainstream school due to their social, emotional and behavioural difficulties, medical needs and may have a statement of Special Needs Educational Needs.' Moreover, the rationale is to receive the DfE seal of approval demonstrating that the educational offer has been tested and is robust.

Local Authority Position

Formalising and expanding provision to meet the needs of young people with additional and complex needs is a top priority for our local Authority. The Southend Borough Councils Corporate Plan (2011-12) sets 11 corporate priorities for the Borough one of which is to 'Continue to improve outcomes for vulnerable children' (prosperous). The Southend Children and Young peoples Plan (2008-11) sets priorities to:

Narrow the achievement gap between vulnerable children and young people and others of their age through: (i) A centralised commissioning process for the provision and regulation of Alternative Education across the Thames Gateway (ii) Supporting schools to identify pupils at risk of exclusion and develop collaborative approaches to reduce incidence of challenging behaviour.

Influence the quality of post-16 provision, reduce the level of NEET and improve the level 3 achievement of young people from low income families through: (i) working with partners to plan a post 16 curriculum that maximises opportunities for all young people to access education and training (ii) Developing effective targeted post 16 provision for learners from vulnerable groups

An Ofsted inspection of Southend (2011) set the following as an area for improvement

'The proportion of 16-year-olds from low-income families, who achieve at least five higher level GCSE grades including English and mathematics, continues to be slightly below average. The gap between these young people and others of the same age in Southend-on-Sea shows an increase since the last assessment and is wider than almost all other areas nationally'.

Threshold of Need

Across children and young peoples services there is now a focus on early intervention and prevention which in this context, means stopping 'something worse' happening, whatever the current situation of the young person or family. Southend sets 4 thresholds of need:

Level 1 Universal – young people with no additional needs – where the vast majority of children, young people and families will succeed and meet their full potential without ever needing to access services beyond those universally available to all, such as mainstream schools

Level 2 Vulnerable – young people with additional needs – where there are indications that, without the provision of services, needs may escalate or circumstances deteriorate to the detriment of the young person. Level 2, services are generally funded and commissioned separately by a range of bodies and/or partnerships.

Level 3 Complex – young people with substantial and complex needs – where targeted and enhanced support is required through specialist provision to prevent the reoccurrence and further escalation of existing problems. Young people who fall into this level of need are likely to benefit from a lead Professional / coordinated multi-agency package of services

Level 4 Acute – children whose needs are prolonged, specialist and critical such as inpatient psychiatric care.

In summary, vulnerable young people at levels 2 and 3 (with additional or substantial and complex needs) often experience social and emotional problems which may lead to behavioural difficulties and additional learning needs. These needs cannot always be met in universal educational settings which teach the national curriculum via large classes. Additionally, young people leaving level 4 provision (such as inpatient psychiatric care) need provision which can assist them to step down and make the transition to every day life.

Responding to Need

Pre 16

Given Southend's strategic intent to 'narrow the attainment gap' for vulnerable young people and in order to meet its statutory obligations the Local Authority procured Alternative Education to deliver full-time or part-time education for children of compulsory school age commencing in September 2011 for a 4 year period (through tender to a framework Agreement).

The requirement being that 'All pupils require provision which not only offers effective teaching and learning in both core and wider curriculum areas but also has an ethos and approach which can support the development of appropriate social skills and behaviour management strategies'

Pupils accessing alternative provision KS4 belong to more than one of the following target groups which correlate with AP eligible groups:

- Medical (including Mental Health)
- Asylum seeker/new arrivals (with or without ESOL needs)
- Young Offenders
- SEN-primarily Behavioural, Emotional or Social Difficulty BESD

- At risk of missing school
- Young carers
- Teenage parents
- Looked after children
- Permanently Excluded or Managed Moves
- Hard to place or Unplaced Year 10/11 Casual Admissions to the LA
- Disaffected/disruptive pupils

Furthermore, the demand is primarily from pupils that experience socio-economic disadvantage and live on one of Southend's super output areas that fall in the top 10% of deprivation in the country.

Post 16

YPLA data for Southend indicates that for the period of 2010-11 2,245 learners were in post 16 provision of which 1,987 were studying full time and 258 studying part time (49:51 female to male ratio). It is interesting to note that 379 (17%) were studying a full level 2 programme and 1,244 (55%) were studying a full level 3 leaving a residue of 622 learners studying below level 2. Of these learners 555 (25%) identified LLDD need with 70 (3%) unknown coupled with 151 (7%) from backgrounds recognised as disadvantaged.

Our post 16 provision aims specifically to provide disadvantaged pupils with LLDD needs opportunities to gain appropriate qualifications at suitable levels. It is evident that large providers such as the South Essex College can and do meet the needs of LLDD learners – however the nature of these pupils often require smaller more suitable supportive learning environment with higher levels of staff: pupil ratio and pastoral care. Consequently, South Essex College have funded Southend YMCA through their Collaborative provision route for the past 5 years – meeting these learners needs from satellite sites.

In addition, the Local Authority (OnTrack Team) have identified however that there still remains a lack of level 1 provision for learners who need extra time and support to acquire skills. Whilst the educational needs of young people with profound learning and physical difficulties will be met through the Borough's special school (Lancaster) there is a gap in provision for those with moderate learning difficulties including those with: Moderate functioning Autistic spectrum disorders, Attention deficit hyperactive disorder, on school action plus (but just below SEN). This is predicted to c. 20 learners.

Steady State

In total the LEA advise that there is a steady state learner volume of C300 pupils per annum in alternative provision with years 9 attending the PRU and years 10 and 11 on full, part time and short term placements including sector specific vocational type work experience e.g. hairdressing, mechanics etc.

Our steady state meeting maximum occupancy will be met at 2016 with a pupil population of 50.

SYMCA was a successful applicant with a 4 year framework agreement. A full time placement fee of £250 per week was agreed through the competitive

tendering process, with a day rate of £50.

In the academic year 2011-12 SYMCA delivers provision to 16 full time long term placements with pupils in years 10 and year 11, 8 part time pupils' attending part time long term placements and 7 pupils attending our post 16 SEN provision full time long term. These pupils are referred from the LA Pupil Referral unit 'the Renown' (for excluded young people) and 6 secondary schools (for fixed exclusions and behavioural needs) Chase, St Thomas Moore, Cecil Jones, Futures, St Christopher's

Location

The preferred proposed location of our school is in Southchurch (Kursaal ward) near to the centre of the town it is on a main bus route and within walking distance from 2 train stations service 2 lines/routes. Our second choice is Westcliff (Milton ward) again benefitting from good access. The following map outlines the whole of Southend; proposed school locations are indicated as are the areas where students reside all of which demonstrates accessibility.



The steady state pupil volume and agreed price offers the DfE assurance that sufficient learner's numbers will be referred and the budgeted price obtained in our first two years of operation.

Support for an Alternative Provision Free School

Ofsted has identified the features of local authorities that are judged to be excellent in terms of narrowing the gaps in attainment and achievement for particular groups. These higher performing councils: have developed strong partnerships with schools, other agencies and parents and maintain a clear focus on raising standards and on narrowing the gap in outcomes achieved by different groups of children and young people. Southend was judged as performing well in its most recent inspection (2011) and has high corporate aspirations and aspirations for young people.

In recognition of Southend YMCA's excellent track record and in order to meet their needs analysis the LA has played an active role in guiding Southend YMCA to apply for Alternative Provision free school status.

This application is **supported by Southend Borough Council.** () articulates the educational requirements for both pre and post 16 learners and confirms their commitment to SYMCA

'The Borough is committed to providing learning opportunities for learners with learning disabilities post 19 and to provide alternatives to mainstream education for 14-19 year olds. The imperatives of raising the participation age and changes in provision by existing FE providers has made this even more important and the YMCA proposal fills that the need to perfection.....this provision will help us with some of our key priorities – raising the participation age, reduction of NEET,

narrowing the gap and improving opportunity for vulnerable learners.'

Furthermore, this application is **supported by Southend Education Trust (SET)** a partnership comprising of the 55 schools within the borough and the local authority who are jointly committed to the establishment of Southend as an 'exciting learning town'. [REDACTED] [REDACTED]. states

'Southend YMCA is a leading charity in Southend and is well known and respected by schools for their transformational work with disadvantage young people, including the provision of high quality, innovative alternative education. We are aware that Southend YMCA is applying to become an Alternative Provision Free School as they seek to further drive up quality and legitimise and regularise their provision. One of their overarching aims of SET is to encourage innovation to achieve improvements across the education system and thus Southend YMCA's aspiration is one that SET would support whole heartedly.

It is envisaged that the Southend YMCA Community School would be the local market leader for Alternative Provision and preferred provider of schools who wish to purchase robust provision which can deliver successful results for vulnerable young people and create a more inclusive learning town'.

The strong commitment of these two key stakeholders demonstrates that the proposed school is needed and wanted within Southend as the school will be largely funded by the commissioners this further demonstrates that places will be procured and thus financially viable.

It is also important to note that [REDACTED] [REDACTED] **supports Southend YMCA's** application. On behalf of our accrediting body [REDACTED] gives testimony to our probity and achievement and confirms support to deliver the provision accredited through OCN.

'Southend YMCA has been a recognised centre with OCN Eastern Region since 2002 and in that time has accredited in excess of 1000 learners meeting the needs of the young people, parents and community of Southend...the quality of work has never been in question in any of the bi-annual visits by the quality team from OCN. I therefore have no hesitation in supporting the application'.

