



Department
for Education

Free school application form 2014

Alternative Provision (AP) (updated August
2014)

SUNDERLAND CENTRE OF OPPORTUNITY

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Annexes:

- Section A, B and H
- Referral Form
- Budget
- CVs

Application checklist

| Name of task | Yes | No |
|---|-----|----|
| 1. Have you completed the pre-application registration form ? | ✓ | |
| 2. Have you established a company limited by guarantee? | ✓ | |
| 3. Have you provided information on all of the following areas: | | |
| Section A: Applicant details | ✓ | |
| Section B: Outline of the school | ✓ | |
| Section C: Education vision | ✓ | |
| Section D: Education plan | ✓ | |
| Section E: Evidence of need | ✓ | |
| Section F: Capacity and capability | | ✓ |
| Section G: Budget planning and affordability | | ✓ |
| Section H: Premises | ✓ | |
| 4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | ✓ | |
| 5. Have you fully completed the budget plans? | ✓ | |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | | |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | | |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the | | |

| | | |
|---|---|--|
| written feedback you received? | | |
| 9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: alternativeprovision.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines). | ✓ | |
| 10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines). | ✓ | |

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

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

| | | |
|--|--|--|
| Section I of your application | | |
| <p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed delivery method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> | | |

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

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

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

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

Signed:

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.

| |
|---|
| Please tick to confirm that you have included all the items in the checklist. <input checked="" type="checkbox"/> |
|---|

Section A: Applicant details

Attached at Sunderland Centre of Opportunity Applicant Details.

Section B: Outline of the school

Attached at Sunderland Centre of Opportunity Outline of School.

Section C: Education vision

MISSION STATEMENT

Sunderland Football Club's Foundation of Light have established an Academy Trust called the '**Sunderland Centre of Opportunity**' (no:9249132) to create a dynamic and innovative co-educational Alternative Provision Free School, aimed at inspiring learners aged 13-16 years from across the City of Sunderland and beyond to achieve educational and employment success. Sunderland City Council, the local secondary Schools and Academies in Sunderland, together with four schools from East Durham will commission places for learners for whom this provision will be suitable. The School is planned to open in September 2016.

RATIONALE

Background

This submission is championed by the Foundation of Light and Sunderland Association Football Club. It builds on successful work undertaken for over ten years by the Foundation as part of its established community programme in the city, which has had great impact and is renowned both nationally and internationally. The Foundation of Light, formerly SAFC Foundation, was set up in 2001 to use the passion for football and sport in the North East to engage young people and their families in learning and self-development activity that increases attainment, skills, motivation, self-awareness and consequently life opportunities. SAFC was one of the first football clubs to develop a community scheme in 1988.

The Foundation of Light established the company the 'Sunderland Centre of Opportunity' to deliver the application for the Alternative Provision Free School and then to operate it if successful. However, this application is part of a larger, ambitious scheme led by the Foundation to establish a new purpose built community hub. The Beacon of Light will be an inspiring, vibrant, exciting and vital education, skills and sports facility for the local community. The Beacon will provide opportunities for young people and their families at a time when locally many other facilities are closing and public services are diminishing. The Beacon will equip participants with the tools to help them take responsibilities for their own positive life choices and in their preparation for working life.

The Beacon is to be built on land already acquired, adjacent to the Sunderland Stadium of Light and the Sunderland Aquatic Centre, and will comprise a range of flexible learning zones which will be technologically and digitally advanced and able to offer a range of experiences. The development will encompass a sport and play zone, a world of work zone, a health and wellbeing zone and, if the application is successful, the Alternative Provision Free School. Whilst being a stand-alone institution, the Free School will be very much part of a wider and cohesive community strategy which in turn is supported by many local agencies

and local businesses who are committed to providing opportunity for the young people of the area.

Track Record of Foundation of Light

Previously the Foundation has offered some short-term alternative provision (Pit-stop) aimed at young people aged 11-16 years, providing a practical, safe, stimulating and potentially life-changing environment for those marginalised from mainstream education and requiring planned intervention. This helped change attitudes and behaviours and improve life chances. It was award winning in respect of its innovative approach.

The objectives of Pitstop have been:

- Provide opportunities for lifelong learning
- Help raise levels of Literacy, Numeracy and ICT
- Develop knowledge and understanding of relevant issues
- Challenge attitudes and behaviours in a safe environment
- Develop skills, confidence and self-worth
- Provide smooth re-integration back into mainstream education
- Improve motivation and self-esteem

Both the Local Authority and local Schools and Academies currently commission places at this short-term provision. Thus far Pitstop has serviced 600 young people with 94% successfully completing their placement and returning back into mainstream education. However, in discussions over the last 18 months there has been a desire from the LA and the Schools and Academies for the Foundation to consider offering longer-term provision if appropriate, which for students at Key Stage 4 would include access to up to five GCSEs, vocational qualifications and opportunities and real-life learning in the form of work experience or voluntary activities. This initial view in fact developed considerably during consultation with schools.

An integral part of the application is that the Pitstop provision as it is currently delivered would close and be replaced by alternative provision in the new school.

Other programmes that provide evidence of ability to work with targeted young people include: Back on Track, an employability programme for young people not in education, employment or training demonstrating in its initial pilot, of 48 learners, 79 qualifications were achieved and 34 went on to a successful end result, 14 of them into employment; and Kicks, a youth programme delivered in six geographical areas that has seen anti-social behaviour drop in some areas by 75%.

Improving Futures is a successful programme designed to raise attainment levels of primary children in disadvantaged families. It uses a multi-agency approach to deal with family issues and is being evaluated as national good practice.

Challenges Faced

As a city, Sunderland faces significant issues in spite of the tremendous progress of recent years. There has been a significant improvement in the scale of the NEET problem within Sunderland over the last 4-5 years when at its height there were in excess of 15% of 16-19 year olds who were either NEET or not accounted for. That figure for July 2014 is 834 students who are registered NEET, with a further 230 who are not accounted for. The young people for whom this Alternative Provision Free School is being created would quite likely contribute to some of the statistics below in the future if intervention is not successful now.

Recent Sunderland statistics give a snapshot of the issues the community faces:

Education

- The percentage of 16 year olds achieving five good GCSEs(including English and Maths) is at only 52% (2014). This actually means that 1539 16 year students left school in Sunderland in 2014 without this baseline qualification
- 60% of school leavers go into higher education compared to 72% nationally
- Only 30% of the population have literacy at level two (44% nationally) and 14% numeracy (25%)
- 8.4% (834) of 16-19 year olds are classed as NEET (not in education, employment and training) with a further 2.8% (230) who are not available
- 16% of the population (in the North East) have no qualifications at all

Skills and Worklessness

- Our families live in some of the poorest areas in the country (51% of children - one of the highest in Europe and in the highest % in the UK)
- 11.3% of residents are unemployed (8.1% nationally)
- 28% of women are economically inactive
- Adults qualified to Level 2 is 68.5% compared to the national average of 76.2%, with three at 46.5% and only 23.5% at Level 4 or above
- 16% have no qualifications at all
- The City has the second highest youth unemployment figures in the country, 9.5% (6%), five jobseekers for every vacancy
- Estimated 90,000 adults have problems reading and writing

Health and Inactivity

- 29% of residents are very over-weight with 10.5% being 4-5 year olds
- 77% of parents of overweight children don't see them as such
- 21.4% of 10-11 year olds are classed as obese
- Life expectancy is 10.9 years lower for men and seven years for women in most deprived wards

- 51.4% of adults do not take part in sport or active recreation
- Sport England research shows 4097 who live in a 10km radius would like to do sport
- Cost of inactivity (British Heart Foundation) is over £6billion
- Alcohol related hospital stays for teens is almost double the national average
- There has been many leisure facilities closed in the area including Crowtree Leisure Centre

The concept of the Sunderland Centre of Opportunity and the Beacon of Light is set against the stark backdrop above of inequality and a paucity of educational and employment opportunities as a potential catalyst for change.

City-wide and Policy Context

The Sunderland City Council Corporate Plan of 2012/2013-2014/2015 talks of striving to achieve a “City with high levels of skills, education attainment and participation”, as well as reducing the number of NEETS and giving more choice and opportunity. It states that their role as a council is “to ensure Sunderland is a place where people can fulfil their ambitions and potential” by “raising aspirations, creating confidence and promoting opportunity”. Such an aspiration is one shared by the Sunderland Centre of Opportunity (SCOO) and one that it would seek to support. The more successful SCOO becomes in the context of the students referred to it, the more impact it will have on raising education attainment and participation and reducing the number of NEETS.

The Corporate Plan also highlights its skills strategy so that people have the right type of skills to meet the requirements of the city’s economy and the regional labour market and it wants schools to have a curriculum which encourages employability skills. The Sunderland Centre of Opportunity emulates this.

The desire to put employability and access to vocational learning as part of the planned alternative provision also chimes with the British Chambers of Commerce and the Department for Education. Recent comments from the Director General of the BCC say that ‘Government and educational institutions must be more focused on equipping young people for the workplace’ whilst the DfE has said that it has updated guidance for schools to encourage closer links with employers.

Sunderland City Council’s Education and Skills Strategy reinforces this with the vision of young people being ready for school, ready for work and ready for life, identifying that employers regard qualifications and high standard of literacy and numeracy really important but also strongly value certain attributes such as teamwork, problem solving and communication.

Current Alternative Provision

Alternative Provision within the City of Sunderland is provided through the Pupil Referral Unit and a number of other private and voluntary providers. Currently the local capacity for Alternative Provision is regarded by both local schools and the Local authority as being insufficient both in terms of capacity and quality.

There are 64 places available at KS4 in the PRU but that is currently insufficient to meet local demand, a view confirmed by Headteachers during the process of consultation. The most recent Ofsted inspection of the PRU judged it to be good and it does perform better statistically at KS4 than PRUs either regionally or nationally in respect of student outcomes. However, 2013/2014 saw a 40% increase in demand for the PRU and the comments of local Headteachers confirm that it is not big enough to meet the local demand.

The curriculum offer at the PRU is as follows:

- GCSE Maths and English
- GCSE Combined Science
- GCSE ICT
- Music – off site
- PE – outdoor/sports activities
- Themed topics which cover Geography/History
- Cookery

Whilst the curriculum offer at the PRU will meet the needs of some of the students it is less varied than that proposed at the Sunderland Centre of Opportunity, and lacks also that all important work placement dimension. The detail in the paragraphs below illustrate that there are a number of students who are currently not having suitable provision arranged for them due to issues of capacity especially.

During 2013/2014 the Central Provisions Panel in Sunderland had 151 referrals. Of those referrals 77 (51%) were referrals to the PRU. Comparable figures for the Pitstop provision currently available from the Foundation of Light show that it worked with 64 students during 2013/2014 compared to 59 students the previous year. In 2013/2014 7 of the secondary schools in Sunderland also showed an increase in the number of fixed term exclusions whilst managed moves between secondary schools increased from 70 in 2012/2013 to 94 in 2013/2014.

During 2013/2014 there were 376 secondary aged students who were given fixed term exclusion. This equates to 631 different fixed term exclusions totalling over 2068.5 days. Data shows that of those 376 students, 135(36%) were registered on the SEN Code of Practice for behaviour, emotional and social difficulties at the time of the exclusion. The main reason secondary age students were excluded for a fixed period was due to verbal abuse or threatening behaviour against an adult (30%) and /or consistent disruptive behaviour (28%).

Whilst males dominate the referrals to the CPP with 68% of all referrals, the situation is reversed with managed moves where females account for 58.5% of all such moves. Managed Moves increased by 34% in 2013/2014 with the number of females involved having doubled since 2012/2013. The year groups where managed moves are prevalent are Years 8 and 10. Of the 94 managed moves in 2013/2014 39 have been successful and 40 have failed. The remaining 15 are ongoing. The level of unsuccessful managed moves suggests that something other than a traditional mainstream environment perhaps needs to be considered.

During 2013/2014 there were within Sunderland 91 referrals from secondary schools for Tier 1 Behaviour Support. The most popular referrals by year group were Years 8 and 9. 11 secondary schools/academies accessed Tier 1 support during 2013/2014. Referrals have come from direct referrals, consultation/advice, TAC, TAF, CAF, Social Services via School. Work carried out has included: a mixture of consultation/advice, TAC/TAF meetings, One to One Behaviour Management and Group work.

The information above, conversations with Headteachers and with the Local Authority all confirm that there is an issue with capacity around young people demonstrating behavioural issues and who are under-engaged or disengaged with mainstream schooling. Schools are trying to find alternatives to deal with the issue of capacity, hence the increase in the numbers of managed moves over the last three years from 61 students to 94 students.

Acting on behalf of the Schools and Academies, Sunderland City Council collated the details of the available local capacity for alternative provision offered beyond the PRU. There are seven groups who offer alternative provision covering a range of areas and courses. There is no quantifiable evaluation as to how these are performing as each school who deals with a provider is responsible for ensuring their own satisfaction with that provision. However, the anecdotal conversations over recent weeks with the schools would seem to suggest that they are not satisfied with the quality and a number have stopped using them as a result. They are requesting vocational qualifications that are credible and have currency.

The Sunderland Centre of Opportunity would offer good educational qualifications on par of that of mainstream peers, will offer vocational qualifications suited to students capabilities and will have good arrangements for working with other services.

Uniqueness of Foundation of Light

The Sunderland Centre of Opportunity will use the inspirational brand of Sunderland Football Club and the Foundation of Light, allied to the power of sport, to

help young people gain the skills and qualifications to increase their opportunities and to change their lives.

Using its strong reputation, standing and excellent relationship with the local community, the Foundation can, and does, work with schools, education providers and others but has the freedom to work across age groups, geographical boundaries and other agencies. It can innovate; take risks; and work in partnership to provide a safe and neutral place for exploring ideas and brokering solutions.

Over the previous 13 years, the Foundation has shown an excellent ability in:

Engaging hard to reach groups – the Foundation can attract people that may not access other services or agencies. The Foundation has a track record in motivating young people, particularly those marginalised from the education system or wider society, with positive results including improved engagement, behaviours, education and self-esteem.

Helping people gain skills and qualifications – the Foundation can help people gain knowledge, skills and qualifications that can ultimately enhance their life chances. The Foundation can deliver literacy and numeracy, employability training and vocational opportunities connecting people to hundreds of local businesses. Many unemployed go onto work and many young people not in education and training find a new zest for learning and further opportunities.

Working with the whole family – over the previous ten years the Foundation has established an excellent track record in engaging the whole family, helping broker solutions at the heart, so enabling long-term change for adults and their children.

Instilling a sense of pride and achievement – people in the North East love their football and their football clubs. Using the strength of the brand and high quality resources, the Foundation has instilled a real sense of pride in recognising and celebrating achievement.

VISION AND ETHOS

Vision

A vibrant, inclusive and respectful Centre of Opportunity using the power of football to inspire, eradicate stigma and give some of our most vulnerable children and young people real choices and chances to excel in their education and employment opportunities.

Values

The Football Club's motto is **Consectatio Excellentiae**, IN PURSUIT OF EXCELLENCE. The Foundation of Light's values are: We work as a team; we are professional; we are proud of what we do and dedicated to achieving our goals; we are progressive and forward thinking; we are fully committed to achieving the

best; and we are passionate and enthusiastic. Both will be encapsulated in the new School values.

Ethos

- The school will be a professional learning environment where the individual needs of individual students are being appropriately met.
- The school will be a place where young people are nurtured, a place that offers a vibrant and stimulating working environment that will inspire students to learn, achieve and make progress. Students will be inspired by their surroundings to gain new skills and achieve the best qualifications they are capable of achieving to help them to progress further in life. We want to deliver a curriculum and learning experience which succeeds where others have not been able to.
- Students will be supported by a team of staff who will motivate and engage students by using teaching methods and real-life situations in order to help them to progress further post-16. Where appropriate sport and the motivational brand that is Sunderland Football Club will be part of the enrichment opportunities for the students but enrichment opportunities will not be solely restricted to sport, they will be broad and varied.
- A challenging and appropriate curriculum for all students (See Section D) whilst helping them develop as young adults, ready and equipped to move forward into the next phase of their lives.
- We want to break down any barriers to learning. We believe in developing in students with the life-long ability to make appropriate choices in particular situations, supported by them having a continuing interest in learning and self-development. We want our learners to be reflective in their thinking, to have the ability to understand a situation, the judgement to then decide upon the right thing to do and finally the ability, expertise and experience to make the correct plan and then to deliver it successfully. A personal development/mentoring programme will be crucial in this regard drawing upon the already successful Tackle It and Kicks programmes run by the Foundation which are supported by Sunderland City Council and the Premier League respectively.
- It is essential that students acquire the enormously important qualifications to help them progress on their chosen pathway post-16 but also develop a detailed understanding of how to set appropriate goals or targets for themselves and how to then plan and deliver a suitable strategy to achieve those targets. In addition students will be flexible enough in their approach to be able to adjust and alter their plans in light of changing circumstances. This ability to adapt will be built in throughout the whole curriculum.
- Students will take personal responsibility for their own development and progress and to recognise life-long learning as a normal and natural outcome. We believe our students will be better qualified academically and personally after a placement with us to progress on post-16 with greater

confidence and flexibility to address the challenges they will face. We want our students to develop the positive attitudes required to support them moving post-16 and to have the employability skills which will ensure that there is less chance of them becoming NEETS in the future.