No Requirement for a Mainstream Free School

The DFE school capacity statistics (2010) for Local Authority maintained secondary schools demonstrate that in May 2010 Southend had 12 schools offering 13,216 places. Five schools were full and oversubscribed (with an excess of 128 places). Our prediction is that this would include Southend's 4 high performing grammar schools. Seven schools had excess places (371) representing 2.8% of the total available places.

The Local Authority have advised that there is no need for a mainstream Free School provision based on the performance levels of Southend Schools and their current level of places. Overall, the performance of Southend secondary Schools at key stage 4 continues to rise on a year on year basis as illustrated: In 2009, 70.4% of pupils gained 5+ A*-C grade GCSEs (or equivalent), in 2010 78.4 % and at 2011 81.3%. Southend consistently outperforms the East of England and all England averages, which in 2010 stood at 74.3% and 75.4% respectively compared to Southend at 78.4%. Nevertheless, as previously advised there is a cohort of pupils who do not thrive well within mainstream school environment. Thus we can conclude that Alternative Provision Free School will support mainstream schools, driving up retention, success and achievement rates and meeting the needs of this marginalised group of pupils.

Ofsted's inspection of the LA (2011) resulted in a judgement of performing well. Identified strengths include: 'Most secondary schools continue to be good or better. Four outstanding secondary schools have become academies in the last year. Of the eight local authority maintained schools, five are good or outstanding. The one inadequate secondary school is making satisfactory progress in improving the quality of provision with good support from the local authority and other external advice'.

E3: For schools providing alternative provision for 16-19 year olds, provide evidence of demand from students of the relevant age that they would apply to your alternative provision Free School in each of your first two years of operation.

Empowering and enabling the voice and influence of young people will be a central tenet of the Southend YMCA Community Schools approach. This will build upon and learn from SYMCA's strong track record of engaging children and young people in the development of our services, which in accordance with DCSF guidelines (The Importance of Teaching the Schools White Paper 2010) utilises innovative engagement methodology.

This ensures that the services offered meet the real needs and interests of the people we seek to support and are effective in overcoming individual learning or engagement barriers.

Evidencing Demand

Southend YMCA Community Schools understands the term 'consultation' as being the dynamic process through which the views of stakeholders are sought on the key matters that affect them. The main objectives are to facilitate a flow of information and to analyse and act on the findings (as appropriate) to further efficiency, transparency, service improvement, ownership and customer satisfaction.

Consultation methods employed with respect to the delivery of Education and wrap around provision include: one to one meetings, focus groups, surveys and questionnaires. This process has been responsible for driving a number of changes which have ensured that the demand for post 16 learners remains and will remain high.

The statement from OCN (E:2) demonstrates and supports a long standing demand and uptake for pre and post 16 provision with Southend YMCA. Southend YMCA is an established and reputable provider within the town known by young people since 2002.

Listening to Pupils

A focus group was utilised to capture our current student's views and attitudes around SYMCA's provision (year 10 and 11) and whether they would like attend year 12 provision if available through a free school?

Young people spoke about the unique ethos and defining characteristic of their education and how this experience would positively influence their future choice. Comments included:

The teachers are 'approachable', 'interactive', 'we can have fun but they know the boundaries' unlike mainstream schools where it was perceived that 'Lots of teachers abuse their power'.

Learners liked being able to 'discuss' and explore 'real life' issues, they feel able to 'open up', and stated they are learning 'life skills' ...'i have learnt more here than at my previous school even though we had more subjects'

Others stated preferences including 'I do not have to wear uniform' , 'I much prefer the smaller classes' , 'I prefer to start at 9:30 rather than 8:30 – because I do not like getting up in the morning this gives me more time to get here', 'I like that I can have an input into what modules I am going to learn over the next 2 years'

We talk about our experiences to our friends and often say ' you should come to the YMCA'

In summary, pupils have identified their wish to remain within the SYMCA for post 16 education provision as a result of feeling included often for the first time via a structured curriculum that is reactive and responsive not punitive.

The small group size enables positive relationships to be formed with authority figures. SYMCA assumes the role similar to that of the extended family; learning and developing social skills that are traditionally learned within the home. Resilience is developed through the wider and extended schools environments through challenging fun activities that many of the pupils have missed out on growing up.

Surveys and Questionnaires

SYMCA utilises self-completed questionnaires to ask standardised questions from across all of our projects to elicit both fact and opinion. This includes: an intake survey, monthly progress surveys an exit survey and a move on feedback undertaken on completion of the programme and again after three months.

We devised a survey which was posted on our interactive website and disseminated through Facebook. The template survey, exact questions and

responses are set below

Are you in years 10 or 11? Thinking about future choices? Would you consider attending a sixth form at a new school in central Southend?

Question	Yes	No
Where the teachers are approachable?	100%	0%
Where you can have fun learning but also have boundaries?	97.4%	2.6%
Where you could discuss real life issues as well as get qualifications?	97.4%	2.6%
Where lessons are interactive and you can influence what and how you learn?	94.7%	5.3%
Where you could have a later start in the day?	84.2%	15.8%
Where you would be taught in smaller classes?	86.8%	13.2%
Where lessons are taught outside the classroom?	81.6%	18.4%
Where you would get qualifications of good standard for future employment?	100%	0%
Where the curriculum is based on academic and social skills development?	97.4%	2.6%
Where you have a formal assessment to understand your levels?	97.4%	2.6%

Some interesting conclusions can be drawn from this data. 100% of young people surveyed indicated that qualifications of a good standard for future employment and having approachable teachers were areas of primary importance. Significantly the development of social skills and the discussion of real life issues were also rated very highly at 97.4%. Furthermore, young people liked the idea of assessments which inform them of their levels. This data affirms our curriculum model and delivery methods, approaches and strategies that seek to combine academic attainment coupled with personal and social development.

Furthermore and historically our Youth Participation Board were supported to design and carry out the youth led 'Talk to Us' survey, which consulted with 251 young people through face to face interviews and an on-line survey through our interactive website () to understand (in its broadest context) local young people's needs in regard to their personal, social and educational development. This has informed the development of wrap around provision including a successful bid to the Lottery's Reaching Communities programme for a 4 year youth volunteering project (2011-15).

E4: Demonstrate how you intend to engage with the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Strong applications from existing providers will normally include evidence of demand to support an expansion in pupil numbers

The Southend YMCA Community School has been founded by Southend YMCA and will benefit from all of the charities longstanding partnerships. The charity is strongly rooted in community (both geographic and community of interest) and undertakes consultation with beneficiaries to inform business/service development complimented by desk top research and evaluation of provision. SYMCA understands the broader context in which we operate and the social and environmental impact that organisations can have on society – learning which has informed the development of our free school

SYMCA and the SYMCA Community school have a shared mission to ‘Stand in the Gap’ through offering services which address the needs and aspirations of disadvantaged young people and communities and help to transform their lives. They also share the vision to ‘help young people build their futures so they can belong, contribute and thrive’. In order to maximise impact it is essential to develop a breadth of beneficial partnerships with key external stakeholders who can support and inform our work

Engaging Strategically

SYMCA already sits on a number of strategic forums to advocate for our beneficiaries. This enables us to contribute to join up decision making and measure not only our own impact but that of partnership work. We are a member of the Southend Borough Councils Children’s Partnership executive, and the 14-19 planning group, Directorate support ensures an operational mandate for work undertaken and will support the future launch of the school. With all key players represented from health and the police, to youth and social services links are easily forged and agendas and outcomes aligned.

We are also on the Nova Strategic Board of Management (Nova is the 5th Largest work based learning provider in England). This enables us to effectively interface with training providers including Foundation learning and apprenticeships, articulate learners needs and aid progression. We are on the Local VCS Chief Executive forum which brings together the leading local charities across sectors to share specialisms. This local understanding will be useful should we need to refer a pupil, parent or carer to further services.

Our proposed model – the suitability of our proposed model has been tested through a tender process where a full assessment was conducted by the LA OnTrack Team matching the offer to local needs .We know that the majority of learners are likely to be white working class males residing in Lower Super Output Areas where there is significant disadvantage (see D: 1 & D2) . Our curriculum package and delivery model reflects the needs of this marginalised group of learners coupled with meeting the needs of the wider community in terms of employability skills.

We have consulted with our pupils, parents and schools with regards to our methods of teaching and learning, flexibility of qualifications, placements and delivery models. We believe we have designed an attractive school that reflects a holistic approach to meeting the needs.

Engaging Faith Groups

Southend YMCA seeks to provide well rounded pupils. The school receives pupils from all faith groups and none. We aim to provide pupils with a broad range of knowledge and understanding with respect to faith. Our current provision includes a curriculum that explores a range of faiths, beliefs and values. In order to provide specific information we invite a range of external groups into the class to discuss their faith in more detail. No one faith group is promoted outside these sessions and it is imperative that staff do not impart their preference or views to the pupils. The sessions are aimed at providing information impartially. Where pupils seek additional information the school will provide a signposting to other services.

Engaging Other Partners

Southend YMCA Community School work effectively with schools across the borough. This includes attending a number of pathway meetings and strategic 14-19 meetings often chaired by the local authority. We have a close relationship with the local authority through Southend YMCA wider services and represent the voluntary sector at a number of strategic meetings such as the Children's Partnership.

We have a proven track record of working with the local policing unit and contribute to the town safety through the Southend YMCA SOS Bus project (funded through the Crime Reduction and Disorder Partnership).

Southend YMCA is a delivery partners for Open College Network and The Prince's Trust. They hold regular meetings; networking, training, moderation and development aimed at developing quality of provision and standardization.