STUDENTS

The Sunderland Centre of Opportunity will therefore cater for students aged 13-16 years. Upon referral to SCOO a thorough assessment of need will be conducted which will inform the nature of the curriculum followed by the student and the potential length of the placement.

The young people, for whom the Sunderland Centre of Opportunity is intended are those who are under-engaged or disengaged from mainstream provision, are displaying behavioural issues and who perhaps are displaying an attendance problem. These students might be in danger of exclusion or indeed already have a history of fixed term exclusions. They are likely to be students who are on the margins of a mainstream school but who perhaps do not necessarily display complex needs. They are likely to be young people who perhaps are exhibiting regular disruption in school that is affecting their learning and that of their peers. They are possibly young people for whom life beyond school is an enormous challenge either due to family circumstances or situations they have become involved in e.g. through dealings with the Youth Offending Team. The young people in question are students who are in danger of becoming NEETs (not in employment, education or training). They are likely to be students for whom, at the moment, are not having suitable provision arranged for them and need an alternative to Progress 8.

The ambitions and aspirations for the Sunderland Centre of Opportunity students are:

- Year 9 students to be successfully reintegrated back into their mainstream school with the necessary skills, attitudes and motivation to embark upon their Key Stage 4 curriculum with confidence;
- Year 10 or 11 students to become re-engaged with their learning through exposure to a creative vocational and work based experience that will enable them to achieve success in both GCSE and Vocational courses
- In Years 10 and 11 students have the opportunity to experience first-hand the real life world of work and to acquire the necessary employability skills to help them moving forward
- All acquire the skills and attitudes to help them avoid becoming part of the local NEET statistics
- The curriculum opportunities offered to students will lead into a number of possible pathways as they move into education or training post-16.

CURRICULUM

Key Principles

The Sunderland Centre of Opportunity will offer an exciting and engaging curriculum to those students who are under-engaged in mainstream school and are students who are in danger of exclusion and potentially becoming NEETs. The exact nature of the curriculum will be determined by their age and their individual needs.

The curriculum is further explained in detail in Section D but briefly the Sunderland Centre of Opportunity will offer a variety of placements which will be determined by an initial assessment of need at the point of referral.

- For students in Year 9 the standard provision will be a 12 week full-time placement;
- Students in Years 10 and 11 will have access to short and longer term placements. There will be continued access to core GCSEs, along with access to vocational credits towards Technical Awards as well as a 1 day work placement each week. Wrapped around this is a programme of Personal and Social Development and impartial Information, Advice and Guidance;
- For students in Years 10 and 11 there will also be a 1.5 or 2 days a week placement which will include access to vocational credits as well as 1 day spent on a work placement.

This flexibility in structure will be a key difference from a mainstream school as will the ability to be immediately responsive to need.

Throughout the time the students will spend in our centre they will be encouraged to develop qualities of: resilience, self-discipline, ambition, responsibility, leadership, teamwork, integrity, determination, commitment, tolerance and enterprise.

At the Sunderland Centre of Opportunity demanding personal and collective standards will be expected from students, staff and the overarching infrastructure of the school. Students and staff will be expected to be totally professional and respectful in everything that they do and these form the key principles, values and ethos. Students and staff, from the Principal through to all support staff will approach all work with absolute commitment and determination to succeed. A commitment to helping our students to become professional in everything is endorsed by employers and businesses with whom we will work.

Key Stage 3

If the student is Year 9 the model employed will be using footballing analogies i.e. that of having 12 football shirts each with a theme or a topic but within which there will be a focus specifically upon English, Maths and Science with ICT being used to help in delivery.

In addition and of real importance are the personal development programmes which will help to break down those barriers that are currently making them be-

come under-engaged with mainstream and get them motivated again to learn. The PSD programmes also will help develop within them coping strategies to enable them to approach future learning with confidence.

Part of this, if appropriate, will be usage of commissioned services from external agencies. Currently the Foundation of Light operates an Improving Futures Project funded by a lottery grant over four years. This project, which works very successfully with 110 different external agencies and groups, enables immediate access to appropriate support the next day which might normally take much longer through other channels. The initial needs assessment will determine whether external support is required and money from within the SCOO budget will pay for those services and could be social or emotional services.

Wrapped around this will be an enrichment and vocational experience which will build upon the sporting links with the Foundation and with SAFC but also the extensive associated business network, currently 144 partners. (Further detail on all of this is in Section D) There will be the expectation that all students in Year 9 take part in at least 2 hours/week of sport/health and fitness and other enrichment opportunities as part of a strong emphasis on personal development and future employability skills. For students in Key Stage 4 this rises to 3 hours/week.

Key Stage 4

The curriculum at KS4 will be flexible and bespoke to the needs of the student, the nature and also the length of the placement. However, the basic framework will incorporate access to a core entitlement which will include:

- Continuing study of GCSEs in English, Maths, Science and ICT (this could also be taken as Functional Skills)
- Access to a suite of vocational or Technical Awards supported by appropriate work placements
- Personal and Social Development along with impartial Information, Advice and Guidance.
- Access to Sporting/Enrichment activities

For those students who are on a longer term placement there will be access to additional GCSE subjects as well as the suite of vocational or technical awards and appropriate work placements which will be commissioned directly by SCOO and with a strong process of quality assurance.

Business Involvement

A significant number of local businesses and employers, together with Sunderland Football Club and Sunderland Aquatic Centre are committed to working to provide students with that real-life experience of the world of work on a regular, weekly basis. This weekly placement will have a strong focus on developing identified workplace skills – both technical and generic. At the end of a successful placement the business will provide a written personal testimony for the student to take with them back into school or on into future training and employment.

Links and partnerships with companies and businesses, that reflect all work areas covered by the Technical Awards to be offered as part of the curriculum, will be extended. They will offer work placements and give advice on aspects of our curriculum. This illustrates their commitment, not just to providing a placement but also their desire to be involved within the taught aspect of the curriculum and our personal development programme. Further detail on these businesses is in Section D.

Any involvement will be planned for and appropriate training provided as well as monitoring systems put in place. The aim is to build on these already established links and partnerships to seek to provide yet further opportunities for work experience, the use of work-based learning mentors and successful business leaders delivering motivational and inspirational lessons.

Employers who are partnering us recognise that our students will be better equipped to make a valuable contribution to the business world as they move forward demonstrating a strong character and commitment, as well as work-relevant skills and qualifications. That obviously is attractive to them as employers.

Personalised Learning

The school layout will be designed in such a way as to be welcoming to young people who perhaps to that point have not engaged with a traditional mainstream secondary environment. All of our students will be expected, with support, to strive to achieve the very best of which they are capable, to strive towards excellence for them and to fulfil their potential. Students will be encouraged and inspired to progress on post-16 into an appropriate education or training pathway, buying into what will be a very professional and very demanding ethos.

Teaching and learning and the curriculum offer will be tailored to the needs of individual students, needs which will have been rigorously assessed upon the point of referral to the school. Further detail on this is in Section D.

As a school there will be very clear and high standards and expectations about attitudes to work, standards of work, attendance, punctuality, level of commitment required and each student will be left in no doubt as to the role they will play themselves in achieving their own success. To help to support the students in this, and to help them to overcome any barriers to learning they may have and to make progress, each student will have a learning mentor. The mentor and the student will meet formally on a regular weekly basis for discussion, advice and feedback. The student and the mentor will work together in setting targets that are SMART. This is further developed in Section D.

Pastoral Care and Curriculum Enrichment

Every student who attends the Sunderland Centre of Opportunity is unique. Each will bring their own experiences, their own hopes and their own aspirations. The nature of the students we will be dealing with also means that they will be bringing with them their own barriers to learning and moving forward. The aim of the SCOO is through strong pastoral care to try to understand each young person and to try to understand what issues might be impacting upon him/her so that a way forward can be planned that will remove those barriers and enable the young person to re-engage with their learning.

An integral part of the pastoral care is by using the unique opportunities provided by the projects already being carried out through the Foundation, offer the students a range of possible curriculum and personal enrichment opportunities for them to become involved with.

ASPIRATIONS

The Sunderland Centre of Opportunity has the following key aspirations, the targets for which are detailed in Section D:

1. To improve the level of academic achievement, including GCSE's
2. To improve levels of vocational qualifications and employability skills enabling students successful transition into further education or work
3. To engage students in learning so that they want to attend each day and as a result their attendance increases
4. To equip students with the necessary skills and confidence that will help them deal with different situations and contexts
5. To provide for students the level of outstanding teaching that they deserve
6. To engage with students, families, outside agencies and commissioners to ensure that the needs of the individual are met
7. To increase the number of students who want to take part in optional enrichment activities

Section D: Education plan – part 1

INTRODUCTION

The curriculum at the Sunderland Centre for Opportunity will offer a good education suited to students' capabilities including opportunities to take appropriate qualifications on par with mainstream peers. It will be broad and balanced for the students aged 13-16 and clearly focused towards the outside world of work. It will enable students to overcome barriers to learning, to be able to engage meaningfully in their learning and to develop the attitudes and skills necessary to help them avoiding becoming a NEET statistic. Through the extensive business links of the Foundation of Light, students will have opportunities to access real-life learning through work experience in a variety of settings whilst there will be clear progression pathways for the young people as they move onto education or training post-16, a goal supported through the Foundation of Light's membership of the Sunderland City Provider Network which is a group of work based providers and Sunderland FE College working together to secure effective provision and support for young learners.

CURRICULUM PRINCIPLES

The curriculum will inspire, challenge and safeguard all students. It will use the stimuli of the Stadium of Light, the Beacon of Light and the SAFC brand to deliver practical education that will give learners a heightened sense of purpose and excitement. Underpinning the education plan for the Sunderland Centre of Opportunity is a series of principles or statements, all of which emerge out of the vision for SCOO described in Section C. These principles drive not just the curriculum offer for the young people but also how they are engaged and learn. Principles fall into three inter-related categories: Students, Learning and Qualifications and the World of Work.

The curriculum principles have arisen from three main sources:

- A recognition and understanding of what type of curriculum is needed by these young people
- Reflection by the Foundation of Light as to what has been successful previously in their provision and what needs that has been addressing;
- Consultation with potential commissioners and listening to where they felt the needs were at the moment and moving forward.

Students

- To liaise, where appropriate, with all relevant external agencies to help students overcome barriers to learning
- To have the flexibility of structure to create personalised learning pathways for students which reflect individual need
- To provide opportunities for students to access a programme of personal and social development

- To offer students a wide range of enrichment activities as part of their learning experience
- To help students to be resilient, tolerate and self-disciplined
- To help the students to become responsible, open-minded citizens who make a positive contribution to their community
- A curriculum which helps students to develop confidence, self-worth and a sense of belonging
- To help students to gain the skills to tackle challenges and learn from mistakes
- To nurture the individual talents of the students
- To help students recognise the importance of individual work, team work and leadership
- To make it possible for a student to be smoothly reintegrated back into mainstream education
- To establish a communication system which encourages two-way dialogue with the student's host school?

Learning and Qualifications

- A curriculum experience which enables students to access five GCSEs
- A curriculum which enables students to access credible Technical Awards at Key Stage 4
- A curriculum which improves outcomes in key core subjects
- An offer that experiences different ways of learning
- A curriculum that offers clear progression pathways onto post-16
- A rigorous tracking and monitoring system that enables accurate evaluation of student progress and attendance
- An interesting and engaging curriculum which enables students aged 13-16 years to become successful learners helping them to make progress and achieve

The World of Work

- To use the opportunities provided by the business links associated with the Foundation of Light and the football club to enable students to experience real life learning
- A curriculum experience which helps students to develop key employability skills to relevant employers
- To provide information, advice and guidance to all pupils including independent careers advice
- To open doors of opportunity
- A curriculum which engages students and helps to reduce the likelihood of a student becoming NEET in the future
- A curriculum which offers some support to the strategic priorities of Sunderland City Council

The principles above have informed the curriculum planning which has been undertaken and which is described later in this section. The SCOO will be working with are students who are currently under-engaged with mainstream schooling and who are at risk of exclusion. They are students who are at risk of becoming NEET in the future and adding to the already significant NEET figures in the City of Sunderland. The curriculum principles have led to an innovative curriculum model which for students in Year 9 is very much about early intervention, stopping that under-engagement growing and getting them back on track. At Key Stage 4 that intervention continues in an attempt to remove the barriers to learning but there is also a great focus on employability skills and personal and social development supporting the continuation of GCSEs and appropriate vocational courses.

At the heart of the curriculum experience, and what drives the development of that curriculum is the initial needs assessment which takes place upon referral. This assessment will inform not just the academic curriculum package that is best suited for that young person but also the nature and level of pastoral support and personalised plan for intervention required to help the young person begin to deal with specific issues and problems and to engage with the curriculum being offered. If those problems are tackled early then the chances of the curriculum being successful are enormously increased.

As part of that motivational and inspirational attempt to re-engage the young people, each student on a short or long term placement will be given a branded Sunderland uniform to wear. The students are coming to the Sunderland Centre of Opportunity each day to learn. SCOO is part of the football club and part of the brand that is unique about this provision. On a personal level, the intention is that this will help to make the students feel valued and special whilst also understanding expectations of a working environment.

EXPECTED STUDENT INTAKE

The table below shows the planned growth in numbers from Year 1 through to capacity at the beginning of Year 4. We believe very strongly that SCOO will grow to become an enormously important and integrated part of education provision within the area. We recognise that if the provision is to be sustainable long-term it needs to be established and develop the trust and confidence of the commissioners locally, before expanding to capacity through years 3 and 4. That is a key reason behind the numbers for Years 1 and 2 being positioned at 40 students. However, this is a conservative prediction and we have a very strong expectation that these figures could be exceeded and we would welcome the opportunity to discuss this further if the application moves forward successfully.

Planned growth of student numbers

| | Current number of pupils (if applicable) | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|-------------------------------------|--|------|------|------|------|------|------|------|
| Key Stage 1 | | | | | | | | |
| Key Stage 2 | | | | | | | | |
| Key Stage 3 (Year 9) | | 20 | 20 | 25 | 30 | 30 | 30 | 30 |
| Key Stage 4 | | 20 | 20 | 35 | 50 | 50 | 50 | 50 |
| 16-19: commissioner referred | | | | | | | | |
| 16-19: student applications | | | | | | | | |
| Totals | | 40 | 40 | 60 | 80 | 80 | 80 | 80 |

Section E contains the detail of the contextual demand for the Sunderland Centre of Opportunity and the nature of the expected student intake so this section here just provides a brief overview.

The young people for whom the Sunderland Centre of Opportunity is intended are those who are under engaged with mainstream provision. Young people who maybe are displaying behavioural issues and who perhaps are also developing an attendance problem and who as a result are not making expected levels of progress. Based upon historic referrals to both Pitstop and the local PRU, issues of low level disruption and poor behaviour will also be a feature of some of the students referred whilst the students will also reflect a wide range of ability levels.

SCOO is intended for students who might be in danger of exclusion or indeed already have a history of fixed term exclusions. They are likely to be students who are very much on the margins of a mainstream school but who perhaps do not necessarily display complex needs. The young people in question are students who undoubtedly are in danger of becoming NEETs (not in employment, education or training). Identifying potential NEETS as early as possible is key to intervening and a number of Local Authorities within the North East use RONI – Risk of NEET Index. The intention would be to seek to use RONI locally. This is further explained in D4.

The pattern of attendance for these students tends to be erratic and therefore having a system which both supports and encourages improved attendance is essential.

Upon referral to the Sunderland Centre of Opportunity a comprehensive initial assessment of the needs of the student will be carried out. This will determine whether at Key Stage 3 the 12 week early intervention programme is suitable whilst for Key Stage 4 students it will influence the length of the placement and the nature of the curriculum experience of that student. It will also determine the nature of the pastoral support a student might require to help them to access the curriculum and to engage with it successfully. Crucially, this initial assessment will include clear and agreed measures of progress and success. This initial assessment is detailed further in the section D4'.

CURRICULUM DETAILS

The School Day

Informed by the curriculum principles listed earlier, and considering the type of young person who will be referred to the Sunderland Centre of Opportunity, the curriculum will be engaging and will enable them to make progress and to experience the world of work. A curriculum supported by appropriate personal and social development opportunities along with information, advice and guidance that will help to break down some of the barriers that perhaps have made that young person become under engaged with their home school but equally important to help them develop the skills and attitudes to play an active role in their own learning moving forward. Maths and English will be a priority.

Key to the design of the curriculum is that whilst below is the outline of a typical day for a student and there is an outline framework, there is also sufficient flexibility to respond immediately either to the needs of individuals or of the group. In addition, built into the timetables at both Key Stage 3 and 4 will be a weekly 1-1 mentoring session to help the students to reflect upon their progress and to address any specific issues they might be dealing with.

The nature of the 1-1 mentoring sessions will quite likely change as the placement progresses. The initial assessment will identify what specific issues need to be addressed in order to help that young person to learn moving forward. It is quite likely that early in the placement the mentoring will be very specifically about offering pastoral support, of nurturing the young person and potentially in support of any other external agency or service involvement, help to break down the barriers preventing the student from engaging, learning and making good progress. As the placement progresses and those barriers have been removed, it is likely the mentoring will change to having perhaps more of an academic or IAG focus and this could be when the use of volunteer business mentors becomes appropriate.

The Sunderland Centre of Opportunity will operate core hours consistent with mainstream settings so that the young person can transition successfully between the two. However, there will be wrap around activities available before and after the core school day but these will be optional. That being said, those students who spend one day each week in a work placement will be following a day that will be much longer than a traditional school day.

Year 9 Students

For those students in Year 9 admitted to the Sunderland Centre of Opportunity, they will embark upon up to a 12 week placement which has been developed around the framework of 12 Football Shirts. The overarching aim of the programme is to break down barriers, whatever those barriers might be. The programme seeks to improve behaviour and attitudes to learning, to improve basic core skills and to seek to improve the student's self-esteem and sense of belonging.

The programme splits into three parts

- The weekly modular themes
- Access to vocational credits
- Becoming involved in two personal development projects, one funded by Sunderland City Council, the other funded by the Premier League.

Weekly Modular Themes

The programme is modular and broken down into 12 weekly blocks, each with a theme linked back to the National Curriculum. Each module, which will be largely delivered during the morning, is cross-referenced back to the English and Maths programmes of study, and where relevant Science, with ICT being used as part of the method of delivery. Themes covered in the modules include 9/11, the 80's, My Community, Inclusion, Equality and Diversity, Technology and Health, Fitness and Exercise.

The schemes of work for each theme will be initially developed by staff but will be kept under constant review as students are referred and changes made to it where appropriate.

Access to Vocational credits

By using the expertise already housed within the Foundation of Light the students will be able to access up to three vocational areas and to gain credits in those areas which can be carried forward into Key Stage 4 and beyond. The vocational areas will be Sport, Business and Administration, Media and Communications and finally Child Development, dependent upon the finalisation of Technical Awards from 2016 onwards.

This will be a unique opportunity for the students who will also be able to observe aspects of the real-life world of work in and around the Stadium and the Aquatic Centre where all of those vocational areas can be seen in practice.

Personal and Social Development

The learning which the above two elements will offer will be crucial for each student and will play a part in hopefully making learning fun, but of crucial importance in this respect will be the opportunity for the students to access to projects: Tackle It which is funded by Sunderland City Council and Kicks which is funded by the Premier League. Both of these projects are a central part of helping the student to grow and develop as an individual; to become responsible open minded citizens who make a positive contribution to their community and to grow in confidence and self-worth.

Tackle It is a programme aimed at improving health and wellbeing by providing activities that use the power of football and enable the young people to make safe and healthy choices. The programme challenges attitudes, encourages active citizenship and develops an awareness of current social issues. It uses a mixture of classroom based activities and activities based in a sports hall to engage students in issues that face them every day as young people. The key areas covered within this programme are bullying, racism, risk and resilience, health including substance misuse and mental health, and self and others.

Kicks is funded by the Premier League and is a programme that encourages positive participation in a range of sporting, educational and community activities to divert young people away from anti-social behaviour and inspiring them to succeed and to reach their true potential. The overarching Kicks project is aimed at young people aged 13-19 years who are disengaged. It provides an opportunity for them to engage in active citizenship activities, build positive relationships and to increase self-esteem. Participants in Kicks have the opportunity to participate in sports tournaments, holiday activities, organised activities as well as residential activities. Through partnerships already established, participants will have the opportunity to become peer mentors/volunteers, train as lifeguards and in the future take the first steps to learning to drive. Amongst the accreditation available are Bronze Art Awards, Junior Sports Leaders, Duke of Edinburgh, Youth Achievement Awards and First Aid.

The above two programmes together will not only ensure that sporting activity is part of the weekly experience of the students but will also support trying to remove barriers and to re-engage the young person with learning. The success of this project is already there to be seen also in terms of the contribution it makes at a community level. Local police have reported to the Foundation of Light previously that when Kicks has been in operation during the evening in

specific locations that the incidents of anti-social behaviour by young people reduce to zero.

The personal development and vocational elements outlined above, together with some impartial Information, Advice and Guidance will mainly form the basis of the afternoon sessions, although both PSD projects also lend themselves to the students getting involved outside of the normal school day.

A Typical Day for Year 9's

The outline of a typical day for a Year 9 student might look as follows:

| | |
|-------------------|---|
| 9.00am | Registration |
| 9.05am – 9.20am | 'Start the day' |
| 9.20am – 11.20am | 'Football Shirts' – broken down into appropriate time slots according to the nature of the theme and the needs of the students. |
| 11.20am – 11.30am | Break |
| 11.30am – 12.30pm | 'Football Shirts' |
| 12.30pm – 1.10pm | Lunch |
| 1.10pm – 1.15pm | Registration |
| 1.15pm – 3pm | Access to vocational credits, the personal development projects, sport and 1-1 mentoring sessions. |

The table below gives an indication of how the hours spent by the students in SCOO during their 12 week placement will be spent. They are a guide and flexibility will be key to ensure that delivery is responsive to the needs of the students. The programme can be reduced or extended dependent on the needs of the student.

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|---|-----------------------|-----------------------------|--|
| 'Football Shirts' | 15 hours | Mandatory | The thematic approach will enable delivery of English, Maths and Science making use of ICT as a method of delivery |
| Access to vocational credits | 2.5 hours | Mandatory | |
| 1-1 Mentoring | 1 hour | Mandatory | This will be broken down into at least 2 slots each week |
| Personal Development Projects | 3 hours | Mandatory | It is during this time that Tackle It and Kicks will be delivered |
| Sport | 2 hours | Mandatory | This will be built in as part of the personal development projects |

| | | | |
|-----------------|------------|-----------|--|
| 'Start the day' | 1.25 hours | | Many students will arrive having eaten nothing. This enables a light breakfast to be had. It also provides an opportunity to reflect and set targets for the day if appropriate. |
| Registration | | Mandatory | Designated slot am and pm |

Key Stage 4 Students

Following discussion with proposed commissioners, a number of possible placement types and curriculum pathways have been developed. The full rationale behind these is explained in section E which reflects the consultation process with potential commissioners.

In all discussions around a Key Stage 4 placement there will be a 'risk assessment' with the host school at the outset to ensure that when the student returns to their host school at the end of the placement that their access to their school based curriculum has not been endangered.

Short Term Placements

Following the initial needs assessment if a student embarks on a short term placement, perhaps up to a term the following curriculum outline might apply.

- GCSEs in English, Maths, Science and ICT (provision could be made for Core and Additional Science if that was appropriate for a student)
- The opportunity to achieve a minimum of three vocational credits within the following areas: Sport, Business and Administration, ICT, Media and Communications and Child Development. Hospitality will be added for the third year after SCOO opens
- Personal and Social Development together with Information, Advice and Guidance. The Tackle It and Kicks projects briefly described above will be an essential part of the experience for Key Stage 4 students also
- Access to sport and enrichment activities
- The opportunity for one day a week of work placement

Longer Term Placements

Following the initial needs assessment if a student embarks on a longer term placement the following curriculum outline might apply.

- GCSEs in English, Maths, Science and ICT (provision could be made for Core and Additional Science if that was appropriate for a student)
- The opportunity to study for an additional GCSE, perhaps Geography or History
- The opportunity to achieve between 3-12 vocational credits within the following areas: Sport, Business and Administration, ICT, Media and Com-

- munications and Child Development. Hospitality will be added for the 3rd year after SCOO opens.
- Personal and Social Development together with Information, Advice and Guidance as mentioned above.
 - Access to sport and enrichment activities
 - The opportunity for 1 day a week of work placement

Part-Time Work Based Placements

This arose from a number of schools who felt that certain students would benefit from a regular period of time away from the school environment experiencing real life work experience for 1.5 or 2 days each week. For those students the following provision might apply

- 1 day a week work placement which begins with a carousel experiencing the range of vocational areas mentioned above before settling on a specific work based area for a longer term period
- 0.5 days a week following some vocational training to achieve credits towards Technical Awards.
- Possibly an additional 0.5 days a week of personal development work and IAG.

A central principle behind the design of the various models at Key Stage 4 is that with the Foundation of Light being a member of the Sunderland City Provider Network, there are progression opportunities into the world of work and vocational areas that can open up opportunities to progress into traineeships, apprenticeships, Further Education and employment. Importantly also, it reduces the chances of the young people becoming part of the NEET statistics in the future.

The Beacon of Light will host an exciting World of Work zone that will house live businesses attached to the Foundation and the Football Club. If a young person is undertaking media and communication for example, they will access the newly developed media suite then undertake practical experience on a match-day.

Sport and Enrichment

An integral part of the student experience for those who are on either short or longer term placements will be the place of sport and other enrichment opportunities. At the end of the school day there will be opportunities for optional sport or other enrichment activities up to 4pm. However, built into the compulsory timetable is a period of time each day where all students will be expected to get involved in a sport/health related activity, using the existing facilities in the stadium, or the Sport and Health Zone to be contained within the Beacon of Light when that opens in September 2017, and the adjoining Aquatic Centre.

The sporting/enrichment activities, both during the school day and after school, will be delivered through the Kicks Project, utilising skills and expertise through

the Premier League for Sport, for example, specialist coaches in such areas as football, badminton, boxing, gymnastics and multi-sports will be available. The compulsory time for sport/enrichment has been scheduled for just before the lunch break so that a longer period of time could be given to it if a student is particularly keen. As a minimum, however, there will be 3 hours per week timetabled for each student.

Enrichment opportunities, some of which might arise out of the personal and social development projects could also include photography, basic first aid, Sports Leadership Awards, voluntary work, code clubs, peer mentoring and many others. A number of the enrichment opportunities could also lead to additional accreditation.

A Typical Day KS4

The outline of a typical day for a Key Stage 4 student on a short or long term placement might be as follows:

| | |
|-------------------|--|
| 8am – 9am | ‘Start the day’ |
| 9am | Registration |
| 9.05am – 9.55am | Lesson 1 – GCSE |
| 9.55am – 10.45am | Lesson 2 - GCSE |
| 10.45am – 10.55am | Break |
| 10.55am – 11.45am | Lesson 3 – GCSE |
| 11.45am – 12.30pm | Sport/Enrichment |
| 12.30pm – 1.10pm | Lunch |
| 1.10pm – 1.15pm | Registration |
| 1.15pm – 2.05pm | Vocational/Personal and Social Development/IAG/Mentoring |
| 2.05pm – 2.55pm | Vocational/Personal and Social Development/IAG/Mentoring |
| 2.55pm – 4pm | Optional Sport/Enrichment |

The two periods in the afternoon between 1.15pm – 2.55pm will be planned very much around the individual learning plans of the students. So, for example, if a student is on a longer term placement and is accessing an additional GCSE then this would be delivered during part of that time.

In addition to the outline typical day above Friday each week will be the day when those students on a short or long term placement will be out on a day long work placement.

QUALIFICATIONS

The vocational qualifications to be offered are detailed below:

| Qualification Name | Level | GLH |
|---|--------------|------------|
| BTEC First Award in Children's Play, learning and Development | Level 1 | 120 |
| BTEC First Award in Children's Play, learning and Development | Level 2 | 120 |
| BTEC First Award in Sport | Level 1 | 120 |
| BTEC First Award in Sport | Level 2 | 120 |
| BTEC First Award in Business | Level 1 | 120 |
| BTEC First Award in Business | Level 2 | 120 |
| BTEC First Award in Creative Digital Media Production | Level 1 | 120 |
| BTEC First Award in Creative Digital Media Production | Level 2 | 120 |

These qualifications are all on the QCF, which means they are made up of units. This provides flexible ways to gain a qualification or units from a qualification. Each unit has a credit value which tells you how many credits are awarded when a unit is completed.

The vocational curriculum will give students the flexibility to access training and credits from a range of BTEC qualifications, which will give greater exposure to the world of work. This will enable students to make informed decisions about their post 16 options.

Key Stage 4

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|--|----------------|----------------------|---|
| GCSE English | 2.5 hours | Mandatory | |
| GCSE Maths | 2.5 hours | Mandatory | |
| GCSE Science | 2.5 hours | Mandatory | There will be the flexibility in the timetable to enable Core and Additional Science to be studied if appropriate for a student |
| GCSE ICT | 2 hours | Mandatory | If a student is not following a GCSE ICT this could be taken as functional skills. |
| Sport/Enrichment | 3 hours | Mandatory | This has been timetabled each day just before lunch so that it could be extended if appropriate |
| Sport/Enrichment | 4 hours | Voluntary | This could be available at the end of the school day |
| Vocational | 4 hours | Mandatory | This will count towards accreditation as highlighted above. |
| Personal and Social Development | 2 hours | Mandatory | It is during this time that Tackle It and Kicks will be delivered. This can also be used for further individual support if necessary. |
| 1-1 Mentoring/IAG | 1.5 hours | Mandatory | This will be front-loaded to tackle any personal/pastoral issues but as they are addressed the use of volunteer business mentors will become more common. |
| Additional GCSE | 2 hours | | If a student on a longer placement is going to follow an additional GCSE then the hours for Vocational would be adjusted accordingly. |

TRANSITION

Outstanding teaching and learning with effective differentiation will be the aim of all teaching within the Sunderland Centre of Opportunity. The needs of each individual student will be met, from those for whom English Language acquisition is difficult, to those who might have Special Educational Needs or Disabilities, to those who might be regarded as Gifted and Talented.

Section D4 details the referral process and the initial needs assessment but immediately a student is referred to us we will use a variety of strategies to help understand our students' prior achievement. Through baseline assessment on entry and ongoing measurement of progress that is student centred this will inform the delivery of teaching in the classroom and at an individual level. Working with students who are not engaged with education, it is important that the initial assessment is not just about that student's previous academic performance but also has a significant element of trying to understand possible reasons why that young person is as he/she is. Only then can plans be put together to create a total programme of not just academic learning but also personal development for each student.

The transition into SCOO will be handled predominantly by the Principal. It will be they who have that initial meeting with the student, the parents and the school, accompanied by the Pastoral Support Worker/Placement Officer. Getting not just the academic information but also the personal information is going to be crucial at the outset. Moving forward the PSW will become the designated first point of contact for parents or the mainstream school who will then involve other people from within SCOO as appropriate.

From the outset when targets etc. are agreed, also agreed will be review meetings at 4 weeks, 8 weeks and 12 weeks. The 8 week review will be particularly crucial for both Year 9 students and Key Stage 4 students on short term placements as that review meeting will begin to plan the reintegration of the student back into the mainstream school. That reintegration will build up over a period of weeks and the student will be accompanied into their mainstream school by one of the Teaching Assistants who has worked with the student over the previous weeks. The TA will be there as a support for the student but the precise nature of their role in the reintegration would be agreed at the review meeting. The intention is that by the end of the 12 weeks the student would be reintegrated back into their mainstream school.

Throughout a period a student spends in the Sunderland Centre of Opportunity, communication with the mainstream school is enormously important. Each school will designate a point of contact to work with the designated contact person within SCOO. On a weekly basis SCOO will send an email to the school designated person summarising attendance, any notable achievements, any concerns which have arisen and any revised targets with the student. This will be on a proforma which will give an immediate snap shot of the progress of the student each week.

Section D: Education plan – part 2

INTRODUCTION

The Sunderland Centre of Opportunity is being established to work with students who are under-engaged with mainstream school, at risk of exclusion, or possibly already with a history of fixed term exclusion. These students are young people who are potentially at risk of becoming NEET.

The varied nature of the placements and the length of those placements make it extremely important that as a centre we have a rigorous and robust tracking system that enables us on a regular basis to measure performance effectively and to set challenging targets which can be reviewed frequently. The sharing of this information with students, parents/carers and commissioners is equally important.

The Key Performance Indicators (KPIs) around which will be set targets are:

- Academic achievement, including qualifications (GCSE's and Vocational)
- Attendance
- Behaviour
- Quality of teaching
- Student, parent and commissioner satisfaction
- Student participation in optional sport/enrichment activities

For some aspects of the KPIs above it is possible to set specific targets at both an individual and whole centre level but due to the nature of the placements it will not be as simple to set certain end targets because SCOO will not be solely responsible for those achievements. SCOO, for example, may only have a student for one term out of the entire Key Stage 4. However, it is possible and important that accelerated progress during the time of their placement in SCOO is set as a target.

The current context for academic achievement in respect of students attending Schools and Academies in Sunderland can be seen in the table below showing the three year trend for Key Stage 4 attainment. A significant number of students, 1539 in fact in 2014, are leaving school without having achieved a key baseline measure of 5+A*-C grades including English and Maths. SCOO must be part of the citywide solution within Sunderland to addressing this issue.