Engagement with commissioners is essential in terms of providing pupils with a smooth transition to and from the placement. Regular weekly meetings are held with the commissioner and the pupil: it is crucial that (particularly for those pupils returning to mainstream provision) pupils see themselves as part of the commissioning school. For this reason Southend YMCA Community School does not have a school uniform.

Engaging with MPs and Councillors

Southend YMCA regularly meets with its two [REDACTED] and [REDACTED]. [REDACTED] is a [REDACTED] for the YMCA movement. We also meet with [REDACTED] including [REDACTED]. [REDACTED] states:

"The Southend education community will benefit from a free school for this age group of 14-19 years and with the YMCA as such a known "brand" in it's sphere we will be fortunate to have them as education providers for our community...I wish them well with the arduous process."

Engaging Businesses

SYMCA runs an incubator unit which offers disadvantaged young people setting up in business cost effective pace with support. Additionally, we run a bi monthly networking event for small businesses which has over 300

followers. It would be our intention to work with small businesses and enlist their support to offer pupils work placements

Engaging Parents

One-to-one and Small Group Meetings - facilitates information sharing, opens exploratory dialogue, aids accountability and transparency, and informs action planning around the child. Parents and carers are kept informed at all times and stages with information relevant to their/their child's progress and individual educational programme and can influence programme delivery and design (an approach consistent with the Schools White Paper 2010). Pupil, parent/carer and partner agency involvement has led to significant changes to the Trust programme in terms of progress meetings (SYMCA meets with the parents/carers at least once a term for a formal one-to-one progress evening and on an add hoc basis dependent upon the pupils needs/progress).

Southend YMCA has conducted semi structured telephone interviews with parents whose children are currently on our alternative provision, this centred around three questions

- What do you think of YMCA?
- How has the YMCA helped your child?
- Would you recommend the YMCA?

Their answers are as follows:

██████████ – 15 - YMCA is the best thing that has happened to my son I love it, he loves it and I want him to stay on I am your biggest fan and would recommend it to anyone love it.

██████████ – 14 - Has Helped my son he seems so much happier would recommend it

██████████ – 16 – Brilliant, far better than any where else, I am so pleased with everything you have done for my son he has improved so much, I know he still has his problems but how you deal with them is brilliant and the qualifications that he is achieving is so good, all I can say is a Thank you for making my son who is now, and I appreciate all the support given to me and my son.

██████████ - 16 – His attendance has improved – just need to find something that engages him.

██████████ 15– Brilliant, my sons behaviour at home is so much better a huge difference, things that YMCA have done for him with his mental health issues and bullying has been amazing I will write a letter and send it saying how much I love the YMCA and appreciate it.

██████████ – 14 – Feels it has helped since coming here and hopes that it will continue to help him.

██████████ – 14 – My son has improved so much; I just hope that he keeps it

up.

Engaging Young People

██████████ is a useful model for thinking about youth engagement as a continuum of activity ranging from tokenism and manipulation (levels 1-3), through consultation (level 5), to engaging beneficiaries as partners (levels 5-8).

██████████ model is based on the premise that shared decision making is beneficial to both young people and adults enabling learning and empowerment by recognising and nurturing the strengths, interests and abilities.

The following examples illustrate how SYMCA has engaged young people from a range of different backgrounds, faiths and abilities in decisions that affect them as individuals and as a community of interest driving the improvements they want to see .

Young People Initiated Ideas and Directed Action - SYMCA's Team YP project is a youth leadership programme through the medium of sport and is part of our extended services/ wrap around offer. The project was initiated by young people to benefit their peers with SYMCA staff supporting the young people to develop the project and funding application. The project gained the Olympic Inspire Mark and 4 year Lottery funding to the value of £350,000 (2010-13).

Adult-Initiated Ideas; Shared Decisions with Young People - Whilst SYMCA's curriculum is built around nationally accredited and externally moderated qualifications and awards that have been initiated by adults this framework still allows young people opportunities for shared decision making e.g. to create and deliver a community impact project of their choosing

Young People are Consulted and Informed - SYMCA has a Youth Participation Board, made up of 10 young people (from a range of services including pupils from our Education programmes). They offer advice and critically steer the development of services from a youth perspective influencing the breadth of delivery across SYMCA through scrutiny

On-going Engagement

Southend YMCA Community School will seek to continually promote our provision through a Marketing Strategy. The marketing strategy is a vehicle that clearly positions the school to gain a competitive advantage including the creation of a strong brand identity and marketing materials through diverse and accessible media. Networking with key stakeholder groups is viewed as essential in terms of outlining the schools offer and develop a circle of beneficial contacts as the commissioning landscape changes.

Headline aims include:

1. Access potential beneficiaries and maximize recruitment
2. Raise the profile of Southend YMCA

3. To make marketing a central part of all business activities

Mechanisms will include: Outreach events, on-line and social media presence through to more traditional routes such as press releases etc.

Section F: Capacity and capability

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Expertise Through Partnership

Southend YMCA is principally concerned with assisting disadvantaged young people to 'build their future' an aspiration shared with the Southend YMCA Community School. For the SYMCA Charity this is realised through 5 thematic strands of service delivery: supported housing, education, economic inclusion, positive activity and community health and wellbeing

SYMCA has a longstanding track record of delivering a breadth of educational and training programmes including high quality alternative provision for pre and post 16 learners including those who are: NEET, at risk of becoming disengaged from education system and those with special educational needs. In the past 5 years the Education and Training Department has supported 804 young people and on average has enabled 89% to achieve positive outcomes.

SYMCA has the existing capacity and capability to conduct research, set out a considered business case, and design effective service models which when executed deliver strong results. This is substantiated through performance data and the monitoring and evaluation of projects we have designed and implemented.

- Upper quartile performance when benchmarked against comparators. Where projects involve standard unit costs we can say that a pound spent with Southend YMCA guarantees a better return to the tax payer and for the beneficiary
- Project management and contract completion, meeting and exceeding targets across rigorous regimes such as European Social Fund, European Regional Development Fund. We have never had a notice to improve or contract terminated for poor performance
- Inspection results. An 'Investors in People' Inspection (2010) identified 'Southend YMCA has 'an innovative and creative approach to delivering excellent services for their students and residents. There is a strong performance management culture
- Quality standards: Investors in People, Investors in Volunteers, Matrix (for IAG), Supporting People QAF (level A), and Reach (NYA)

The Southend YMCA Community School benefits from the educational expertise and track record of Southend YMCA whose resources, staff, volunteers and skills have been applied to devise the outline Alternative Provision Free School and will be applied to ensure successful implementation following approval. Both [REDACTED] and [REDACTED]'s current roles include an allocation of time to undertake development work including: writing this application and advising the Southend YMCA Board of Trustees.

A partnership exists between the school and the Charity and the two organisations are linked through governance arrangements as set out in the

schools Memorandum and Articles of Association. Southend YMCA is a corporate founding member alongside some of SYMCA's charities [REDACTED] – [REDACTED], [REDACTED] and [REDACTED] (all of whom have [REDACTED] as set out at F2, F3).

Accessing Educational Expertise

The key personnel behind this application have a wealth of experience and expertise. It is envisaged that they will be released from their existing duties within SYMCA to set up the school prior to opening in 2013 (as set out below) offering capacity and capability. Aspects of their current roles will be backfilled by other competent and capable SYMCA staff.

- [REDACTED] - SYMCA's [REDACTED] and the [REDACTED].
Experience - [REDACTED], [REDACTED], [REDACTED], [REDACTED].
Qualifications - [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED].
Role and Time Commitments - [REDACTED], [REDACTED], [REDACTED] – [REDACTED] is our [REDACTED] and if confirmed in post will start in January 2013 on a full time basis to lead the implementation phase (for further detail see F:5).
- [REDACTED] - SYMCA's [REDACTED] and the [REDACTED].
Experience - [REDACTED], [REDACTED], [REDACTED].
Qualifications- [REDACTED], [REDACTED], [REDACTED]; [REDACTED], [REDACTED], [REDACTED].
Role and Time Commitments - [REDACTED], [REDACTED] is Southend YMCAs [REDACTED] and may provide [REDACTED].
- [REDACTED] - is a [REDACTED] and [REDACTED].
Experience - [REDACTED] has worked with [REDACTED] in the [REDACTED] for the past [REDACTED] and [REDACTED] to SYMCA. [REDACTED] is our [REDACTED], [REDACTED].
Qualifications - [REDACTED] is [REDACTED]. She is a [REDACTED] with a [REDACTED], [REDACTED], [REDACTED], [REDACTED].
Role and Time Commitments - [REDACTED]. She will [REDACTED], [REDACTED].
- [REDACTED] and [REDACTED] - Our [REDACTED] all have [REDACTED] (see F:3)

F2: Show how you will access appropriate and sufficient financial expertise

to manage your alternative provision Free School budget

The Southend YMCA Community School has been set up by Southend YMCA and benefits from the Charities experience and track record as a successful charity which continues to grow year on year despite the economic downturn. (See accounts). Evidence of sound financial management and adherence to statutory obligations is offered through annual audits conducted by [REDACTED] to comply with SORP (Statement of Recommended Practice). Southend YMCA has been subject to and embraces the rigours of an on-going regime of other audits which verify our probity and capability. This has included a 6 day European Regional Development Fund A13 audit (conducted by [REDACTED]).

Accessing Financial Expertise

The key personnel behind this application have a wealth of [REDACTED]. The Charity has developed robust financial management system and thus it is the intention to replicate these proven systems within the Southend YMCA Community School.