Sunderland Key Stage 4 Attainment – 3 Year Trends

| School Name | %5+ A*- C E&M | | | %5+ A*- C E&M Girls | | | %5+ A*- C E&M Boys | | | Gap | | |
|--------------------|---------------|------|------|---------------------|------|------|--------------------|------|------|------|------|------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Academy 360 | 40% | 37% | 26% | 49% | 39% | 32% | 34% | 36% | 21% | 15% | 3% | 10% |
| Biddick School | 63% | 67% | 48% | 70% | 70% | 59% | 56% | 64% | 40% | 14% | 6% | 19% |
| Castleview Academy | 67% | 68% | 50% | 71% | 72% | 60% | 62% | 66% | 41% | 9% | 6% | 20% |

| | | | | | | | | | | | | |
|---------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Farrington School | 67% | 53% | 45% | 65% | 56% | 52% | 69% | 51% | 39% | - 4% | 5% | 13% |
| Hetton School | 64% | 64% | 43% | 69% | 75% | 53% | 58% | 54% | 35% | 11% | 21% | 19% |
| Kepier School | 63% | 51% | 53% | 69% | 56% | 51% | 58% | 47% | 55% | 11% | 9% | - 4% |
| Monkwearmouth School | 73% | 70% | 58% | 74% | 68% | 65% | 71% | 74% | 51% | 3% | - 6% | 14% |
| Oxclose School | 71% | 71% | 64% | 83% | 74% | 75% | 58% | 68% | 50% | 25% | 6% | 25% |
| Redhouse Academy | 36% | 32% | 30% | 36% | 43% | 33% | 37% | 20% | 27% | - 1% | 22% | 6% |
| Sandhill View School | 49% | 49% | 29% | 49% | 58% | 33% | 48% | 39% | 24% | 1% | 19% | 9% |
| Southmoor School | 67% | 67% | 64% | 68% | 63% | 70% | 66% | 70% | 58% | 2% | - 7% | 12% |
| St Aidan's School | 68% | 64% | 66% | - | - | - | 68% | 64% | 66% | - | - | - |
| St Anthony's School | 72% | 70% | 72% | 72% | 70% | 72% | - | - | - | - | - | - |
| St Robert's School | 80% | 67% | 73% | 85% | 72% | 75% | 74% | 61% | 72% | 11% | 11% | 3% |
| Thornhill School | 53% | 57% | 53% | 65% | 65% | 58% | 42% | 46% | 49% | 23% | 19% | 9% |
| The Venerable Bede School | 64% | 72% | 55% | 60% | 74% | 65% | 67% | 69% | 43% | - 7% | 5% | 22% |
| Washington School | 63% | 58% | 41% | 72% | 65% | 50% | 55% | 52% | 34% | 17% | 13% | 16% |
| Sunderland inc Sps & Ac | 63% | 60% | 52% | 68% | 65% | 60% | 58% | 55% | 46% | 10% | 10% | 14% |
| National | 59% | 61% | | 64% | 66% | | 55% | 56% | | 10% | 10% | |

| School Name | %5 A*- C English GCSE | | | %5+ A*- C Maths GCSE | | | English Baccalaureate | | | KS4 %5+ A* - G | | |
|---------------------------|-----------------------|------|------|----------------------|------|------|-----------------------|------|------|----------------|------|------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Academy 360 | 48% | 43% | 43% | 49% | 53% | 34% | 2% | 2% | 7% | 93% | 86% | 82% |
| Biddick School | 66% | 73% | 51% | 80% | 80% | 69% | 4% | 22% | 25% | 100% | 98% | 98% |
| Castleview Academy | 73% | 73% | 54% | 74% | 79% | 71% | 2% | 2% | 1% | 100% | 99% | 99% |
| Farrington School | 76% | 69% | 51% | 73% | 64% | 57% | 5% | 20% | 18% | 100% | 97% | 84% |
| Hetton School | 68% | 70% | 57% | 70% | 70% | 58% | 19% | 20% | 24% | 93% | 98% | 97% |
| Kepier School | 70% | 59% | 57% | 74% | 60% | 64% | 15% | 21% | 23% | 99% | 97% | 95% |
| Monkwearmouth School | 82% | 78% | 64% | 75% | 74% | 78% | 21% | 36% | | 97% | 99% | 96% |
| Oxclose School | 76% | 84% | 86% | 77% | 74% | 70% | 13% | 23% | 23% | 96% | 92% | 90% |
| Redhouse Academy | 38% | 38% | 37% | 48% | 52% | 51% | 2% | 2% | 6% | 95% | 95% | 98% |
| Sandhill View School | 62% | 65% | 50% | 55% | 58% | 38% | 1% | 12% | 0% | 91% | 97% | 89% |
| Southmoor School | 78% | 81% | 77% | 69% | 71% | 72% | 9% | 10% | 34% | 98% | 99% | 98% |
| St Aidan's School | 72% | 71% | 77% | 77% | 76% | 73% | 18% | 16% | 27% | 99% | 99% | 95% |
| St Anthony's School | 74% | 78% | 84% | 85% | 76% | 75% | 39% | 52% | 55% | 100% | 99% | 98% |
| St Robert's School | 83% | 72% | 83% | 85% | 80% | 82% | 22% | 35% | 31% | 96% | 99% | 97% |
| Thornhill School | 57% | 65% | 65% | 65% | 62% | 64% | 12% | 20% | 21% | 97% | 97% | 99% |
| The Venerable Bede School | 75% | 88% | 93% | 68% | 73% | 63% | 12% | 29% | 20% | 96% | 96% | 97% |
| Washington School | 66% | 62% | 51% | 71% | 67% | 54% | 0% | 14% | 13% | 98% | 98% | 98% |
| Sunderland inc Sps & Ac | 69% | 68% | 64% | 71% | 68% | 63% | 12% | 23% | 23% | 96% | 96% | 93% |
| National | 67% | 68% | | 70% | 68% | | 18% | 23% | | 94% | 96% | |

MEASURING PERFORMANCE

The aims of performance monitoring are to:

- Raise the expectations of students, teachers and parents/carers in order to achieve the highest possible standards for each student.
- Contribute to accurate record keeping which is used to monitor progress and identify student's strengths and weaknesses.
- In liaison with the student's host school set challenging targets for all students to raise expectations and support student progress from the outset.
- Ensure that assessment is central to planning, delivering and reviewing the curriculum so that student's needs are met accurately.
- Inform students, parents/carers and the student's host school about progress.
- Involve students in their learning, by giving regular verbal and written feedback so that all students know and understand where they are in their learning, where they are going and know how to fill the gaps.

Outstanding teaching and learning with effective differentiation will be the ultimate aim of all teaching within the Sunderland Centre of Opportunity. The needs of each individual student will be met, from those for whom English Language acquisition is difficult, to those who might have Special Educational Needs or Disabilities, to those who might be regarded as Gifted and Talented.

Immediately a student is referred a variety of strategies will be used to help understand our students' prior achievement. Through baseline assessment on entry and ongoing measurement of progress that is student centred this will inform the delivery of teaching in the classroom and at an individual level. Working with students who are under-engaged and disaffected with education and means it is important that the initial assessment is not just about that student's previous academic performance but also has a significant element of trying to understand possible reasons why that young person is as they are. Only then can SCOO plan to put together a total programme of not just academic learning but also personal development for each student.

Assessment will be an essential part of teaching and learning, and it lies at the root of promoting and increasing students' learning and progress. As a basic principle a student will be formally assessed every six weeks during a placement in each of the curriculum areas they are studying. However, informal assessment and perhaps short assessments will be ongoing throughout the length of the placement.

SCOO will focus on the robust use of appropriate data. Using an appropriate software package, possibly SIMS, individual and group data will be recorded and analysed. However, that quantifiable data is not the answer, but rather it provides the questions for the next part of the learning journey for each student and will inform future teaching.

TARGET SETTING

ACADEMIC

Significant reforms to the accountability framework, which come into effect for performance measures based on 2016 exam results. At present from 2016 moving forwards, the headline measures of secondary school performance, including Alternative Provision Free Schools will be:

- Progress across 8 subjects (which is being called Progress 8)
- Attainment across 8 subjects (which is being called Attainment 8)
- The percentage of pupils achieving a C grade or better in both GCSE or iGCSE English and maths
- The English Baccalaureate

As will have been clear from earlier sections of this application, it is not necessarily anticipated that all, or indeed any of the students referred to SCOO, will access a curriculum whilst in attendance that will meet all of the requirements of the above as they may do in their host school. As has been stated elsewhere, though, that is part of the 'risk assessment' at the point of referral. However, what is partly important is a commitment that each individual student will not be disadvantaged longer term in respect of their anticipated progress and expected outcomes and that a key outcome of a student attending SCOO will be accelerated progress during the length of their placement.

With the opening of SCOO two years away it is not knowing exactly which students might be referred for a placement at SCOO and therefore it is extremely difficult to set now either individual targets or global targets for unknown students who might be with SCOO for unknown lengths of time. The students who might access the Year 9 programme are currently just starting out on their secondary life as Year 7 students, whilst the Key Stage 4 students are likely to be in Years 8 or 9 at present.

However, what is important is to establish a rationale and a process that will be used. The reasonable expectation should be that whilst a student is in attendance at SCOO that due to the nature of the provision and of the personalized learning that students should make more rapid or accelerated progress than they would otherwise have done in their host school during a comparable period of time. An aim should be to help the student to make up lost ground in the core curriculum areas especially.

Upon referral SCOO will obtain from the host school all possible performance information, including a measure as to where the student is at the point of referral in comparison to expected performance level at that point. SCOO will also base-line a student through the use of formal assessments so as to correlate the results and produce an agreed starting point. Based upon this information robust

final targets will be agreed from the outset which represent the student making accelerated progress over the length of the placement

The monitoring system that will be developed will allow for the ability to track each individual student's progress regularly and then the reporting of that progress back to the host school at agreed intervals.

The final part of the process is that at the end of the placement a student returns to their host school with a full report containing both quantifiable and qualitative data on their progress since the point of referral towards the achieving of targets set.

A key measure of the success of SCOO moving forward will be its ability to enable the students to make the rapid and accelerated progress in this area of academic targets.

At a Whole School Level

Students will be baseline assessed at the point of referral so that information is held in respect of English and Maths in Year 9 with information for English, Maths, Science and ICT for Key Stage 4 students. This will be held alongside information provided by the host school that informs us where a student is at that point of referral. All of this information will be collected and processed by the Director of Curriculum who will disseminate it to the relevant teachers.

All of the results from assessments along with personal development information will be used to regularly update the student tracking system. Students will be formally assessed at least every six weeks with a final assessment just before the student returns to their mainstream school. The final assessment point is crucial in accurately measuring whether a student has made rapid and accelerated progress. All of this data will be held electronically and will be used to develop a 'student profile' as they move through their placement, whatever the length of that placement might be.

This information will then be used for a number of different purposes:

- To share assessment information with students, parents/carers and the student's host school at points which were agreed at the point of referral
- To support whole centre and subject teacher knowledge of progress and prior attainment
- To identify those who remain at risk of underachieving and plan provision for additional support and intervention to help these students.
- To measure the impact of additional support and intervention on progress
- To set and review targets for every student

At a Subject Level

The identified curriculum leads for English, Maths and Science, together with the identified Vocational Lead, under the direction of the Director of Curriculum will be responsible for ensuring that the process below is being followed. Curriculum targets will be used to support planning, teaching and learning and assessment for learning on a day-to-day (formative) basis by ensuring:

- Appropriate differentiation in teaching
- Teachers plan for, and use, day-to-day assessment strategies (questioning, observing, discussing, analyzing work, checking understanding) to gather information on student progress against learning objectives and curricular targets
- Teachers alter medium and short term planning in the light of this ongoing assessment
- Teachers use the information they gain to identify next steps in learning and inform future planning
- Teachers provide students with oral and written feedback regularly as well as opportunities to assess themselves, individually or with a partner, to identify success against the learning objective/course target and next steps
- Teachers plan dialogue time for students to respond to oral and written feedback and to discuss the improvements made

At a Student Level

Assessment data from summative tests and day-to-day (formative) assessment strategies will ensure that:

- Students have high expectations of themselves and know that learning is important and enjoyable and that everyone can improve
- Students have the opportunity to receive additional support to help them reach their potential
- Students recognise their achievements and understand the steps they need to take in order to make further progress, both within lessons and as part of their work towards curricular targets
- Students are involved at suitable times in peer marking, which allows for discussion and analysis in a secure environment
- Students are engaged in creating success criteria for their own learning
- Students use success criteria to support self-assessment and peer-assessment and are able to evaluate their own and others' work
- Students are regularly given time to respond to written and verbal feedback in order to improve their work
- Students see a clear rewards structure that recognises their achievements

Specific Targets

Year 9:

- During a 12 week placement 90% of students will make accelerated and rapid progress in both English and Maths from the initial baseline assessment and achieve the targets which were agreed

Year 10/11:

- During a 12 short term placement of perhaps 12 weeks 90% of students will make accelerated and rapid progress in English, Maths, Science and ICT from the baseline set at the start of the placement and achieve the targets which were agreed.
- 100% of students will achieve a minimum of 3 credits towards Technical Awards
- 100% of students will participate in a 1 day per week work placement

Year 10/11:

- During a longer term placement of perhaps 24 weeks 90% of students will make accelerated and rapid the progress in English, Maths, Science and ICT from the baseline set at the start of the placement and achieve the targets which were agreed.
- 90% of students will make accelerated and rapid progress in an additional GCSE subject from the baseline set at the start of the placement and achieve the targets which were agreed.
- 100% of students will achieve a minimum of 5 credits towards Technical Awards
- 100% of students will participate in a 1 day per week work placement

Year 10/11:

- During a part-time placement of 1.5 days per week which perhaps lasts for 24 weeks each individual student will achieve a minimum of 5 credits towards Technical Awards
- 100% of students will participate in a 1 day per week work placement.

Feedback

Feedback is an integral part of students making progress and identifying what they do well, the standards they have attained and most importantly to enable them to understand what they must do to improving and to continuing to make progress.

The process of providing written feedback will also help teachers in the process of planning and differentiating work for individual students.

There will be a learning and teaching environment at the SCOO where teachers will:

- Develop a classroom ethos where each student feels valued and able to share their views
- Involve the students at all stages in their learning

- Gather information about progress by using a variety of assessment techniques to suit the students and the nature of the learning e.g. observation, discussion, questioning, analysis, marking, self/peer assessment, testing
- Find out what students already know and make links between prior learning and the new learning
- Frame clear learning objectives
- Share learning objectives and the criteria for successful learning
- Enable the students to know what they are learning, why they are learning it and how it fits into the 'big picture' of the course
- Differentiate and adjust planning and teaching in response to students' learning needs
- Help students understand how they learn effectively
- Recognize that mistakes are an important part of learning and an opportunity to take learning further
- Use different types of questioning to help learning
- Develop peer and self-assessment
- Use effective marking and feedback
- Use the potential of all assessment opportunities, including tests, to move the student's learning forward
- Use analysis of all assessments to identify strengths and areas of weakness and make a difference to their planning

ATTENDANCE

One of the key areas that SCOO is aiming to address is the attendance of the students who are referred. The local context is one of a significant issue with overall absence and the level of persistent absence. The table below illustrates the situation from the 2013 DFE Performance Tables. If students are to make progress then they obviously need to be in school. If students are not in school then they will not progress. However, the curriculum needs to be engaging and they need to want to attend school.

On the table below it can be seen that Sunderland as a Local Authority is worse than the national average for both absence and persistent absence. Eight of the 18 Schools or Academies have overall absence rates that are not just worse than the average for England but also for that of Sunderland LA. Indeed only two schools perform better than the average for England. In terms of levels of persistent absence the situation is worse with 10 of the schools or academies performing worse than the Sunderland average and 14 worse than the average for the whole of England. The aspiration of SCOO must be to work towards at least being equal to the national average and above the local figures for Sunderland at that time.

2013 Attendance Data for Sunderland

| | Overall absence | Persistent absence: 15%+ |
|----------------------------|-----------------|-----------------------------|
| England - national | 5.8% | 6.5% |
| Sunderland LA | 6.8% | 8.1% |
| Schools | | |
| Academy 360 | 8.9% | 12.0% |
| Biddick Academy | 6.6% | 8.8% |
| Castle View Academy | 6.0% | 7.6% |
| Farringdon Academy | 6.7% | 7.0% |
| Grindon Hall Free School | 6.2% | 6.5% |
| Hetton School | 7.9% | 8.6% |
| Kepier | 7.1% | 9.6% |
| Monkwearmouth Academy | 5.9% | 5.3% |
| Oxclose | 5.4% | 5.6% |
| Red House Academy | 8.0% | 9.2% |
| St Aidan's Boys Academy | 6.7% | 8.5% |
| St Anthony's Girls Academy | 5.7% | 6.4% |
| St Robert's | 5.9% | 6.6% |
| Sandhill view | 7.3% | 9.5% |
| Southmoor Academy | 6.6% | 7.1% |
| Thornhill | 7.1% | 9.5% |
| Venerable Bede | 7.3% | 9.6% |
| Washington School | 8.0% | 11.0% |

Punctuality and attendance are key life skills and essential to future employers that set high expectations around this for each employee. There is evidence to show that there is a correlation between attendance and achievement; students with an attendance record of over 95% are a third more likely to achieve 5 A* -C grades at GCSE than a student with 90% attendance at Key Stage 4. At a personal level, the ability to maintain the self-discipline required for attendance and punctuality is a transferable skill required by young people within their academic career and future role as a citizen and employee.

It is quite possible that a number of the students who are referred to SCOO will be demonstrating their under-engagement with mainstream education by having a poor attendance rate and a high level of absenteeism. However, SCOO will operate a zero tolerance attitude towards students being absent. There will be an expectation that a student is in school every day and this will be made clear at the point of referral.