- [REDACTED] - is a [REDACTED]
Experience – [REDACTED], [REDACTED], [REDACTED].
Qualifications - [REDACTED], [REDACTED], [REDACTED].
Role and time commitments – [REDACTED], [REDACTED]. Whilst the overall responsibility for the [REDACTED] of the Southend YMCA Community School will lie with the [REDACTED] on an operational level [REDACTED].
Mechanisms include [REDACTED], [REDACTED], and [REDACTED].
[REDACTED] will [REDACTED].
- [REDACTED] - [REDACTED]
Experience - [REDACTED], [REDACTED], [REDACTED], and [REDACTED].
Qualifications - [REDACTED].
Role and Time Commitments – [REDACTED] has proven [REDACTED], it is envisaged that he will be undertake [REDACTED]. His role will include [REDACTED].

Other Personnel

An [REDACTED] will be appointed during the implementation phase to establish and keep accurate records and audit trails in relation to income and expenditure. Sage accounting software will be utilised, each department with its own set of nominal codes for income and expenditure (pre/post 16). This will allow the [REDACTED] to keep a clear audit trail, to produce accurate monitoring reports, supported by evidence from the accounts software and original invoices. The [REDACTED] will oversee the [REDACTED].

External auditors will be appointed through a procurement exercise to undertake annual audits of the schools finances. Accounts will conform to SORP (statement

of recommended practice) a standardised accounting format enabling comparisons to be made with others. The outsourced SFO will conduct regular internal audits to ensure that the expenditure and activities are in line with regulations for the delivery of the Alternative Education provision.

Financial Management Systems

We would propose to utilise sage accounting software, a financial management system capable of maintaining separate records and producing detailed reports. Each department (e.g. pre and post 16) will have its own set of nominal codes for income and expenditure. This will allow the Accounts Manager to keep a clear audit trail for the school enabling the production of accurate monitoring reports, supported by evidence from the accounts software and original invoices. The latest versions of anti-virus definitions available from an industry accepted anti-virus software vendor will be utilised to check for and delete Malicious Software from the ICT Environment.

The [REDACTED] will also oversee the payroll function for the school using appropriate accountancy software and will ensure that the salary costs applicable to the project are supported by payroll evidence.

Document Availability - the school will operate an organised hard copy filing system collated in alphabetical date order, numbering invoices, receipts and purchase orders to back up the purchase and sales ledger. Documents to be stored in locked cupboards. The School will operate a document retention policy as stipulated within the financial policy and in line with DFE regulations.

Budgets

As part of the application a financial projection of 5 years duration has been produced – this plan will be regularly updated to reflect changes in income expenditure and reviewed by Governors and staff to consider the assumptions on what the budget is built.

Budget Setting – The [REDACTED] in liaison with the [REDACTED] will prepare an annual budget based on realistic estimates of expected income and expenditure for each financial year. This will be agreed by the Principle before presentation to the board of Governors. When the budget has been approved by Governors, the [REDACTED] will allocate the various amounts to specified members of staff in accordance with their agreed responsibilities.

Budget Monitoring - the [REDACTED] and [REDACTED] will have overall responsibility for budget monitoring. Monthly management accounts will be prepared and presented to the Governors, setting out actual income and expenditure in the month and cumulative to date against the projection. Reasons for variance from the original budget will be reported. The discussions made in respect of these variances to be fully minute (by the clerk) within minutes of Governors meetings.

Sustainability - The Southend YMCA Community School will progress its vision through creating a fundraising strategy which is intended to maximise income generation from mixed sources (trading, public sector contracting, grants and

donations) enabling the trust to respond to opportunities on behalf of beneficiaries. Furthermore, an effective Business support model will build the capacity to identify and develop new initiatives - drawing on specialist internal and external expertise in key business function.

Financial Controls

The Southend YMCA Community School will have a robust Financial Policy and Procedures which will set standards and control every area of activity ensuring best practice/accountability in accord with the law. The finance process is well planned and documented including the segregation of duties and specified authority levels to provide the necessary checks and balances ensuring probity and averting theft.

An outsourced [REDACTED] will monitor that controls are carried out and provide the Board of Governors with periodic Budget Monitoring reports. The internal staffing structure will allow for segregation of financial duties such that no member of staff will fully process any one transaction. Income receipts- will be recorded on sage and reconciled to the bank statement.

- Controls over sales -sales invoices will be entered onto the sage system from information provided through service level agreements. A monthly reconciliation will identify outstanding receipts enabling investigation. The quality and quantity of goods and services supplied will be inspected in order to ensure they correspond with orders placed
- Controls over expenditure - will be backed up by a purchase order authorized for payment by a designated member of the schools management and an invoice properly processed via an Invoice Stamp detailing -Management authorization signature, cost centre, date processed, cheque number & date paid.
- Cheques drawn will be signed by both Principle and a designated Governor with the invoices present ensuring that the payments made agree with cheque stubs. Cheques will be recorded on the computer and reconciled with the bank statements. Cheque books and bank mandate forms will be kept in safe custody (in a locked cabinet), with access limited to nominated persons
- Controls over procurement – the project will comply with public procurement guidelines. Depending on the value of contract (and whether it is for works or services) required actions will range from: oral and written quotations through to competitive tender exercise published on supply to Gov. Portal. The school will maintain a procurement register to collate and evidence compliance
- Controls over contracts - all on-going contracts to purchase services or goods are to be submitted to a board meeting for consideration and approval due to the longer term financial commitments entailed
- Controls over Salaries – salaries will be approved by the Board of Governors. Personnel records are kept for each member of staff separately from the pay records. Checks of one against the other are made in order to prevent the payment of fictitious employees. Actual physical checks of an employee's existence are carried out on a random basis

- Controls over expenses - payment of expenses to trustees, employees, and volunteers will be reimbursed at the straight payment method of actual cost incurred, upon evidence of the actual costs incurred, e.g. bills or receipts (within the parameters set in staff and volunteers handbooks)
- Controls over assets - An Asset Register will be established and regularly updated. A hard copy will be filed with the year end accounts documentation submitted to the Auditors annually

Delegated Authority

The schools Senior Management Team will have delegated authority for expenditure of up to [REDACTED]

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

In Southend YMCA's experience, the timely delivery of effective services is best achieved through the establishment of a robust infrastructure. Key personnel who are suitably qualified and experienced, have the capability to secure, organize, and manage the resources required for their operational areas.

It is envisaged that Southend YMCA's capable and competent staff team will assist the School's Board of Governors in the pre implementation phase by preparing briefings and strategies to set out the key components of, for example, an effective ICT/ HR/ Accounts Service etc. It is envisaged that this will help the Governors to map their requirements and draw up service specifications for services to be outsourced through a procurement exercise during the implementation phase.

Outsourcing

Due to the size and budget of the school it is envisaged that it will be cost effective and practicable to outsource some of the above functions (through a procurement exercise). This will enable the school to access higher quality specialist staff (for shorter periods of time) that would otherwise be unaffordable. For example, Southend YMCA achieved beneficial outcomes through outsourcing Health and Safety consultancy to [REDACTED] and HR to [REDACTED] etc.

We recognise that public procurement regulations apply to expenditure of public money and require that commercial contracts must be let competitively. Southend YMCA has itself let contracts for works and Services through using the [REDACTED] portal. We acknowledge there can be no guarantee that organisations or individuals offering support in the preparation of application will be offered contracts to continue providing such support should the application be approved.

It is recognised however, that if the Southend YMCA Charity decides to compete to provide outsourced, backroom functions, an impartial process will need to be established. This is to avoid allegations of impropriety, conflict of interest and

ensure fair competition. If we are successful we note that DfE can provide additional support and their view on how to manage this potential conflict of interest would be welcome. One option is for Governors to receive HR, IT advice etc. via a DfE Source, rather than through Southend YMCA as illustrated below.

Required Expertise

The school will require expertise in the following areas

- **ICT** - To create a robust ICT platform which facilitates knowledge transfer through information management and data reporting, e-commerce, e-learning, e-marketing an intranet and website. Southend YMCA has just completed a 2 year Knowledge Transfer Partnership with Hertfordshire University – this has seen the establishment of a sound IT platform .The [REDACTED] [REDACTED] is now employed by Southend YMCA and will be released for a day a week from approval stage (September) to the start of the implementation phase (January 2013)
- **HR** – To create a holistic Human Resources Strategy which ensures the recruitment and continuing professional development of staff and volunteers, and supports them to realize the best standards of delivery to beneficiaries. Southend YMCA employs a [REDACTED] [REDACTED] who has a [REDACTED] and is a [REDACTED]. [REDACTED] will be released for a day a week from approval stage (September) to the start of the implementation phase (January 2013).
- **Facilities** – To secure accessible, well equipped facilities which meet compliance standards and delivery requirements. The Southend YMCA has experience of delivering a capital project and as such comprehends the technical multi-disciplinary expertise necessitated. We do not have this expertise in house and welcome the support of Partnership for Schools to negotiate these complex tasks within the 11 month time frame from DFE approval to school opening (09.2012 to 08.2013).
- **Compliant Policies and Procedures** - As an existing provider of Alternative Education services, SYMCA already has robust management systems in place, including a comprehensive set of policies and procedures, to ensure services meets all statutory legislation and Quality Assessment Framework requirements. We would propose to replicate this approach within the Southend YMCA Community School.
Policies and procedures - Such as Safeguarding /Child Protection, Behaviour Policy, Anti-Bullying Policy, Health and Safety Policy , Equal Opportunities Policy will all be based on current legislation and guidance.
- **Meet National Education Guidance** – To comply with national education guidance such as Ofsted framework, and implement systems for the keeping of records such as pupil attendance registers to comply with the School Records Regulations (1999) and for a minimum of 10 years from the end of an individual pupil's placement. We will adopt our local Authorities polices which are in place across Southend Schools to ensure a uniformity of practice and consistent messages for pupils and parents

irrespective of settings. It is envisaged this will be provided free of charge by the Southend OnTrack team