The Sunderland Centre of Opportunity, as with most Schools and Academies, will operate a first day response system whereby if a student is not in the Centre by 9.30am and there has been no legitimate communication from the parents/carers then SCOO will attempt to contact them by phone, text or email. Students may need to be transported to the school by the Placement Officer.

Specific target

A target of 95%+ attendance will be set for every student who attends the Sunderland Centre of Opportunity.

BEHAVIOUR

The Behaviour system established within the Sunderland Centre of Opportunity will reflect the vision and ethos outlined in section C. It is important that the systems and processes established are understood by all involved and that the young people recognise how crucial they are to their success. A core principle underpinning the entire behavioural system will be that of respect for the uniqueness of the individual, a respect which runs staff to student, student to staff and student to student.

The system will be informed by Ofsted criteria and examples of best practice models. It will though be bespoke to the Sunderland Centre of Opportunity and will draw upon the obvious links to the sport of football with the use of things such as red and yellow cards and penalty points. It will be consistently applied by all staff and as part of the employer induction there will be input on the system so that the same expectations apply and the same language is used.

At the end of a student's placement they will return to their host school with a behaviour profile which includes both quantified and qualitative information detailing any incident and interventions used.

SCOO is keen to involve the commissioners initially in consultation about the detail of the system but it is possible here to give a flavour of the likely content.

The key elements of the system will be:

1. Rights and Responsibilities: Clearly define expectations with regards to Rights and Responsibilities
2. Students' Agreement: Every student will be asked to sign a Students' Agreement (personally owned and kept) that builds in expectations. This will be countersigned by the parents/carers of the young person.
3. Celebrate Achievement: Achievements at all levels will be celebrated, for the individual or groups with agreed rewards. These will be centrally recorded on SCOO's MIS.

4. **Behavioural Policies:** A Behavioural Policy that is constantly updated with the involvement of the students will be in place. The policy will clearly state the types of sanctions that will be used if necessary and clear guidelines as to how types of incidents will be dealt with will be written down. Each of these elements will be clearly defined and communicated to the students. A couple of possible examples are shown below.

Rights and Responsibilities

All members of the community have the right to:

- Feel safe from physical or verbal threat or attack
- Be able to work and learn without other people making it difficult
- Be treated with fairness and respect at all times

The community has the responsibility to:

- Help all individuals to get the best out of the SCOO
- To be aware and understand the rules of the SCOO
- Impose fair consequences on students who significantly or consistently break these rules

Students' Agreement

For example:

- Arrive on time and be punctual to all sessions.
- Be ready to learn
- Participate in all sessions
- Do the work that is set and let others do theirs
- Treat all others with fairness and respect
- Report all incidents of bullying, vandalism, homophobia or racism
- Act sensibly and in ways that do not endanger myself or others
- Respect the room, equipment and other parts of the building
- Respect other groups in the community and be a positive role model
- Take responsibility for my own behaviour and learning
- Follow instructions
- Take support from staff if feeling angry or upset
- Support others who may be having a difficult day
- No swearing at any time
- Hand in mobile phones, iPods, etc. at the start of the day
- Do not smoke in the building or bring in or use alcohol/drugs on the premises
- Obey Health and Safety rules

The governors will nominate a specific governor with the responsibility for attendance and behaviour. Each term the Principal will include within the report to governors a section on attendance and behaviour within SCOO.

Specific behaviour targets

At the point of the initial needs assessment, any behavioural concerns will be carefully identified. These will then become personalised weekly behaviour targets as part of a student's ILP. Those targets will be revisited each week as hopefully those barriers to learning are being broken down.

QUALITY OF TEACHING

Having appropriate systems in place to track and monitor achievement, behaviour etc. are enormously important but students making real progress in their learning will be primarily influenced by the quality of teaching. It is the aspiration of the Sunderland Centre of Opportunity that the quality of teaching in the centre to be judged outstanding and to have such characteristics as:

- Teachers having consistently high expectations of all students and planning and teaching lessons that enable students to learn exceptionally well across curriculum areas;
- Teachers systematically and effectively checking student understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact;
- Teachers and other adults imparting knowledge to ensure that students are engaged
- Consistent high quality marking and constructive feedback to help students make significant and sustained gains
- Teachers using well-judged teaching strategies, clearly directed and timely support and matching students' needs accurately

The aspiration is to have by the end of the first year of operation is for all of the teaching typically seen within SCOO is judged to be good or better. To get to that point the Principal and Director of Curriculum will oversee a programme of monitoring and support. This will include:

- Learning walks and observations
- Work scrutiny
- Curriculum area reviews
- Student voice
- Parent voice
- Commissioner feedback
- Individual meetings with staff
- Continuous Professional Development
- Self-evaluation

What is essential is that if there are members of staff who, for whatever reason, are having difficulties with their teaching that a clear and plan of training and support is put in place with measurable milestones and outcomes.

Each term, the Principal will report back to the Governing Body the findings of the monitoring and evaluation carried out by the Principal and the Director of Curriculum. The Governors will designate at least one governor as having responsibility for teaching and learning.

Specific target for quality of teaching

- By the end of Year 1 of operation all teaching typically seen in SCOO would be judged good or better

LIAISON WITH PARENTS, COMMISSIONERS AND OTHER AGENCIES

The Sunderland Centre of Opportunity believes that it is enormously important that it establishes positive and open relationships with the parents/carers of the students and the commissioners. Such good relationships can only increase the chances of a student being more successful and ultimately being reintegrated back into their mainstream school.

At the point of referral and the initial needs assessment SCOO wants parents to be part of that discussion. It is important that SCOO has as much information about the young person as possible and parents/carers are ideally placed to provide that. That dialogue and conversation needs to continue throughout the length of the placement. Review points will be built in, normally at 4, 8 and 12 weeks to which parents are invited to attend. At those reviews the student profile information is shared with parents, targets are reviewed and amended if necessary. Parents/carers will receive a hard copy of that profile document.

However, it is important that parents/carers know that at any point during the placement that they have a named person within SCOO who they can contact to ask questions, raise concerns or make us aware of information. Similarly SCOO would contact parents if there were issues to raise rather than wait for the next official review point.

Parents/carers will be actively encouraged to become involved in supporting their child in the voluntary after school sporting/enrichment opportunities as part of an opportunity for family learning. We would look to use the expertise of the Family Learning Team based elsewhere within the Foundation of Light structure.

At the end of a placement SCOO will conduct an exit questionnaire with the student, parents/carers and the mainstream school to ascertain their satisfaction with the placement and any outcomes of that placement.

Specific targets for student/parents/carers/commissioners

- It is not unreasonable to set a target of 80% satisfaction from students, parents/carers and commissioners.

OPTIONAL ENRICHMENT ACTIVITIES

There has been built into the Year 9 placement model and both the short and long term placements for Years 10 and 11 mandatory sessions of sport, making use of the facilities within the Stadium, the Beacon of Light and in the adjacent Aquatic Centre. Unless there is a medical reason for not taking part in those sessions the target is for 100% participation on the part of each student.

Within the typical day for students in Years 10 and 11 there is a timetabled facility for mandatory sport/enrichment of 3 hours per week. The same principle of participation as for Year 9 will apply here. However, there is also a facility for optional sport/enrichment at the end of the school day to cover up to 4 hours per week. As mentioned above, these sporting/enrichment activities will be delivered through the Kicks Project utilising skills and expertise from the Premier League for Sport.

It is important to state again that the students being dealt with are students who previously have been under-engaged with mainstream, and likely to have an attendance issue. The thought of staying an additional hour after school may be an anathema to many of the students, particularly at first. However, the aspiration of SCOO must be that over time some of the students will become involved on a voluntary basis. Therefore, a target of 50% of students taking part in voluntary activities at some point during their placement is not unreasonable.

Specific targets for Sport/Enrichment activities

- In Years 9,10 and 11 100% of students will take part in the timetabled mandatory activities
- In Years 10 and 11 50% of students will take part in the voluntary activities beyond the core school day.

D3 STAFFING STRUCTURE

RATIONALE

The nature of the provision to be offered by the Sunderland Centre of Opportunity, together with the comparatively small numbers of students attending on roll mean that the staffing structure from the outset will need to be flexible with many people carrying multiple roles which in a mainstream school might be performed by different people.

In addition, at this stage it is not known which subject the Principal and Director of Curriculum will offer as both of these members of staff will potentially have a teaching commitment as well as a leadership and management responsibility.

In respect of the taught aspect of the curriculum a decision has been made to stick with fairly traditional timings for a school day. The students who will attend SCOO are students who are under-engaged with mainstream and may have a poor attendance record. Whilst a formal extended day was considered it was felt

that the students in question might actually find it easier for transition into and out of their host school if the core school day followed traditional timings. The optional sporting or enrichment activities before and after the school day will be staffed through funding from the Premier League Kicks Project.

Having reached that decision about the school day it was felt that there was nothing to be gained by deviating from the School Teachers Pay and Conditions Document. The Members of the Trust and the Governors have decided, however, that support staff will not be paid as by the Local Government Pension Scheme but rather, as with staff employed by the Foundation of Light be part a private pension scheme.

GROWTH

With such small numbers of students, especially in Years 1 and 2 and therefore the need to make at times what will be part-time appointments, it is recognised there maybe difficulties in terms of attracting not just part-time staff but also quality part-time staff (although the Foundation of Light has an excellent track record of attracting quality staff). The Stadium of Light, where SCOO will be based for the first year, and then the Beacon of Light, will also not have facilities for Science. So when the consultation was taking place with schools and the Local Authority as potential commissioners, along with discussions with Sunderland College, it was raised with some schools and the College the possibility of using their Science Labs and buying in staff expertise. A number of positive responses were received to that conversation and further discussions would be had in the future about buying staff time in until such a point that the SCOO can appoint the quality staff that it needs to work successfully with the students who will be referred to us. However, it is important to state that the preferred option of SCOO would be to appoint its own staff.

The overall number of teaching staff who will be employed by SCOO is small. However, there will be a large number of support staff who will be employed to help support the needs of the students. In addition, an amount of money has been set aside each year in the budget to enable SCOO to commission additional support services from external agencies should the needs of individual students demand. This is fully explained later in this section.

The build-up of the staff, both teaching and support staff is shown on the table below. The SLT is small and compact with the Principal, Director of Curriculum and the Business Manager and is in line with the comparative small size of the provision. The Director of Curriculum, also paid on the leadership spine, will deputise for the Principal when necessary and assume normal Vice-Principal responsibilities as well as being the designated SENCO for the Sunderland Centre of Opportunity.

Co-ordinators for English, Maths and Science will be appointed and will receive an appropriate Teaching and Learning Responsibility Point (TLR) but the Director of Curriculum will oversee ICT and Humanities. In respect of vocational delivery, the Director of Curriculum will liaise with the Curriculum Lead for the World of Work from within the Foundation of Light whose role it will be to allocate and quality assure all aspects of vocational delivery.

The physical size of the teaching staff will remain quite tight and compact even as it grows to capacity at the start of Year 4, but the aim is always for no group size to be any larger than 10 students, and probably less, due to the nature and needs of the students who will be attending SCOO. Each group will also be supported by a teaching assistant to support the personalised approach required in order to make this provision successful and in doing so to help the students make rapid progress.

One of the teaching assistants appointed will be a Higher Level Teaching Assistant. This person especially will play a key role, although not an exclusive role, in the reintegration of students back into the mainstream school. As the provision grows in Year 4 to accommodating up to 80 students at any one time, a second such post will be created. It is likely that one of the posts will focus on Year 9 students, whilst the other post focuses on Years 10 and 11 students.

The post of Pastoral Support Worker/Placement Officer will be an integral part of the pastoral care of students. They will co-ordinate and be involved with the 1-1 mentoring for students, and certainly in the first two years will have the Principal working alongside them. In addition, this post will also cover the work placements each week, visiting the students on a regular rolling programme supporting them but also monitoring and quality assuring the work place provision. It will be the responsibility of this person to ensure that all placements that are due to receive a student on work placement have had an appropriate member of their staff trained and inducted into the procedures to be followed. In Year 4 a second post like this will be created to cope with the significant increase in work placements which will need to be managed.

The Foundation of Light has considerable experience over many years of delivering vocational courses to a variety of school and community settings. It is the intention of SCOO not to directly employ any staff to deliver vocational learning but rather to commission the service from the Foundation according of the needs of the students. This will allow a flexible enough budget to respond immediately to need and not to have staff employed to find then that the needs of the students are different.

Staffing Years 1-4

| Staff/Year | September 2016 | September 2017 | September 2018 | September 2019 |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | | | | |

| Students on Roll | 40 | 40 | 60 | 80 |
|-----------------------------|------------|------------|------------|-------------|
| Leadership Team | | | | |
| Principal | 1.0 | 1.0 | 1.0 | 1.0 |
| Director of Curriculum | 1.0 | 1.0 | 1.0 | 1.0 |
| Business Manager | 1.0 | 1.0 | 1.0 | 1.0 |
| Total Leadership | 3.0 | 3.0 | 3.0 | 3.0 |
| Teaching staff | | | | |
| English Co-ordinator | 0.7 | 0.7 | 1.0 | 1.0 |
| Maths Co-ordinator | 0.7 | 0.7 | 1.0 | 1.0 |
| Science Co-ordinator | 0.5 | 0.5 | 0.8 | 1.0 |
| English | 0.0 | 0.0 | 0.4 | 0.6 |
| Maths | 0.0 | 0.0 | 0.4 | 0.6 |
| ICT | 0.3 | 0.3 | 0.5 | 0.8 |
| Humanities | 0.0 | 0.0 | 0.2 | 0.4 |
| Vocational delivery | 2.0 | 2.0 | 3.0 | 4.5 |
| Total teaching staff | 4.2 | 4.2 | 7.3 | 9.9 |
| Support staff | | | | |
| Higher Level TA | 1.0 | 1.0 | 1.0 | 2.0 |
| Teaching Assistants | 3.0 | 3.0 | 5.0 | 6.0 |
| Senior Administrator | 1.0 | 1.0 | 1.0 | 1.0 |
| Administrator | 0.5 | 0.5 | 0.7 | 1.0 |
| PSW/Placement Officer | 1.0 | 1.0 | 1.0 | 2.0 |
| Total support staff | 6.5 | 6.5 | 8.7 | 12.0 |
| | | | | |

EXTERNAL NETWORKS

As part of its striving for excellence, SCOO will be working closely with a local teaching school and the Headteacher who is a National Leader for Education. He is keen for a suitable number of trainees from the teaching school to be placed within SCOO for a placement as part of them gaining experience of the range of school types which exist. In addition SCOO will be able to access the CPD opportunities provided through the teaching school if they are appropriate.

The Governors are also very keen that the Sunderland Centre of Opportunity explores such programmes as Talented Leaders and Future Leaders and seeks to become involved with them.

Business Mentors

Not on the staffing structure, but of real importance to the whole pastoral support structure will be the use of volunteer mentors from businesses associated with the vocational areas being offered. These volunteers would be fully trained, supervised by the PSW and able to commit at least one hour each week to mentor some of the students and to expose them to further aspects of the world of work and what employers are looking for in young people. A number of businesses are already committed to supporting this aspect of the provision.

The volunteer business mentors are unlikely to be involved with a student in the early stages of a placement. It is more likely that in those early stages a member of SCOO staff with pastoral expertise, or indeed an external agency working with the student, will be supporting the student. As the student progresses further into their placement and perhaps the largest of the issues affecting that young person have been addressed or were being addressed, at that point the volunteer business mentors would begin working with the young person with perhaps more of an academic or IAG focus.

Other agencies

The Foundation of Light has a vast network of external support partners. Other agencies will be commissioned or utilised where necessary dependent upon the assessment of each individual student.

LEADERSHIP AND MANAGEMENT

The Members of the Trust and the Governing Body will establish a governance and staffing model for the School that mirrors best practice as it develops. This may include the provision of a commissioned shared service offer from the Foundation of Light, Sunderland Football Club and the Beacon of Light that includes finance, HR, recruitment, catering and other contracted services which will provide a cost effective model to the Sunderland Centre of Opportunity. It is important any procurement is transparent.

The leadership and management of the SCOO are critically important in ensuring that every student is successful in achieving his/her personal targets, both academic and personal. All staff will go through a rigorous induction programme upon their appointment so that they clearly understand the Trust's expectations. The Governors and the SLT will ensure that all systems and processes are put in place to both support the Trust's expectations but also to support the staff. Leadership will be distributed throughout the school so that everyone knows and understands their role in re-engaging the students and then driving forward student achievement.

The Principal will lead and manage the work of the Senior Leadership Team (SLT), who in turn will lead and manage the staff for which they have line management responsibility. Curriculum co-ordinators and subject teachers will lead and manage the work of their students and students will assume responsibility to manage their own learning.

The Principal

The Principal will establish a strong strategic direction for the Sunderland Centre of Opportunity by leading on the creation and development of the most important systems and processes. They will create the ethos and culture of high expectations, which will re-engage students and drive standards forward. The main activities will be:

- Engagement with the SCOO's Trust & Governors
- Engagement with all commissioning bodies

- Executive responsibility for Safeguarding and Health and Safety issues
- Operational responsibility for Child Protection
- Vision and ethos and strategic planning
- Leadership of the Senior Leadership Team
- Ensuring the development of an improvement plan which is rigorous and fit for purpose
- Links with strategic partners
- Government agendas and their likely impact on SCOO
- Staffing
- Operational management of the staff appraisal system and its links into the SCOO's continuing programme of professional development
- Publications
- Achievement
- Recruitment
- Running the SCOO as an effective business
- Liaising with the team responsible for building the Beacon of Light and ensuring that the provision within for the SCOO is suitable and appropriate

Senior Leadership Team

The SLT, led by the Principal, will consist of:

- Director of Curriculum, providing exemplary strategic leadership, curriculum development, outstanding pedagogic practice, responsible for achievement and standards, student inclusion and transition, student development, health & well-being and acting as designated SENCO
- Business Manager including responsibility for Operational Management, all operational financial matters, operational management of safeguarding and health and safety.

All members of the SLT will contribute to the overall leadership and management of the SCOO, to develop an ethos and culture of high expectations, which will drive standards forward. Each member of the SLT will have specific areas of responsibility. The identified areas of responsibility given below are not restrictive. It is important to acknowledge the size of the list of responsibilities. The list is comparable to that seen in a large mainstream school. SCOO is considerably smaller but most of those areas of responsibility still apply, albeit on a lesser scale.

Director of Curriculum

This role will oversee all matters concerning curriculum structure and development along with matters related to improving the standards of teaching and learning experiences. The holder of this post will ensure the SCOO develops excellence in the delivery of the learning at the core of the student offer. The Director of Curriculum will ensure the curriculum is both challenging and rewarding for each student and that through regular monitoring and mentoring activities each student has an Individual Learning Plan which reflects their current stage of pro-

gression and appropriate pathways are being followed and kept open for future progression. This role will also ensure the direct link between pastoral care and academic performance. Main activities will be:

- Curriculum development
- Teaching and learning
- Deputising for the school Principal as required
- Liaising with the Curriculum Lead for the World of Work from the Foundation of Light over the use of Foundation staff for vocational delivery
- Line managing the Placement Officer
- Operational responsibility for student transition into, through and out of SCOO
- Strategic and operational responsibility for all pastoral, behavioural and attendance systems developed within SCOO
- Reporting and on-line reporting
- Achievement
- Oversight of timetable
- AFL and differentiation
- Teaching standards
- SENCO
- Gifted and Talented
- Staff Induction
- Operational responsibility for liaison with all commissioning schools
- Project based curriculum for the personal development projects
- Progress/attainment and Data

Business Manager

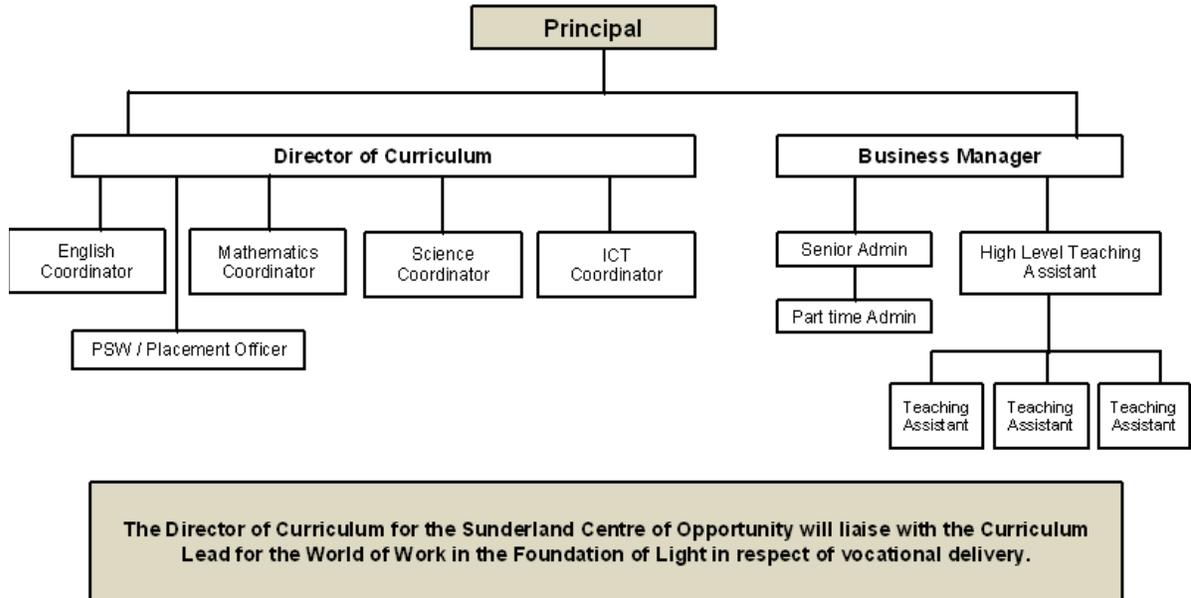
The Business Manager will be a member of the SLT and directly responsible for the operational activities of the School on a day-to-day basis. The main activities will be:

- Shared Services including facilities management
- Finance (planning and management)
- HR – liaising with the FOL where appropriate
- Support staff
- Use of premises
- Line manager for administrative staff and teaching assistants

Line Management

The flow chart below demonstrates how all of the staff fit within a framework of accountability and line management. All staff who assume an appraiser role within the appraisal system will be appropriately trained in order to carry out that role. Due to the small size of the provision and of the staffing levels all staff will perhaps be taking on additional responsibilities.

LINE MANAGEMENT FOR YEARS 1 AND 2



The SCOO through the SLT will co-ordinate an overall appraisal and review system and ensure that all staff are well supported and challenged.

The SCOO will value contributions from all members of staff and will achieve and maintain appropriate recognition for high quality staff development. Furthermore, the SCOO will expect all staff to fully involve themselves in appropriate training and development in order to maximise the experience for students. As such, all staff whatever their responsibility, will be seen as leaders modelling the ethos and standards of the Sunderland Centre of Opportunity.

The Leadership team will review specific responsibilities regularly to best match experience and skills with the need for individual development. Consequently the responsibilities above should be expected to change over time to ensure full team development and support and the opportunity, perhaps as SCOO grows beyond the fourth year for the curriculum co-ordinators to take on additional responsibility beyond their own subject area.

ACCOUNTABILITY AND APPRAISAL

The Governing Body will set the Principal's objectives after consultation with a professionally trained external adviser with experience in head teacher appraisal. Objectives for each teacher will be set before or as soon as practicable after the start of each appraisal period. The objectives set for each teacher, will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the Trust's plans for improving the educational provision and performance for our students. The SCOO will share with all teachers the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of Professional Standards for Teachers current at the time of the appraisal. The Principal will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them e.g. with respect to leadership duties and operational responsibility.

A similar annual appraisal framework will be developed for all support staff employed within the SCOO. Those support staff who take on the role of appraisers will receive appropriate training for the role. A key principle within the framework to be developed is that the objectives set are objectives which will be in support of the improvement plan for SCOO.

D4 ASSESSING THE NEEDS OF THE STUDENTS

STUDENT COHORT

The young people for whom the Sunderland Centre of Opportunity is intended are those who are lacking positive and productive engagement within mainstream provision often resulting in poor attendance. These students may already be at risk of, or indeed have a history of, fixed term exclusions. They are likely to be students who are on the margins of mainstream schooling but not those necessarily with complex needs, and potentially represent future NEET statistics.

It is expected that a significant number of students referred to SCOO will demonstrate behavioural issues. Those behaviours are not necessarily severe in nature but nevertheless are impacting upon their learning and of their peers. They are students who are not responding to the usual behaviour management strategies within a mainstream school and whose academic progress has stalled.

RISK OF NEET

A major thread throughout this application is the recognition of the prevalent NEET issue within Sunderland and the need to offer a holistic curriculum that prevents young people from becoming a NEET statistic of the future. During the pre-opening period the Sunderland Centre of Opportunity intends to explore with Sunderland Local Authority the use of RONI – Risk of NEET Index - an index used by a number of Local Authorities in the North East to help identify students who might be at risk of becoming NEET.

The index is calculated using information available on students at the end of years 8, 9 and 10: The SIMS data used is Eligibility for FSM; Special Needs (Level x Primary Need); Exclusions; Attendance in the last year; FFT Predicted attainment at A*-C and A*-G; is the student LAC or not; a score for those who are

involved or have had involvement with the Youth Offending Team. We would like to use this index in conjunction with our commissioners to identify potential NEET students as early as possible. However, RONI will not be the determining factor. Other contextual information from the mainstream school will also be important. RONI and additional information could then become part of the decision-making process of a commissioner about referring a particular student.

INITIAL ASSESSMENT

Section E3 outlines the referral criteria which will be used as the basis for a commissioner deciding whether to submit a referral to SCOO or not. However, those criteria are there as a guide and not as a totally exclusive list. Existing positive relationships with commissioners will enable the SCOO to negotiate a referral pathway that best suits the young person's needs, in line with school expectations for achievement

The initial assessment of the student's needs will take differing forms dependent upon age and ability of the student using current information held by schools and in discussion with parents/carers. It will also be determined by whether it is the Local Authority commissioning a place from its allocation each year through its Central Provisions Panel or whether it is an individual School/Academy dealing directly with the SCOO to try to access one of their commissioned places. However, the initial meeting with the commissioning school, student and family will be managed by the Principal or by the Director of Curriculum, accompanied by the Pastoral Support Worker. At that point a decision will be taken as to the nature of any future assessment of need.

A significant feature of the initial assessment process is to understand the young person; what the specific issues might be that are impacting upon their ability to learn and develop within mainstream school and devise a way forward to break down any barriers. This will ensure realistic expectations of outcomes and achievements are agreed between the student, school and their family for the length of the placement. This initial assessment will also be used to identify external supports services required in relation to specific individual needs.

From the perspective of the young person, although they will undoubtedly see the initial needs assessment as a formal process, they also need to feel that there are adults who are listening, who are prepared to try to work with them and who care about them as an individual. The assessment should be the beginning of a nurturing relationship where the young person can grow and make rapid and accelerated progress.

Year 9

For a student in Year 9 who is being referred for a place on the 12 week programme the initial referral will come from the commissioning school or LA (see

attached). Sections relevant for the family will be completed at the initial assessment meeting, in consultation with SCOO.

SCOO Senior Leadership Team will discuss the referral with the commissioning school prior to arranging an induction meeting with the student, family and school. This will take place within three working days. As a result of this discussion additional specialist support services may be approached for further advice or involvement.

Together with the induction meeting, SCOO will carry out baseline assessments with each student at the start of their placement to gauge levels in English and Mathematics. This will help to inform the individual academic and pastoral targets to be set for that young person, together with staging posts along the journey where progress will be reviewed. These targets reflect relevant KPIs (as referred to in section D2).

As part of the initial assessment there is a need to include the predicted and expected grades to be achieved by the student in each of their GCSE subjects. There needs to be also included the most recent formal assessment carried out by the school in each subject area. In respect of English, Maths and Science there will need to be specific information provided as regards areas already covered in those subjects. This will be crucial for teaching staff planning work for the student. The curriculum is flexible enough also so that if a student would benefit from additional support time in English or Maths that can be built into an individual learning plan and timetable with weekly targets for improvement in specific areas.

At the initial meeting review dates will be agreed, occurring every four weeks, with parents and commissioners receiving a profile report prior to the review meeting. The purpose of the meeting at week eight would be to plan a reintegration programme.

Also present at the initial meeting will be the Pastoral Support Worker who will liaise with the student's tutor/mentor and be the point of contact for the family, disseminating information and answering any queries they may have.

All staff will access each student learning plan to ensure individual needs are considered and addressed. Weekly tracking sheets will record progress on the SCOO's Management Information System highlighting areas of achievement and concern. This record is then discussed with the student in one-to-one reviews and updated as appropriate. The PSW will ensure the Director of Curriculum is informed of any student concerns and the need to follow up agreed actions.

Informal assessment will be carried out on a daily basis by SCOO teachers. Formal assessments will take place every six weeks. Progress against outcomes

will be recorded on the Management Information System and will inform subsequent review meetings with individual targets amended accordingly.

During the eight week review a reintegration programme will be agreed if appropriate. The student will be supported in the reintegration programme by a member of staff from SCOO. The aim would be that by the end of week 12 the student's reintegration into their host school is completed.

Years 10 and 11

The initial assessment process described above for Year 9 will be very similar for students who are in Years 10 or 11. However, whereas the Year 9 placement is always expected to be a 12 week placement, in Years 10 and 11 this could vary considerably in length, requiring an even sharper focus on how best to devise a programme for the student moving forward. The information coming through from the school is probably even more vital in Key Stage 4 with students likely to have already embarked upon GCSEs. SCOO is not set up to deliver a full range of GCSEs. That is not its purpose. It is being established to motivate and equip students with the tools necessary to reengage in the mainstream school environment, breaking down the barriers to accessing mainstream curriculum and to help them avoid becoming future NEETS. The SCOO curriculum will combine opportunities to achieve GCSEs and vocational credits towards Technical Awards, alongside personal and social development and the experience of the world of work.

An essential part of this initial process for a student in Key Stage 4 is for a 'risk assessment' to be carried out by the host school, along with SCOO, as to what impact will be had on the ability of a student to be reintegrated. This risk assessment is vitally important and a decision must be made by the host school in conjunction with the student and the parents/carers.

It is important that the school and the family of any student referred to SCOO in Years 10 or 11 needs to appreciate the implication of the risk assessment referred to above and their future reintegration into their host school. There will be a responsibility on the commissioner to recognise that and plan to meet it. That being said, an important part of the assessment process at the outset is to explore with the student and their family which vocational areas are likely to be of greatest interest and motivation. Students will be offered a carousel of work placements to begin with before settling on one particular vocational area for their experience of the world of work.

Perhaps the key decision to be made in conjunction with the student, family and the commissioner is around the length of the placement. What is going to best meet the needs of that young person? What is going to give them the best chance of re-engaging with learning and the best chance of success moving forward together with the best chance of not becoming a future NEET statistic?

These questions would be answered once knowledge of the student and an understanding of his/her needs have been established.

The programme of personal development and IAG is an essential feature in the SCOO curriculum to help to break down the barriers to learning. The unique deployment of Foundation of Light projects i.e. Tackle It and Kicks will positively engage students in this respect.

Whilst the reporting of progress and communication systems outlined for Year 9 will apply in terms of weekly tracking and six weekly formal assessments, the gap between reviews for Year 10 and 11 may vary.

The access to externally commissioned services to support any individual needs identified at the point of referral will be available to Key Stage 4 students also, paid for from a designated budget within the overall school budget.

Reintegration of the student back into mainstream will need to be carefully managed as per the initial risk assessment. A decision could be made in the best interests of the student to switch to a 1.5 or 2 day a week part-time placement which has a sole focus on the world of work. This would afford the opportunity to achieve vocational credits towards Technical Awards building upon what they achieved during their placement but which also enables the student back in school to continue with a number of core GCSE subjects.

STAFFING

The role of SENCO for the SCOO will be within the post of Director of Curriculum. With the size of the provision catering for up to 80 students it was felt that this role should be incorporated within the senior leadership team and not as a separate post. Its position within the Senior Leadership Team gives it status within the strategic direction and development of SCOO. The Director of Curriculum will be in a position to ensure that all students, including those with special or additional needs receive their educational entitlement and have access to the curriculum.

The Director of Curriculum will have strategic oversight of all SEN and Inclusion matters including planning, policy writing, advising and supporting other SCOO staff. The Director of Curriculum will prepare all necessary paperwork for relevant meetings and will attend meetings with outside agencies.

A central part of the Director of Curriculum role is to track student progress using all available data and evidence and to analyse and interpret for the benefit of all staff and demonstrate how it should inform teaching. An essential skill required will be to act as a role model for quality teaching and to inform and support colleagues in facilitating differentiated material within the classroom. This in turn

leads into a key aspect of the role also being to use CPD in a targeted and appropriate manner to help all staff to improve in their practice.

The location of the SENCO role within the strategic leadership of the Sunderland Centre of opportunity will ensure that it is at the forefront of all planning. The Director of Curriculum will work closely with the HLTA in ensuring that teaching assistants within the classroom are able to effectively support the students in their learning and the teaching staff in their teaching. The Director of Curriculum will also liaise closely with the Pastoral Support Worker to ensure that the social, emotional, behavioural and other pastoral needs of the students are being considered within the curriculum offer.

Additional Support

The SENCO role referred to above will be crucial in respect of identifying students who might need additional support with their learning and then planning to meet those needs. The daily timetable for the core school day is flexible enough so that if a student would benefit from, for example, 30 minutes of intensive support to help with English or Maths that the support can be arranged. At Key Stage 4 this flexibility can very much come through the afternoon sessions where the amount of time a student spends engaged on vocational learning can be adjusted both in the short and longer term. Similar flexibility exists for Year 9 where there is also the added time slot of 'start the day' which could be used for additional support for a young person.