- **Health and Safety Practices** – The school will need a Health and Safety Policy, to carry out annual risk assessments in respect of the services and operations provided and additional risk assessments for new circumstances. Quarterly, health and safety meetings, led by staff ensure ownership and keep the practice issue live. The aim of which is to provide a safe environment for pupils and staff. We will also carry out risk assessments for each prospective pupil in respect of any service offered before commencement and adhere to the DfES guidance Health and Safety of Pupils on Educational Visits, ensuring insurance arrangements; staffing ratios, consents process etc. are carefully followed. SYMCA's has a proactive culture in managing health and safety, risk assessments and general risk management has been noticed by staff members one of whom commented during quality standards assessment
- We will have in place appropriate First Aid provision and have a contingency plan for major accidents and emergencies

Company Members

The Southend YMCA Community School has members with the experience and expertise relevant to setting up a new organisation including Trusteeship of Southend YMCA and other organisations. See also F6

- [REDACTED] – (see F2) Additionally, [REDACTED].
- [REDACTED] – is a [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED] will be able to [REDACTED].
- [REDACTED] is a [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED].

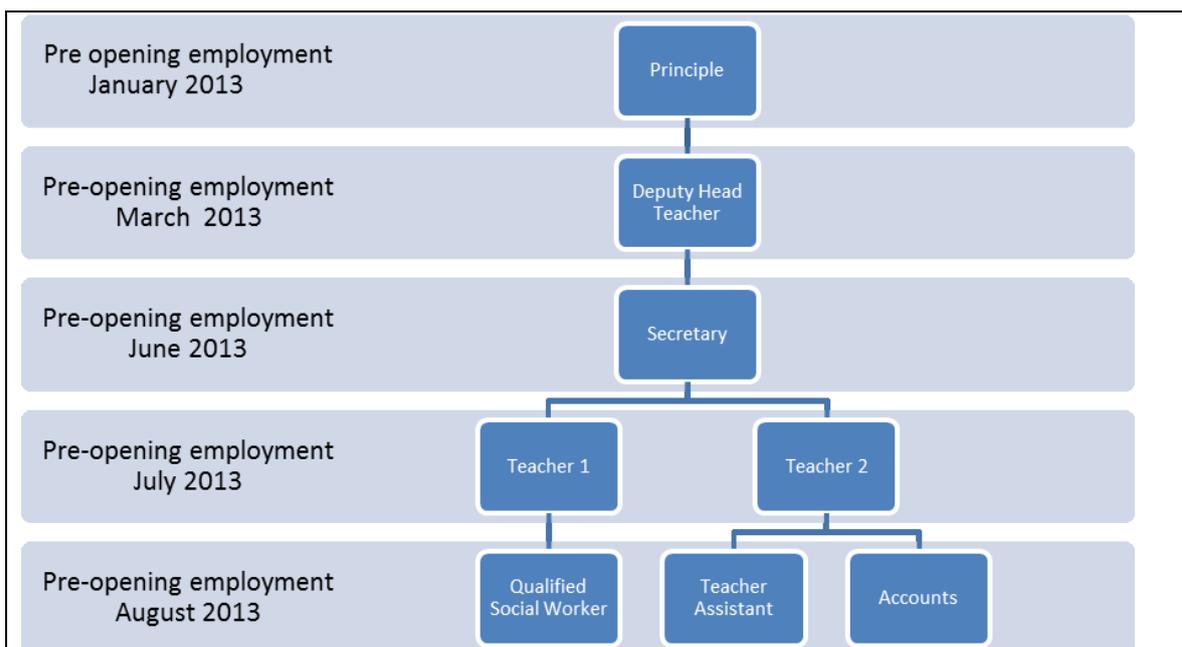
It is envisaged that the school will recruit further [REDACTED] and will conduct a skills audit to highlight gaps.

F4: Show how your staffing structure will deliver the planned curriculum.

Staffing structure for delivery of the planned curriculum

Pre-opening 2013

The flowchart below shows the phased build-up of staff pre-opening and leading into the 1st year of delivery



The table below sets out the staff phased build up where the school is increasing in size over time in line with planned pupil numbers and financial resources. Key DH = Deputy Head, SW = Qualified Social Worker, TA = Teaching Assistant

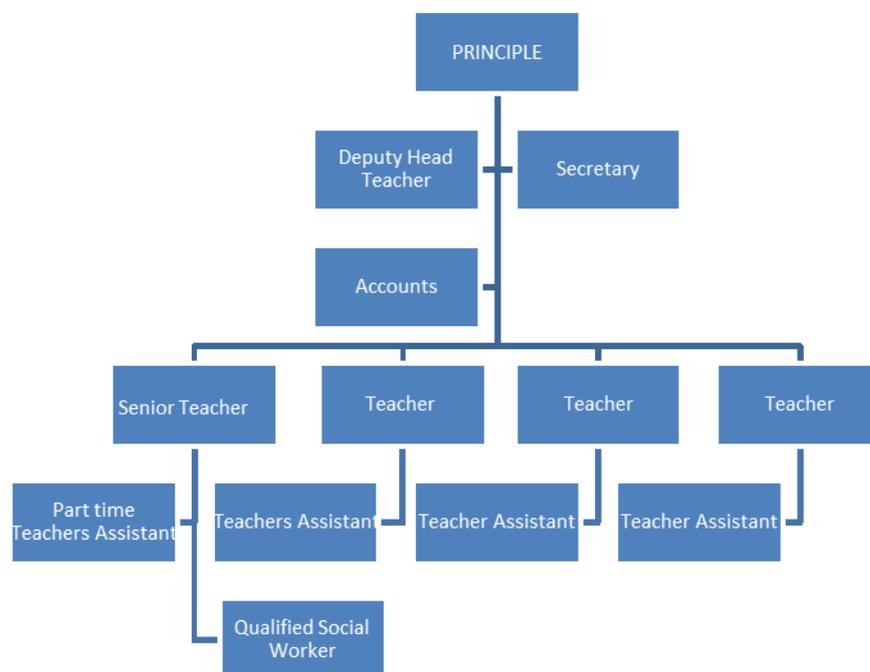
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Staff	1 Principle 1DH 2 Teachers 1 SW 1 TA 1 Secretary 1 A/C's	1 Principle 1DH 3 Teachers 1 SW 2 TA 1 Secretary 1 A/C's	1 Principle 1DH 4 Teachers 1 SW 2 TA 1 Secretary 1 A/C's	1 Principle 1DH 1 Senior T 3 Teachers 1 SW 3 TA 1 Secretary 1 A/C's	1 Principle 1DH 1 Senior T 3 Teachers 1 SW 3 TA 1 Secretary 1 A/C's
Pupils	31 FTE	40 FTE	45 FTE	50 FTE	50 FTE
Income from pupil placements	£283,000	£382,000	£437,000	£491,000	£491,000

The final staffing structure will be headed up by the Principle who will have led the School from day one; they will have worked towards their vision of forming a school of Alternative Education to fill the gap for young pupils who don't always find it easy to fit in with the main stream of education for whatever reason.

The Deputy Head will be employed to assist the Principle in the delivery of the vision of the school as well as representing the values and ethos of the school. The Deputy Head will be timetabled to teach a class of pupils they will be responsible along with all the members of staff in the planning and running of the school.

A Senior Teacher will be employed from 2016 as the school grows to full capacity to represent the school and share some of the duties of the Deputy Head Teacher. 3 Teachers will also be employed to head of the classes of 10 pupils alongside the Deputy Head and Senior Teacher. 1 Qualified Social worker and 3 full and 1 part time Teachers Assistants will strengthen the classroom by supporting the heads of class.

The part time worker would need to be flexible in their approach to timetabling as it is assumed that they will cover for absents in return for taking additional leave in the school academic holidays this will reduce the need and cost for additional for the use of a supply teacher.



The Role of the Principle

The primary purpose of this role includes:

- To lead and manage the school
- To ensure the achievement of excellent educational standards
- To ensure the school effectively meets standards reflected within the Common Inspection Framework
- To promote and safeguard the welfare of children
- To ensure the ethos and vision is realised
- To set stretching targets
- To ensure all staff have regular CPD opportunities
- To effectively manage change
- To manage the schools finances
- To respond to the local educational needs
- To work effectively with the governing body

- To ensure the school is effectively represented within the local authority and community
- To develop a culture of positive behaviour
- To ensure the policies, procedures and strategies effectively meet and reflect the visionary aims
- To promote a supportive and caring workforce

The Role of the Deputy Head Teacher

The primary purpose of this role includes:

- To evaluate teaching, learning and personnel issues
- To ensure the curriculum provides relevant, suitable and appropriate qualifications and accreditations
- To support the school in achieving effective excellent education standards for all pupils
- To monitor and evaluate pupil achievement and attainment
- To support curriculum development and implementation
- To monitor quality of teaching and learning
- To implement robust systems for ensuring effective pastoral care
- To coordinate extended services and extra-curricular activities
- To lead the CPD of all staff
- To coordinate engagement with parents and the wider community
- To support the development of a positive culture
- To implement the policies, procedures and strategies effectively meet and reflect the visionary aims
- To support the principle
- To oversee the registration of pupils for qualifications and accreditations

The Role of the Senior Teacher

The primary purpose of this role includes:

- To provide suitable and appropriate cover arrangements
- To oversee the teaching staff and ensure subject leads are effectively supervised
- To drive up standards and quality of teaching and learning
- To lead curriculum development
- To manage the policies, procedures and strategies effectively meet and reflect the visionary aims
- To implement quality control support systems
- To support the senior teacher
- To manage the pupil registration

The Role of the Teacher

The primary purpose of this role includes:

- To plan and prepare schemes of work and lesson plans
- To teach according to each pupil
- To promote pupil well being
- To provide impartial IAG
- To plan assessments
- To lead units of work

- To take responsibility and accountability for units delivers
- To signpost to relevant external agencies
- To liaise with parents and community
- To enforce the behaviour management systems and procedures
- To deliver a range of qualifications and accreditations
- To ensure pupils are suitably prepared for qualification and accreditations
- To support the teaching assistants

The Roles of the Social Worker

The primary purpose of this role includes:

- To manage the pastoral systems around the pupils; including monitoring evaluating and tracking the progress and identifying gaps in provision
- To lead and develop the personal and social development (non-accredited) aspects of the curriculum
- To liaise with external agencies including; YOS, Social Services, Drug and Alcohol services, Child and Family Consultation Services, Mental Health Agencies through to doctors, dentist and other specialist health and welfare services and agencies
- To effect the visionary aims with regards to the social and well-being values and ethos

The Role of Teachers Assistants

The teaching assistant role falls into four distinct areas;

- To support for pupils
- To support parents
- To support for teachers
- To support for the curriculum

The Role of the Secretary

The primary purpose of this role:

- To register the pupils for the qualifications and accreditations
- To manage and maintain the registers and ensure commissioners receive these daily
- To collate and distribute progress and monitoring reports with regards to pupil progress
- To liaise daily with parents (where appropriate) to drive up attendance
- To undertake all PA duties to the principle and other staff as required
- To be the clerk to the governors

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

Recruiting a High Quality Principle

As set out at F:1 we have already identified a high quality [REDACTED], [REDACTED] who is a [REDACTED]. [REDACTED]. (See [REDACTED] appendix)

[REDACTED] has already [REDACTED]. This demonstrates [REDACTED]. [REDACTED].

██████████.

We acknowledge that if our application is approved ██████████ may be subject to an assessment to help inform the decision to appoint. She would then be able to commence up to two terms in advance of the school opening (January 2013).

Implementation Phase

During the implementation phase it is envisaged that the Head teacher (working on a full time basis) would fulfil a Project Management role. Project Management is the discipline of planning, organizing, securing, and managing resources to achieve a specific goal/s namely the opening of an Alternative Provision Free School for the Academic year 2013. Activities will have a clearly defined beginning (January 2013) and end (August 2013) such that all deliverables are completed within time and budgetary constraints.

The head teacher will need to draw together and lead an 'implementation team' comprised of relevant and suitable professionals. A lead in payment will be required so that those activities which rely on technical and legal knowledge can be completed. For example: the procurement of IT Services leading to the purchase and commissioning of an IT system, the procurement of HR Services leading to the creation of legally compliant recruitment processes etc. The Principle will establish an overarching project plan with clear Milestones. This will assist the implementation team to track their progress and meet deliverables: from project inception, through execution and control, to monitoring and completion. In essence the plan answers the who, what, where, when and why questions. PRINCE2 defines a project plan as :
"...A statement of how and when a project's objectives are to be achieved, by showing the major products, milestones, activities and resources required on the project."

The Head teacher will also build on and develop the Governors Risk Register. A ██████████ tool which acts as a central repository for all risks identified in respect of the project. The risk register will score and rank risks - predict the probability and impact of certain risks occurring and the planned response to be taken (mitigation) should these undesired events occur. The overall intention is thus to reduce serious unwanted consequences. Monthly reporting to The Board of Governors will enable close monitoring of progress and that any remedial actions are implemented.

The Key Tasks

- Achieve Knowledge & Skills Acquisition
To assist disadvantaged young people and communities to acquire the knowledge and skills base
This will be achieved through

facilitating learning - ensuring that structured and engaging lesson plans and sessions delivered by suitably qualified staff offering nationally accredited opportunities which enable move on into further education or training, employment or self employment, independence and active citizenship

We will meet this:

- Registering with awarding bodies
- Setting up verification processes
- Ensuring moderation processes are implemented
- Implement staff CPD

- Quality Assurance - To demonstrate a commitment to continuous improvement by achieving and maintaining a range of nationally recognized quality marks such as IIP/ Matrix etc. This will be realised through:
 - The application of 'fit for purpose', externally validated quality management systems namely Ofsted and SRF (██████████)
 - Setting Key performance indicators for each department and service area to evidence inputs, outputs, outcomes and impact to others (including the DFE and Governors)
 - Exploring whether given Southend YMCAs existing QS frameworks it is possible to obtain portability, dual registration

This will guarantee that provision is of the highest quality

- Marketing & Promotion - To promote Southend YMCA Community school services. This will be realised through:
 - Working with a marketing company to devise a strong brand identity and marketing strategy
 - Utilizing targeted approaches to reach specific groups – which include the use of mass media, social media (including e-commerce and social networking), events, presentations etc.

The intention is to reach and inform potential customers (commissioners, pupils and parents) of the opportunities and benefits offered - leading to the uptake of school places

- Networking & Partnership - To actively seek out and engage like minded organisations from the public, commercial and voluntary sectors .This will be realised through:
 - Participation within strategic and operational educational and community forums

The intention is to identify, create and act upon opportunities for the wider benefit of the school and its pupils and enable joined up decision making. The school will work in partnership with communities of interest and communities of place to have a positive influence on community cohesion

- Capital phase/premises – To ensure that the school facilities are developed and equipped. This will be achieved through:
 - Working alongside Partnership For Schools relying on their expertise in respect of achieving all stages of capital developmentThis will lead to the completion of facilities in a legally compliant and timely manner to coincide with opening in the academic year 2013-14

- Establish an Evidence Base - To demonstrate impact. This will be

achieved through:

- The establishment of robust systems to collect and review of relevant and robust empirical data from attendance registers and pupil records through to the
- Fair Access - To set up all operations in an inclusive manner – where the selection for services is based on clearly articulated criteria. This will be achieved through:
 - The setting up of a Single Equality Scheme
The impact of which is brings together all of the schools equalities commitments and enables the monitoring of fair practice
- Safeguarding - To protect children from abuse or neglect. This will be achieved through:
 - Through the Safer Recruitment and induction of staff and volunteers
 - Through clearly designating staff and volunteer responsibilities in relation to POVA and POCA issues – supported by effective policies, procedures and working practices which are monitored through self assessment
 - Through providing on-going specialist training so the team can identify and respond to potential indicators of abuse and neglect
 - Through joint working with health and social care partners and Safeguarding Boards
The impact of which is to ensure they are in circumstances consistent with the provision of safe and effective care that enables optimum life chances.
- Achieve Customer Satisfaction - To offer services which meet and surpass our customer's expectations. This will be achieved through:
 - Setting up systems to facilitate the ongoing consultation with beneficiaries through a range of methodologies including - consultation, survey, focus groups
The impact of which is to demonstrate the effect of services and ensure they meet the needs
- Achieve Compliance - To provide safe service. This will be achieved through
 - Establishing robust policies and procedures and the controls to monitor their implementation
The impact of which is to adhere to the laws and regulations governing our activities

Recruiting High Quality Staff

New staff will be recruited using Southend YMCA's tried and tested recruitment strategies including an application form and a competency based interview, with at least one young person on the interview panel, where practical and appropriate. SYMCA has open, comprehensive and rigorous recruitment and selection policies and procedures plus job descriptions and person specifications, which reflect the appropriate values, skills, expertise and qualifications required. These documents are fundamental in detailing the on-going employment relationship and supporting the employees' journey.

Advertising for Equality

All posts will be widely advertised, across a range of media, to attract able practitioners from across the diversity of communities in line with our Single Equality Scheme (approved by ██████████, ██████████). The interview process is demanding and will explore candidate's skills, expertise, knowledge and their professional/ personal values. The recruitment and selection process has been consolidated with the use of appropriate testing, which depending on the position may be anything from an in-tray exercise right through to psychometric testing.

The method of Psychometric Testing used considers Personal Profile Analysis (PPA) and Emotional Intelligence (EIQ) which not only allows for a clearer idea of the person's ability to do the role but also focuses on the elements that may not necessarily be identified using conventional recruitment and selection methods such as how the individual interacts or deal with conflict or change. Robustness and reflectiveness are particularly important when working with young people with SEBD who can be challenging. It is our experience that effective practitioners adopt an inclusive approach based around routine with clear and concise boundaries and rules.

The recruitment process will consider issues such as the candidates' knowledge, skills and abilities with regard to experience in working with and an understanding of the need of vulnerable pupils and particularly of those needs relating to their behavioural, emotional or social development; supporting and safeguarding issues; effective partnership working; culturally sensitive models of working.