Involvement of other external agencies

The Foundation of Light is two years into a four year project funded by a Lottery Grant aimed at improving the futures of specific primary children and their families. It is a project based upon enabling rapid access to a range of externally commissioned services to support the needs of the young person. The agencies used through this project are privately run or are part of the voluntary and community sector. All are approved and all have access back into the statutory services provided through the Local Authority and the City Council. The evaluation at the end of the first two years is extremely positive and has exceeded targets set at the beginning.

The SCOO will use this model developed and translate it into a secondary setting. Referral is through a very similar process to that of CAF but with the considerable advantage of rapid access to external services and agencies such as counselling, physiotherapists, speech therapists, specialist dealing with substance misuse, domestic violence and behaviour management within 48 hours. In consultation with schools the slow response and involvement of external support with the students was a significant source of frustration. With this removed specific needs can be addressed and potential barriers lifted immediately. This support can be written in at the outset to the Individual Learning Plan for each student.

If as a result of this process an issue of safeguarding arose it is referred immediately through the correct local channels and all relevant information is fed back to statutory services where appropriate.

SAFEGUARDING, BEHAVIOUR AND ATTENDANCE

Some of the students referred to SCOO may well have specific behavioural issues. These will have been discussed and identified at the initial assessment and suitable strategies put in place, along with specific weekly targets for behaviour. Those targets will be being reviewed weekly in the 1-1 sessions a student has with their tutor or mentor. If there is no discernible improvement in the behaviour patterns of the student by the time of the four week review then consideration will need to be given as to the commissioning external behavioural support to work with that young person. The Pastoral Support Worker, through their weekly checking of the individual monitoring sheets will be identifying if any potential pressure points are developing and it will be their responsibility to alert the Director of Curriculum if early intervention is necessary.

If the behaviour being demonstrated in those early weeks is severe then the first review would be brought forward to revisit the ILP for the student and to put in place additional support. Important to say also is that extreme behaviours, particularly any that endanger the safety of students or staff will short-circuit any system and involve the Principal, the parents/carers and the host school immediately.

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If the behaviour demonstrated in those early weeks is severe then the first review would be brought forward to revisit the ILP for the student and to put in place additional support. It is important to note that extreme behaviours, particularly any endangering the safety of students or staff will involve the Principal, the parents/carers and the commissioning school immediately.

Managing Attendance

Some students attending the Sunderland Centre of Opportunity may have had poor attendance records in their mainstream setting, sometimes stretching back over a number of years. In order to demonstrate the importance of high levels of attendance to staff and students, a number of strategic and operational strategies will be put in place to both support and monitor attendance. However, those strategies will be underpinned by a zero tolerance approach to a student being absent. It will be clearly explained to the student and the parents/carers at the initial meeting that the student is expected to be in SCOO every day. A target of 95%+ attendance will be set for every student.

The Director of Curriculum will have overall responsibility as Attendance Manager and Family Liaison Lead and will be fully proactive in overseeing attendance on a daily basis.

- Director of Curriculum to lead on all issues relating to attendance and behaviour
- Director of Curriculum to line manage the PSW who will in conjunction with the Senior Administrator manage the attendance on a daily basis
- Investment in software to track student attendance

Operational:

- Daily electronic registration at 09.00
- Text and email follow up by administrative staff to parents/carers and students.
- 'Return to School' interviews following unexplained absence
- Parent / carer interviews initiated by persistent or regular patterns of absence. These will be managed by the Director of Curriculum.

Section E: Evidence of need – part 1

| | Year 1 | | | | Year 2 | | | |
|---|--------|----|---|-----|--------|----|---|-----|
| | A | B | C | D | A | B | C | D |
| Key Stage 1 | | | | | | | | |
| Key Stage 2 | | | | | | | | |
| Key Stage 3 (Year 9) | 20 | 20 | | 100 | 20 | 20 | | 100 |
| Key Stage 4 | 20 | 20 | | 100 | 20 | 20 | | 100 |
| 16-19: commissioner referred | | | | | | | | |
| 16:19: student applications | | | | | | | | |
| Totals | | | | | | | | |

Contextual Evidence of Need

The Sunderland Centre of Opportunity is being developed to work with those young people who currently are under engaged in mainstream provision, who perhaps display behavioural issues or have an attendance problem and who are at risk of exclusion. They are likely to be students who are on the margins of a mainstream school but who perhaps do not necessarily display complex needs. They are students for whom a traditional curriculum is not necessarily appropriate and engaging. They are students who could well become NEET statistics of the future unless there is appropriate intervention put in place.

Commissioner Demand

Whilst initial conversations began with Sunderland Local Authority in July 2014, the real consultation with schools as potential commissioners did not begin until September. Since that time meetings have been held with 15 of the 17 secondary schools within Sunderland, the Pupil Referral Unit, [REDACTED], along with three other secondary schools in Durham. Durham is the authority bordering Sunderland and a geographical area already serviced by the Foundation of Light.

With the exception of one telephone conversation, all of the other discussions were through a face-to-face meeting.

The discussions with the LA and the schools have been integral to helping to shape the curriculum offer currently proposed. That offer reflects the provision which schools feel will best meet the needs of their young people.

A number of key issues arose through the consultation process:

- Sunderland LA and the schools acknowledged that whilst the local PRU was doing a good job that 'it was bursting at the seams' and could not provide all of the places required to meet the demand. Equally, there was a group of young people, perhaps on the cusp of PRU referral for whom currently there was insufficient provision locally;
- 12 of the 17 schools spoken to felt there was a very definite need around the area of students who were under engaged in mainstream education and who would benefit from something additional and alternative;
- An increasing number of schools have developed their own in-house provision but still felt that an alternative such as the one proposed in the Sunderland Centre of Opportunity with a focus on, and access to, the world of work is just what is required for specific students who are disengaged with schooling;
- Schools liked the prospect of continued multi-agency working to support the child;
- The initial discussions had revolved around alternative provision at Key Stage 4 but it became very clear that a significant issue existed at Key Stage 3, particularly Year 9. Eight schools were particularly vocal in this regard and as a result of that the thinking about the provision changed to incorporate the potential for a placement in Year 9;
- The majority of schools said that enabling any student referred to the Sunderland Centre of Opportunity to achieve enough to hit Ebacc and Progress 8 measures was a consideration but that such is the nature of these students that it was far more important to try to get them re-engaged and motivated; to get them to a point where they achieved as much as possible in terms of performance table measures but that they also had the opportunity to develop their employability skills, to gain credits towards Technical Awards and to experience the world of work.
- Through the ongoing conversations with potential commissioners the nature of the various curriculum models evolved, as described earlier in section D. What developed was a flexible 12 week placement for Year 9 whilst at Key Stage 4 there would be short and long term placement options where GCSE, Vocational and Work Experience were involved as well as a part-time model which focussed purely on the world of work and would last 1.5/2 days each week
- Commissioners grew increasingly keen on the part-time model as some of them felt that it enabled them as the home school to retain control over the overall education of the student but that the part-time placement would help to meet some of the needs of those students and hopefully help them to become re-engaged with other aspects of their education. Communication with the home schools is vital
- A key feature from commissioners was for the alternative provision offer to be flexible enough to meet the needs of the students

- In discussion, a number of Headteachers also expressed concern about the other alternative providers within Sunderland beyond the PRU. Issues of quality and effectiveness were paramount in the comments made, allied to value for money. Those views were echoed by the Local Authority.
- Concern about budget was a consideration for most schools as Headteachers attempt to manage finances that are shrinking in size
- Nine of the 15 Sunderland schools spoken to said they would commission places immediately

The discussions with the secondary schools in East Durham followed similar lines as those with Sunderland. The five schools in question who have expressed interest are in Peterlee and Chester-le-Street. Issues of capacity and quality were major concerns as was the travel distance involved to get students to the Durham PRU. The length of time to get a placement was quoted as being at least 8 – 10 weeks which they viewed as being far too long in respect of addressing the needs of the students. The view of the Headteachers was of the need for a credible, quality alternative provision that had real currency for the young people moving forward into post-16. They saw the models being proposed by the Sunderland Centre of Opportunity as doing that.

These commissioners understand the key features of the proposed Alternative Provision Free School; recognise there is need for additional high quality AP places; have committed to placing a specific number of students in the Sunderland Centre of Opportunity for the first two years and have agreed to pay the top-up fee as required.

The consultation identified at least 40 students that could access the provision were it to open tomorrow.

The Foundation of Light has a Strategic Partnership with Sunderland City Council who are supporting this application.

Pressure on Local Provision

Discussions with local Headteachers confirmed very forcefully that whilst it is doing a good job the PRU is unable to cope with the demand being placed upon it. 2013/2014 saw a 40% increase in the number of young people considered by the Central Provisions Panel in Sunderland for a place at the PRU. There were 77 referrals for a 64 place provision. At the same time the number of referrals to Pis-top, the current provision offered by the Foundation of Light also saw an increase of 10% in referrals

In looking at the pattern of managed moves within Sunderland over the last three years it is clear that due to the pressure on the PRU Headteachers are trying more managed moves as a solution to specific situations. Over the last three

years the figures have increased from 70 managed moves to 94. Worryingly, 43% of those 94 moves last year ended in failure.

Such statistics add weight to the need for additional alternative provision within Sunderland to build capacity.

Whilst capacity is undoubtedly a significant issue, also of serious concern to Headteachers is the length of time that elapses before a student is possibly admitted to the PRU. Some comments were of waiting times of about eight weeks in certain cases. In the meantime that student remains exhibiting the needs that led to the referral but which are not being met, potentially impacting upon his/her education and possibly those of other students in their school.

The most recent Ofsted inspection of the PRU judged it to be good and it does perform better statistically at KS4 than PRUs either regionally or nationally in respect of student outcomes. However, the curriculum on offer is more limited than that envisaged by the Sunderland Centre of Opportunity where we have taken advantage of the motivational brand of the football club, together with extensive business links to create opportunities to re-engage students with learning and develop in them the employability skills sought by business. The work dimension was an area that greatly interested Headteachers during our discussions with them in recent weeks.

Low Attainment and the Local NEET Issue

A study of data produced by Sunderland City Council, the local Connexions Service as well as data from the DfE presents a weight of statistical evidence of the ongoing problem of NEETs within the city and its link with low attainment levels. Although there has been a significant improvement over the last three years the NEET figure remains a major problem.

Data for 2013 on 'Local Authority GCSE Attainment Levels' from the DfE shows the following for Sunderland LA:

| | |
|--|---------|
| Total number of students taking 5+ GCSEs with English and Maths | = 3,234 |
| Percentage achieving 5+ A*-C grades including English and Maths | = 60.1% |
| Percentage not achieving 5+A*-C grades with English and Maths | = 39.9% |
| No. of students not achieving 5+A*-C grades with English and Maths | = 1290 |

Those figures placed Sunderland at 3rd highest of the 12 local authorities within the North East Region for students not achieving 5+A*-C grades within English and Maths.

The provisional headline information for 2014 shows 52% of students having achieved 5+A*-C grades including English and Maths, a decrease of 8% on 2013 with the gap in performance between boys and girls growing from 10% in 2013 to

14% in 2014. As one might expect there is a significant range in performance across the schools and academies with extreme values of 73% and 26%.

In respect of NEET the following is the picture:

| | 16-18 year olds known to LAs | 16-18 year old NEET Estimate number | 16-18 year old NEET Percentage | Percentage whose activity is not known |
|-------------------|------------------------------|-------------------------------------|--------------------------------|--|
| North East Region | 90,273 | 6860 | 7.6 | 6.4 |
| Sunderland LA | 9,966 | 800 | 8 | 5 |

This puts Sunderland at 4th highest of the local authorities within the North East Region. Indeed the most up to date figure for July 2014 gives the NEET figure as being 834 students with a further 230 young people unaccounted for.

It is clear that for many students the current mainstream provision is not appropriate, they are not engaging for whatever reason and by post-16 become part of the serious NEET situation highlighted above. It is important that not only is there an innovative curriculum to engage such students but that those students are identified early as being at risk of NEET so that appropriate intervention and prevention can be put in place.

Other Alternative Provision

Alongside the above information is a consideration of what other existing alternative providers, other than the PRU, exist in the local area. Sunderland City Council collated on behalf of schools the details for the known providers of AP within the area. Their website shows seven different private providers offering a variety of opportunities for this age range, many of them stating access to accredited qualification.

Unfortunately, there was no formal quality assurance system established when schools began to use the providers. It was left to an individual school to be responsible for ensuring the quality of the provider they were using and evaluating whether they were meeting the needs of the students and were offering value for money. Anecdotal evidence, collected through discussions with local Headteachers and the Local authority over recent weeks suggest that a significant dissatisfaction with the quality of the provision that has been offered to the young people.

It is against this backdrop of capacity and quality that Headteachers and the LA have recognised the attractive nature of the provision being devised by the Sunderland Centre of Opportunity and especially the obvious links with employment and the world of work.

E3 CLEAR PLANS TO MANAGE REFERRALS

INITIAL COMMUNICATION WITH COMMISSIONERS

At present referrals to the Sunderland Centre of Opportunity will originate from two sources, namely the Local Authority and individual schools. It is essential that the Sunderland Centre of Opportunity processes and considers those referrals as quickly as possible. That certainly is behind the process which SCOO will put in place.

As a general principle, referrals from the Local Authority will, because of their internal controls, go through the Sunderland Central Placements Panel. Referrals which are from individual schools who are commissioning places will be direct to the Principal of the Sunderland Centre of Opportunity.

There is an immediate concern in respect of the above in that the process of referrals going through the Central Placements Panel in respect of Local Authority commissioned places will be time consuming if the current model is employed. This could just re-create some of the frustrations felt by Headteachers at the moment in terms of the speed with which student needs are addressed.

As a matter of urgency during the pre-opening period the project steering group will consult with the Local Authority to see if some changes can be made so that a more rapid reaction can be had that will only benefit the young person.

The referral to SCOO must be on the designated referral form. A copy of the proposed referral form is to be found in section D4. This referral form is also something which we would like to discuss with commissioners during the pre-opening stage. Firstly, we want to be confident that it is a form which is relevant in terms of the young people we are talking about. However, perhaps more important though is agreeing a standard around what information will be submitted. If the form and the initial assessment of needs are to be of benefit to the young person then it needs to be completed as fully as possible in a totally professional manner.

Upon receipt of the referral form the SCOO will aim to set up a meeting within three working days involving the student, the family and the host school. However, before that meeting occurs, the Principal or Director of Curriculum will attempt to speak directly with the key person at the host school to have an initial conversation about the student. This will be important in terms of the likely need to involve any external services as part of the process.

It will be at the meeting with the student, parents/carer and the school that the initial assessment of needs will occur. Depending upon the nature of the young person this initial assessment might lead to further assessment by external agencies or services. If a student is to then attend SCOO the aim will be that the

placement begins 3-5 working days after the date of the meeting. This induction meeting will normally be led by the Principal of SCOO accompanied by the Pastoral Support Worker.

It could be that depending upon the outcome of any external agency involvement right from the outset that the induction meeting might be delayed by a day or two or it goes ahead but with the proviso that there may be the need for another meeting quickly depending upon the outcome of the involvement of other services.

On the day that the student begins to attend SCOO the expectation will be that the family attend with the student for the first hour or so to finalise targets and to sign relevant documentation.

Assuming that the student referred is currently attending school, then at some point during the process outlined in the paragraph above, a member of SCOO will visit the mainstream school of the student with a view to observing the student in their normal educational environment. This is an enormously important part of the initial process in helping us to develop as full a picture as possible about the young person, information which can then inform the individual learning plan.

Referral criteria

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

The list below is not meant to be a complete list but rather to help schools and the Local Authority to have some guiding principles when considering referrals. As was mentioned in section D it is also hoped that in discussion with the Local Authority during the pre-opening period that they will begin to use RONI – Risk of NEET Index – as another source of information about students who might be vulnerable and at risk.

As a general principle, though, students who have a history of violence towards other students or towards adults are not really suited to the provision which SCOO will be offering and would not normally be considered for a placement.

The outline criteria are as follows:

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

- A student who already has a fixed term exclusion or a history of fixed term exclusions
- A student who in school is demonstrating behavioural issues that are not responding to internal school systems. Again it is important that the school are able to demonstrate specifically what has been done and what interventions have been employed over a period of time.
- Someone who has a developing attendance problem and an increasing level of absence. This will obviously need to be evidenced by the school. It is particularly important that if the attendance service have been involved that this is clearly recorded
- The ability for a school to demonstrate that a student is enormously underachieving and not engaging with learning. The expectation would be that this is an issue which has been developing for some time and which the school can demonstrate what interventions they have tried and with how much success.
- Previous agency involvement. It is important to state that if a child does not have any previous agency involvement that it prevents them being referred. It is essential though that any external involvement is shared with SCOO.

It is worth noting perhaps that for a student who is being referred for a 1.5 or 2 days per week vocational placement it really is being intended for someone who is struggling with a traditional curriculum offer and who would benefit from the opportunity for a work placement and vocational qualities to develop their skills for future employment. The above criteria, with the exception of that for under-achieving may well not apply at all.

ASSESSMENT ON ENTRY

As has been described earlier in this application, the initial assessment of need on referral is crucial to the correct type of placement and curriculum experience being organised. The success of the initial assessment relies upon the complete honesty of all concerned about whatever the problems or issues might be and the sharing of all information.