Safeguarding

Appointment procedures will be guided by the advice contained in Safeguarding Children and Safer Recruitment in Education (DfES January 2007); The SYMCA Community School will therefore:

- Obtain a Satisfactory Enhanced CRB Disclosure from the Criminal Records Bureau and Independent Safeguarding Authority (ISA) status check for each appointee.
- Collect evidence to check the identity for appointed staff and of volunteers.
- Take a minimum of two written references on headed paper one from the most recent employer prior to appointment.
- Ensure staff are legally entitled to work in the United Kingdom.

Staff Induction and Training

New SYMCA staff will receive a formal induction for a minimum of 2 weeks overseen by the Principle or Senior leadership team member which allows for the socialisation process to be concluded in detail; formal supervisions for the first 3 months (regular thereafter); a personal training package recorded in their training and development manual which will be reviewed on an ad-hoc basis to reinforce the learning experience; and shadowing / mentoring from a senior staff and other experienced workers.

The cycle of training will continue throughout the working relationship and the frequency of reviews ensures that all training needs are following the SMART principles.

Teaching and support Staff will be trained and supervised to ensure that they assist young people to achieve their potential. All education staff will complete comprehensive training in Health and Safety; Personal Learning Plans; Risk Management; Protection of children and young people; Safeguarding issues; Equal Opportunities and Diversity.

Continuing Professional Development

Multiple methods of delivering the training message are utilised including peer groups, specialist training centres right through to approved online training courses to ensure that training needs can be met almost immediately. SYMCA has developed a strong in-house Continuing Professional Development training programme which helps to boost the skills, knowledge and competencies of our staff as well as making people feel like valued members of the team (aiding key staff retention and promoting succession planning).

The provision of 'inset' days will enable all staff to engage in a broad range of workshops, training opportunities and speeches delivered by key professionals and business people in the local community to enable skills development and inspiration. The CPD training days could cover a broad range of subject areas, from safeguarding and child protection, to personal goal setting, strategic planning, motivation, leadership ,professional boundaries through to specialist techniques and support models to better meet the needs of challenging and vulnerable young people.

Staff Support and Supervision

All staff members will receive on-going support and supervision to ensure they are effective in their role, including:

- Individual supervision from a designated line manager/supervisor (weekly during the first 3 months; monthly thereafter).
- A 6 month probationary appraisal.
- Annual individual appraisal.
- Senior staff available for advice, guidance, and informal supervision.

Southend YMCA utilises training systems Academy 10 and ECC which provides on-line accreditation and certification to support a wide range of staff development requirements. Our educational Psychologist also provides regular training to support the behaviour strategies to maximise learning for our pupils.

Recruiting Governors

We would propose to employ Southend YMCA's tried and tested Trustee recruitment methodology which includes: advertising the role in diverse media and settings including a targeted approach for specific skills gaps, devising a clear recruitment pack with a role description, person specification, disqualification criteria, application form where candidates articulate their skills, experience and values and why they have applied, identifying two referees.

We would propose to hold information/fact finding open day events where prospective Governors would receive a building and facilities tour, a presentation with Q and A

A robust interview conducted by a panel would test out shortlisted prospective Governors would be able to:

- Adhere to [REDACTED] seven principles of public life; selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Commit to and support the purpose, objectives and values (ethics) of the organization
- Be constructive and respectful of others opinions in discussions and, when necessary, challenge constructively.
- Understand the purpose of meetings, and be committed to preparing for them adequately and attending them regularly.
- Act reasonably and responsibly when undertaking duties and performing tasks
- Maintain confidentiality on sensitive and confidential information.
- Be able to analyse information make collective decisions and stand by them.
- Respect boundaries between executive and governance functions
- Understand and accept legal duties.
- Willing to express own opinion but also work in a team

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

Good Governance

Good governance ensures that SYMCA is a Charity which does things in a timely, inclusive, open, honest and accountable manner using effective internal controls and review processes ensuring scrutiny and challenge.

The Southend YMCA is governed by a Board of committed Trustee Directors who possess the wide ranging skills and expertise relevant to Southend YMCA's needs, including: charity and company management, education, children's services, housing and homelessness. Trustees fully comprehend the role and responsibilities of Trusteeship, namely to ensure, in common with fellow Trustees, that the YMCA operates in a manner, which enables it to fulfil the Objectives listed in the Governing Document (Memorandum of Association) as well as the regulatory framework of the Charity sector as effectively as possible. As a body, the Trustee Board has responsibility and accountability for all major decisions about the YMCA and its future. The Board is a corporate body and, as such, acts as a single legal person

Member's Role and Responsibilities

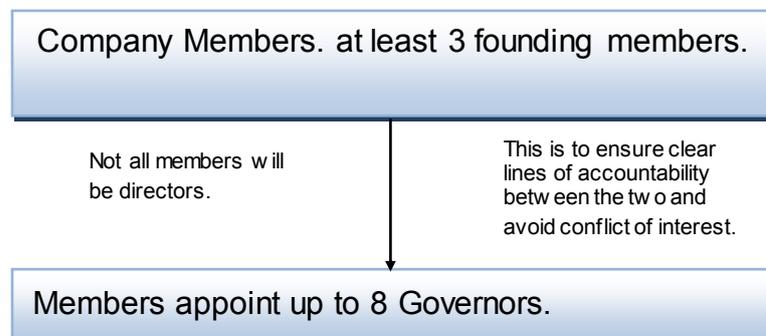
The liability of the members of the Academy Trust is limited. Every member undertakes to contribute such amount as may be required (not exceeding £10) to the Academy Trust's assets if it should be wound up.

Members may appoint up to 8 Governors who must be aged 18 or above, and who are not disqualified e.g. by reason of bankruptcy, non discharged criminal offence etc. Up to two (one third) may be Staff Governors (employees of the Academy Trust) , a minimum of two must be Parent Governors (these must be

elected by parents of pupils registered at the Alternative provision) and an LA Governor if appointed under Article 51 .

The Academy Trust shall hold an Annual General Meeting each year in addition to any other meetings.

Member Director Relationship



Governors Roles and Responsibilities

The primary duty of Governors is to carry out the function of their office with the utmost good faith, with impartiality and mindful of the interest of the stakeholders of the Southend YMCA Community School and of the objectives for which it is established. Namely to:

‘Advance for the public benefit education in the UK in particular by...establishing, maintaining, carrying on, managing and developing an educational institution which is principally concerned with providing full time, part time education for children of school age who, by means of illness, exclusion from school or otherwise many not for any period receive suitable education unless alternative provision is made for them.

To break this down further, Governors must ensure that all charitable funds are expended in pursuit and accordance with the Objectives of the Charity and that all funds not immediately required are invested properly in accordance with the investment powers authorised by the Memorandum and Articles of Association. Governors may exercise powers including: the raising of funds, the provision of educational facilities and services, the disposal of property, the entering into of contracts etc.

From time to time, Governors will appoint and rely upon the expert opinion of qualified professional people and in doing so, take care over such appointments ensuring that each person is reasonably qualified to make recommendations that, the Board, will be acting on.

In line with the Memorandum and Articles of Association the Governors will ensure that the frequency of meetings is maintained and may establish sub committees for example: Finance and HR, Facilities and compliance and Youth and Community where they receive detailed progress, performance and financial reports.

This enables the Board to exercise a governance perspective making strategic decisions and setting goals and ensures that the school operates within the law,

that finances are used appropriately, prudently, lawfully and in accordance with our objectives, that performance evaluation process and the boundaries of management authority are understood and enforced, that the Principle and leadership team are held accountable for outcomes and that key performance indicators are monitored on a regular basis.

The term of office for any Governor shall be 4 years. The Governors principle responsibilities include to:

- Elect a chairman and a vice-chairman - each academic year (Sept – August) at their first meeting in that year, this may not include a staff Governor.
- Call general meetings and ensure they are minuted, no business shall be transacted a quorum is present
- Establish committees
- Appoint the Principle
- Make rules and byelaws
- Prepare an Annual Report in accordance with the Statement of Recommended Practice
- Prepare an annual return to the Registrar of Companies

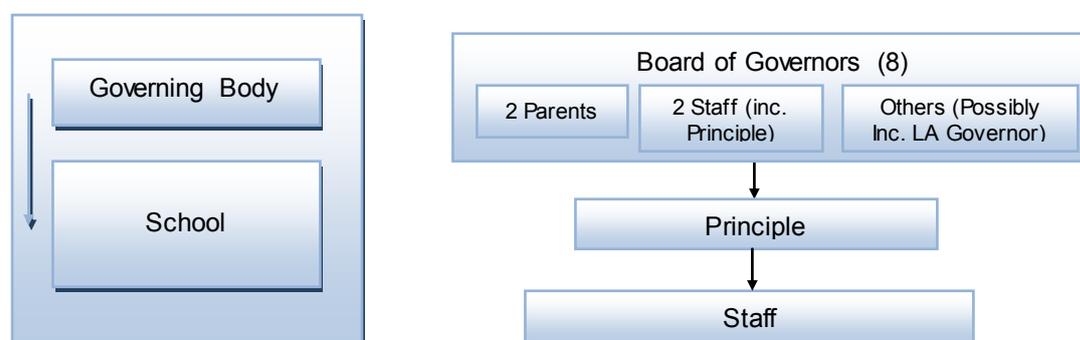
Founding Members and Governors

The first Governors are those persons named in the statement delivered pursuant to sections 9 (Registration documents) and 12 (statement of proposed documents) of the Companies Act 2006 and are not less than 3.

Three Trustees of SYMCA are founding Members and Directors of South Essex Community Schools a company founded for the sole purpose of establishing the Southend YMCA Free School /Academy Trust .Given their prior governance experience, these three members/directors will work (with HR) to map skills gaps and devise a targeted recruitment strategy. This will ensure that suitably skilled persons are recruited and inducted into to Governorship.

Accountability Lines

Promoter Run School Model



The company directors are the governors and are responsible for the day to day governance of the school and set a strategic framework: including aims and objective for the school, policies and targets to achieve aims and objectives and

are responsible to monitoring and evaluating their implementation.

Principles Role and Responsibilities

The Board of Governors will delegate day-to-day management of the school to the Management Team, which will be led by the Principle (██████████) and the senior leadership team who will all have proven experience of managing support and educational services for vulnerable and disadvantaged young people

To ensure the school is effectively delivered and achieves its set aims and objectives, the Principle will compile a monthly report against the relevant Key Performance Indicators, which is then reviewed at the monthly Governors meetings, with any priority areas for action or development highlighted using a traffic lights system.

The leadership team will formally supervise the teaching and support staff, all of whom will benefit from regular one-to-one supervision meetings as well as an annual appraisal to ensure that all staff progress against agreed objectives. An array of experienced teaching and support staff will support the provision a wealth of industry skills, knowledge and experience in addition to the teaching and learning skills, knowledge and abilities.

Section G: Initial costs and financial viability

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Section H: Premises

Introduction

The Southend YMCA Community School has had preliminary discussions with Partnerships for Schools (PFS) to understand the support offered in the event of DFE Free Schools approval (June 2012). We appreciate that PFS would offer an end to end service to include: an options appraisal of potential sites and a full feasibility study of preferred options (undertaken by technical advisors from PFS's multi- disciplinary team) reporting recommendations to the DFE. Subsequently, PFS will manage the capital phase from planning application and procurement of works and services, through implementation of the building phase. This will ensure that the capital project is delivered on time and to budget (for an academic start September 2013).

Southend YMCA has prior experience of delivering an award winning capital project. In 2010 (with funding from the East of England Development Agency) we remodelled and retrofitted [REDACTED] (class D). Consultation with young people was central to the design process, alongside completion of the 'Sustainable Communities Wheel' enabling consideration of scheme development components such as: transport and connectivity, impact on the built environment, enhanced economic activity etc. We would envisage a similar iterative process with potential pupils and the community.

Spatial Requirements

Where maximum pupil attendance is in place the Southend YMCA Community School will have 65 individual pupils on site. PFS advise that there is no formulaic ready reckoner for AP. The prescribed calculations for Mainstream Free Schools are set out below resulting in a gross area requirement of 1710 sq. meters. However, PSF advise that the mainstream calculation is frontloaded in favour of higher pupil numbers so a smaller gross space would be suitable

Age range	Size (sqm)	Total
Secondary (11-16)	1050 sq. m. + 6.3 sq. m. per pupil x 55 pupils	1396.5
Post-16	350 sq. m. + 7 sq. m. per pupil x 10 pupils	420

The DFE Building Bulletin 98 'Briefing Framework for Secondary School Projects' sets out area guidelines for secondary school buildings so that the number, size and type of rooms meet those recommended for the 6 categories of usable (net) space common to every school: Basic teaching, halls (and storage), learning resources, staff and administration, dining and social area , non-net area.

In order to deliver the proposed curriculum we will require:

- A basic teaching space of five multi functional classrooms of 30 sq. (capable of accommodating up to 15 learners)

- A learning resources space comprising - two interview rooms for mentoring, parental meetings and a discrete, quiet space for learning support; a media suite incorporating: an ICT room with diverse packages from art to music technology (software) with a soundproofed performance space (for expressive arts/music) and a training kitchen/ life skills space
- A dining and social area
- Hall – it is not envisaged that we will require a sports hall rather we would propose to utilise an offsite facility (within walking distance), the dining area could possibly double for whole school assembly, storage zones will be required i.e. for pupil belongings and teaching storage
- Staff and administration areas comprising non teaching areas including a medical inspection/sick bay room, head teacher's office, work and social space for teaching staff, accommodation for administrative/financial staff including secure record keeping

The non-net area of the school will be made up of: accessible toilets /personal care (1 per 20 learners, 1 per 10 staff); kitchen facilities, circulation, plant, and the area of internal walls. External Social Areas will also be required to meet the needs of pupils during breaks and before and after school, including soft planted areas and hard-surfaced landscapes with shelters.

Preferences

The DFE Building Bulletin 98 recommends that schools develop a brief based on the 'outcomes that they want to achieve'. Our overarching brief would be to create:

'An inspirational space, which offers pupils and teachers a stimulating learning environment'.

We would not expect to see a mediocre design; rather the schools design should reflect and support the delivery of the school's vision, ethos and aspirations namely to raise educational standards for vulnerable learners. The young people we work with experience deprivation, we aim to ameliorate this deficit by offering (as set out in our values statement) 'provision – abundant resources to experiment and pursue developmental opportunities'. This should be reflected in our buildings

We would like to see:

- **An Adaptable, Flexible Space** - With multi use areas which will allow for future change - for example movable walls/partitions to section off space as required
- **A Functional, Well Balanced Space** - Which supports curriculum delivery comprising educational and social areas for staff and pupils.
- **A light and Airy Space** - with classrooms and communal areas which let in natural light and are well ventilated, rather than an oppressive building with low ceilings and artificial lighting
- **A Safe Space** - Safeguarding young people is of paramount consideration, thus the schools perimeter and entrance should present barriers to access with a closed reception and good surveillance.

- **A Containing Space** - Psychologists suggest that many young people with social emotional and behavioural difficulties have failed to make secure attachments in infancy and live in chaotic circumstances which negatively affects functioning. The need to feel secure, organised and contained is considered to be an essential prerequisite to effective learning – this will be provided through an ordered, therapeutic space.
- **A Sustainable Space** - Where possible we would prefer to remodel, refurbish and renew an existing building and include environmental features for example rainwater harvesting – to practically involve young people in enacting their environmental responsibilities
- **An Inclusive Space** - which meets DDA requirements and offers small spaces for one to one support i.e. of parents and pupils
- **An Accessible Space** - The school must be located on a main bus main bus route and in close proximity to train station as inaccessible places will act as a deterrent to young people
- **A Community Space** - We intend to offer pupils an exciting range of extended services funded by and delivered through our partnership with SYMCA and other charities

Site Options

We are mindful that the DfE wish to achieve the lowest possible capital costs and obtain value for money. We feel that one option for a cost effective solution is to link with Southend YMCA's existing sites - albeit, further space and possibly some remodelling will be required to accommodate the rise in pupil numbers. A second option would be to locate in a new site.

The YMCA owns two sites which already provide delivery space and offer the potential for expansion:

- [REDACTED] at [REDACTED], Southend on Sea, Essex [REDACTED]
- [REDACTED] at [REDACTED], [REDACTED], Southend on Sea, Essex

Both are situated on a mainline bus route, within close proximity to a train station and within walking distance from central Southend.

Option One - [REDACTED],

[REDACTED] a three storey property was built in 1995. Alongside, 30 flatlets (accommodating vulnerable young people aged 16-20) the ground floor offers two large group work rooms/classrooms, an IT suite, a training kitchen for 6, a reception and foyer area, a recording studio and offices. There is potential to reconfigure the existing space and build in the grounds, modifications which would update aspects of the building and bring it in line with our aspirational brief. Predicted costs £700,000.

Within a short walking distance there is a [REDACTED] which we could utilise.

Alternatively, and/or additionally [REDACTED] is located opposite the [REDACTED] whose site is owned by the Local Authority. Within the grounds is the [REDACTED] ([REDACTED]) a building of 0.67 hectares. Recently, the LA has publicised their intention to rationalise [REDACTED] in the locality and is planning to shut [REDACTED]. Thus, there may be potential to obtain a lease

from the LA and reconfigure this building (terms to be discussed). Factors for further consideration will include safeguarding, containment of pupils on a multi – use site at break times etc. (see Appendix).

Option Two -

stable building is 202sqm and was refurbished in 2010. This award winning building fits with our brief i.e. light, airy, environmental, inspirational etc. It comprises 5 office type units around a central atrium – suitable as non teaching and learning resource space. There is an adjacent freehold site for sale (£280,000) comprising of a (C: 400 sqm) which may offer development opportunity – however, full refurbishment and fit out would be required to create the educational spaces needed to deliver the curriculum.

The provides a table of indicative building costs per M2 (by). Costs quoted range from criteria could be met.

There is a further large site on the opposite side of the Road which would add space if required – this is owned by (a) who has planning permission for 9 family houses - due to the value of the site it is concluded that purchase costs would be prohibitive. (see Appendix)

Option Three –Other Sites

Currently, neither the public sector database nor the vacant space bulletin (central civil estates) is advertising surplus to requirements or underutilized buildings in Southend. However, we can identify opportunities through our local knowledge and partnerships (as exemplified above). A review of commercial properties on local agent sites shows commercial accommodation that could be suitable for an alternative provision Free School, including: offices and workshops. A discussion with the at Southend Borough Council has also led us to consider the possibility of large, old guesthouses which have gone out of business and for which there is no commercial requirement an example of which is the

In summary, due to the projected learner numbers and availability of potential sites in the locality (including our own base space) we consider it achievable to source suitable premises for a 2013 start. Our preferred site is as we believe this represents best value however a full options appraisal and feasibility study is required. Southend YMCA has some reserves that it would consider using to help support the school in the pre-opening stage along with elements of its organisational capacity.

Annexes

If there is any additional information that you wish to submit as part of your application include it here.

See Appendices.

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