At both Key Stage 3 and Key Stage 4 at the point of referral SCOO will carry out their own assessments of a young person's performance in core curriculum areas so that these results can be put alongside the data coming from the host school to form a baseline. From that baseline targets will then be set that will involve challenge so that the aim is for the student to make rapid and accelerated progress.

INFORMATION SHARING

Section D2 provides the detail as to how information will be shared with commissioners along with the regularity of that information. However, what is vitally important is that the nature of the information feedback to commissioners is kept

under constant review as SCOO strive to ensure the relevance and usefulness of the information.

It is key that there is regular contact between all parties and that is why the model of 4 weekly reviews has been proposed and is described in Section D. Those 4 weekly meetings will be face to face but each week there will be an electronic transfer of information back to the commissioner with details on the student's academic and pastoral performance over the previous week. This feedback will offer the commissioners a designated contact point if they wish to speak direct to somebody either about the weekly return or before the scheduled review.

Obviously some students will be referred by the Local Authority and they will in theory be the commissioner. However, the view of SCOO is that although the place has been commissioned by the LA that the school should really be the party who are involved in the initial needs assessment and ongoing weekly sharing of information. That being said, the LA might choose to attend the 4 weekly review meetings with the agreement of all concerned.

DEMAND FOR PLACES

It is envisaged that this Alternative Provision will become a popular choice for schools and as such a policy will need to be developed with both the Pre-Opening Group and the Board of Governors to ensure a fair and relevant system is in place. There will need to a mechanism for dealing with over – demand discussed also during the pre-opening period.

Section F: Capacity and Capability

F1 (a) Pre-opening skills and experience

| Name | Member of core applicant group (Y or N) | Where live (town/city) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|---|------------------------|------------------------|-------------------------------|---------------------------------|
| [REDACTED] | Yes | [REDACTED] | [REDACTED] | [REDACTED] | 8 hours |
| [REDACTED] | Yes | [REDACTED] | [REDACTED] | [REDACTED] | 4 hours |
| [REDACTED] | Yes | [REDACTED] | [REDACTED] | [REDACTED] | 8 hours |
| [REDACTED] | | [REDACTED] | [REDACTED] | | 2 hours |
| [REDACTED] | | [REDACTED] | [REDACTED] | [REDACTED] | 2 hours |
| [REDACTED] | Yes | [REDACTED] | [REDACTED] | [REDACTED] | 4 hours |

| | | | | | |
|------------|-----|------------|------------|------------|----------|
| | | | | | |
| ██████████ | | ██████████ | ██████████ | ██████████ | 4 hours |
| ██████████ | | ██████████ | ██████████ | ██████████ | 4 hours |
| ██████████ | Yes | ██████████ | ██████████ | ██████████ | 16 hours |
| ██████████ | Yes | ██████████ | ██████████ | ██████████ | 16 hours |
| ██████████ | Yes | ██████████ | ██████████ | ██████████ | 16 hours |
| ██████████ | Yes | ██████████ | ██████████ | ██████████ | 16 hours |
| ██████████ | Yes | ██████████ | ██████████ | ██████████ | |

| | | | | | |
|---------------------|--|------------|------------|-----------------|--|
| | | | | | |
| ██████████ | | ██████████ | ██████████ | ██████████ | |
| ██████████ | | ██████████ | ██████████ | ██████████ | |
| Principal of School | | | | To be appointed | |

PRE-OPENING ARRANGEMENTS

The Trust

The Trust is accountable to the Secretary of State for the strategic and financial direction of the development, its viability and sustainability. The Members of the Trust will work with the DfE and their advisors on project planning during the early stages following approval.

The Trust will use some of the project development grant to buy in project management support. This will be especially critical until such a time as the Principal Designate has been appointed. However, it is likely that upon the appointment there will be a period of transition where the Project Manager becomes less of a focal point and more an advisor to the Principal.

The key role of the Project Manager will be to, from the outset, draw up a clear and robust plan to manage the project during the 12-18 months lead in to the opening of the school. This plan, in discussion with the DfE advisor will have very clear time-specific milestones. The Project Manager will chair the project steering group.

The Project Steering Group

The Group will manage the work during pre-opening stage until the point of SCOO opening and ensure a smooth transition to the Governing Body as it opens. This group will be accountable to the Members of the Trust for operationalising the strategy and policies. When they have been appointed, this accountability will be transferred to the Governors and Members. There will be accountability also to the commissioners to ensure their needs are being delivered and during the pre-opening phase there are a number of areas raised earlier in the application which will need to be discussed and agreed with the commissioners.

Pre-opening group skills gap

| Skills/experience missing | How you plan to fill the gap |
|---------------------------------------|--|
| Project Management Expertise and time | Appoint a Project Manager |
| Formulation of statutory policies | Buy in support from the Local Authority |
| Governor training | Buy in support from the Local Authority |
| Alternative Provision Advisor | Buy in support for 1 day a week from the Local Authority |
| Principal Designate | Advertise and appoint |
| Schools finance | Buy in support for 1 day a week from the Local Authority |

The Principal

When appointed, the Principal will have delegated responsibility from the Governors for the day-to-day delivery during the pre-opening stage and then upon opening for the day to day leadership and management of the SCOO. The Principal will be responsible to the Governors, the Members of the Trust and the Commissioners for meeting local needs.

F2 ACCOUNTABILITY AND DECISION MAKING (POST OPENING) **GOVERNANCE STRUCTURE**

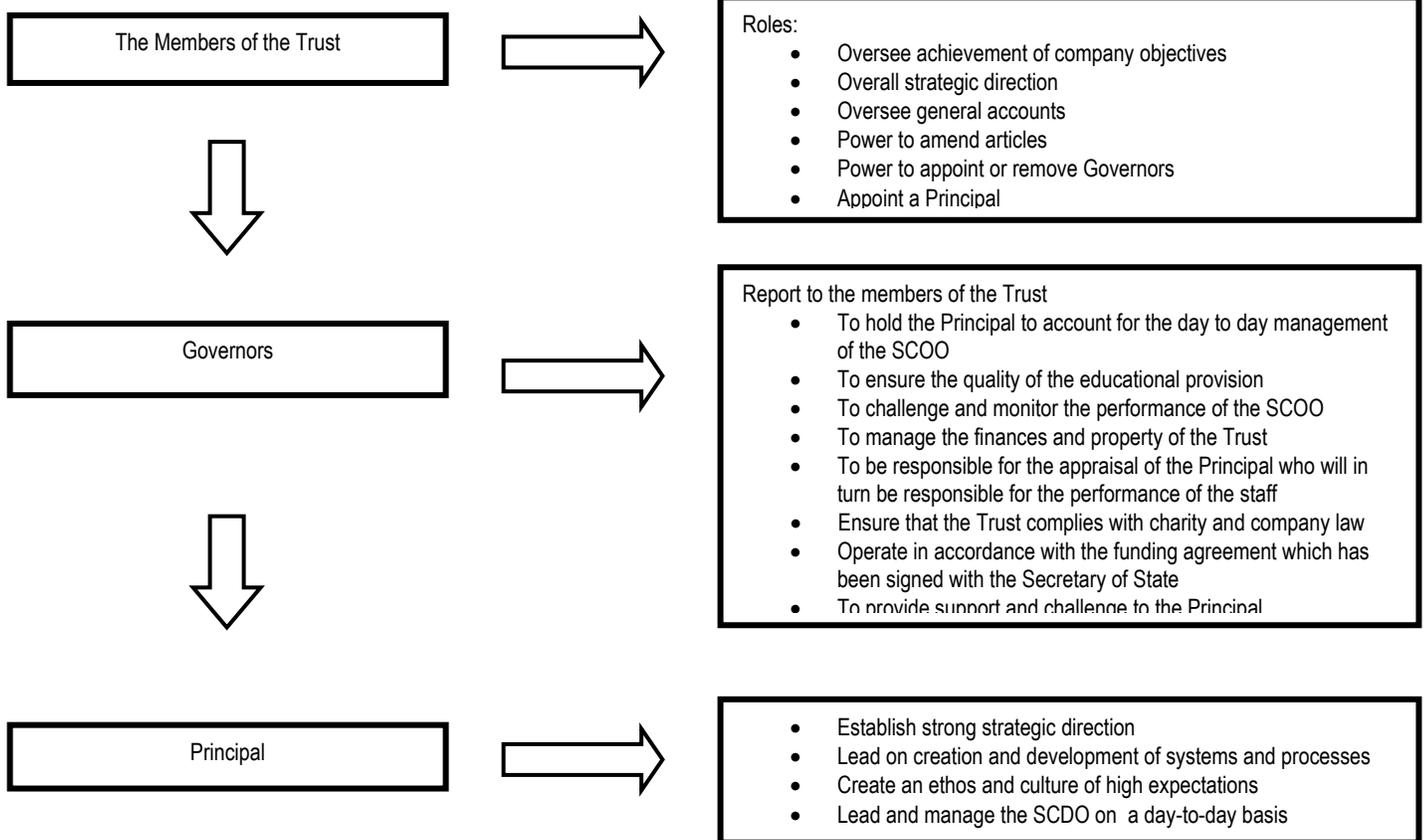
It is essential that the Directors/Governors are able to build upon the work carried out during the pre-opening period to provide both support and challenge that will help lead to extremely high standards of performance and attainment. The Governing Body will ensure that the vision and ethos of SCOO is reflected and maintained by the performance of staff and students.

The Trust and the Governing Body

The Members of the Trust will reserve the right to appoint seven of the maximum 12 Governors to represent the ideals and the vision. The exceptions to that will be the Principal, who is a member due to their office, and the staff and parent governors who will be elected. Due to the potential short term nature of student placements, it is possible that the parent governor could in fact be a parent representative and only be a member of the Governing Body as long as their child is attending SCOO. The diagram below illustrates the proposed governance structure and the lines of accountability on the opening of the SCOO.

The Trust and the Governing Body have the following responsibilities: They are accountable to the Secretary of State; approve the annual budget; appoint auditors; approve overall staffing structure and is the employer; ensures that all funding is used appropriately; appoint the Principal; appoint the Business Manager.

Post Opening Arrangement



ROLES AND RESPONSIBILITIES

Members

The Members of the Trust will meet at least twice each year. At both meetings each year the Members will consider in detail a report from the Chair of Governors about the overall operation and performance of SCOO, along with copies of the Principal's termly report to the Governing Body. At specific times the agenda will include the approval of the annual accounts, along with any Governor appointments or re-appointments.

Governors

The Governing Body will oversee the overall strategy of the SCOO and delegate the day-to-day management to the Principal. In addition to the governors listed in section F3 of this document, the Governing Body will also have the Principal as a member.

All members of the Governing Body will have a period of training to help them understand their roles and responsibilities. In addition the members of the specific sub-committees will undergo additional training in that particular area. A

central part of the overall training for Governors will be to help them develop and understand the types of information they should be receiving from the Principal in the context of an Alternative Provision Free School, particularly in the area of performance data. The Governors will appoint an external advisor to work with them in respect of the Principal's annual appraisal cycle. This advisor will also act in a training capacity to the group of governors considering the Principal's performance.

Once the Governing Body is established and complete, but certainly before the opening of SCOO, designated Governors will be appointed to a specific portfolio which will enable them either to use existing expertise, or to develop expertise which will be used to support and challenge the Principal. The final list of portfolio will be agreed during the pre-opening period but will undoubtedly include at least curriculum, teaching and learning, safeguarding, attendance and behaviour, finance and Special Educational Needs.

An early responsibility for the Governing Body once confirmed will be to establish a Schedule of Delegation. This Schedule will detail the roles and responsibilities of the sub-committees and the Principal, including a requirement to report back to the Governing Body and the Members at agreed times. The Schedule of Delegation will clarify the expectation that sub-committees will make recommendations to the full Governing Body for ratification in most cases. Unless specified, individual governors will not be allowed to act outside of that collective Schedule of Delegation. The Schedule will also make clear how decision making will be escalated through the principal, sub-committees, full Governing Body to the Members. This Schedule will be presented to the Members at the earliest possible opportunity for them to consider and ratify.

The Governors, in liaison with the Business Manager and the Principal will manage the school's finances in accordance with the needs of the school and in line with the requirements of the Articles of Association and the Academies Financial Handbook.

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

The Governing Body will be responsible for ensuring that SCOO has established all policies that are required. The policies for the SCOO will very clearly set out procedures for managing the range of staffing and operational requirements to be expected and demanded in an educational establishment together with the processes to be followed, the powers available and the right of appeal to the appropriate body if necessary.

Alongside the policies which directly affect staff the Governors will ensure that policies are established that meet statutory responsibilities across a wide range of operational issues e.g. safeguarding and child protection, health and safety and equalities legislation. The Governors will establish and set strategy and policy with delegation to the Principal for the day-to-day leadership and management of these areas.

THE SCHEDULE OF DELEGATION

The operation of SCOO will be determined by the Schedule of Delegation, which was briefly referred to earlier. The detail of the schedule will be established during the pre-opening phase. The schedule will, however, provide the following: a list of all the main decisions that need to be made; which individual or committee is responsible for each decision; the remit and terms of reference of all sub-committees; what the limits on action are; the size of each sub-committee and the protocols surrounding a meeting being quorate.

It will be very clear that both individuals and committees know and understand the full extent of their responsibilities. In addition the schedule will also include decisions about budgets such as who can sign contracts and to what level; who can open a bank account in the name of SCOO; tendering procedures; who must be involved in the appointment process; who sets salary levels and who manages performance of staff. The schedule will be reviewed regularly to ensure that it reflects what really happens.

The final part of the schedule will relate to the Principal's responsibilities for the day- to-day leadership and management of the SCOO and how they link also to the cycle of management as laid down by the governors. This will provide clarity as to when and how the Principal and the staff will report to the governors on the operational and academic outcomes of the SCOO.

Governor Sub-committees

The Schedule of Delegation will establish the specific remits of all sub-committees and their level of decision-making. The final list of all sub-committees to be established is yet to be confirmed but would include, for example, a Finance Sub-committee. The Governing Body will reserve the right to co-opt relevant personnel, either for a single meeting or longer, if it is felt to be necessary in the context of discussions to be had during a meeting.

Sub-committees may, for example, be scheduled to meet on at least six occasions each year. The minutes of the meeting, once approved, will be submitted to the next meeting of the full Governing Body at which the chair of the sub-committee will highlight key points and respond to any questions. All sub-committees will have their meetings scheduled so that they meet in the month before a meeting of the full Governing Body to allow all governors to be as up to date as possible on developments.

The Finance sub-committee of the governors will have the following responsibilities: to assist the Trust in decision making in respect of financial matters; to review and approve the annual budget; ensure that the budget enables delivery of the school improvement plan and includes any staffing developments; monitor actual spend against the planned budget; review reports from the RO and distribute to the Trust as appropriate; prepare financial statements; approve all staff appointments; authorise contracts up to the agreed limit and to sign cheques.

Managing Potential Conflicts of Interest

A conflict of interest is any situation in which a Member's/Governor's personal interest or interests that they owe to another group or body, may (or may appear to) influence or affect their ability to make a decision.

Such conflicts of interest are perhaps inevitable at times. That is not to question the integrity of a Member/Governor and it is not that which might be in question but rather the management of any potential to profit from a person's position as Member/Governor, or for a Member/Governor to be influenced by conflicting loyalties. Such tensions must be managed carefully as even the appearance of a conflict of interest could be damaging to the reputation of the SCOO and also of the person concerned.

All Members and Governors will maintain a register of interests that will be regularly updated. There will also be a standing item on the agenda of all meetings involving Members or Governors to declare a conflict of interest at the beginning of the meeting.

During the pre-opening period a code of conduct will be established for Governors and Members that will include: removal of a Member or Governor from that particular decision if there is a potential conflict of interest; how to manage the conflict of interest after the decision has been made and how the details of discussions and decisions are recorded.

The establishment of a Responsible Officer will be augmented by contracts with external auditors and legal representatives to provide advice and challenge to the Members.

PRINCIPAL AND SENIOR LEADERSHIP TEAM

The Principal, the Director of Curriculum and the Business Manager will form the Senior Leadership Team. The SLT will provide a strong strategic direction of travel for the SCOO by leading on the creation and development of all significant systems and processes. There will be an ethos and culture of high expectations, both for staff and for students, which will drive forward standards. The Principal will lead and manage the work of the SLT who will in turn ensure that all staff clearly understands the expectations of the Trust and that they follow the systems and processes in place to achieve this.

The Trust will appoint a Responsible Officer (RO) who will report to the Governing Body and sub-committees. The RO will be identified very early in the pre-opening phase. The purpose of the RO role is to provide ongoing and independent monitoring of the Trust finances so this person will certainly have the necessary appropriate qualifications and/or expertise in financial monitoring. The RO will ensure that: financial responsibilities of the Trust are being fulfilled; resources are managed in an efficient economic manner; robust internal financial controls are being employed and that financial impact is considered in strategic decisions. The RO will produce a quarterly report for the Governors on these issues.

The Business Manager will report directly to the Governors Finance sub-committee who in turn are accountable to the Governing Body and the Members of the Trust. The Business Manager will be responsible for day to day financial issues; to operate the accounting systems; management of internal financial controls; manage the accounts on a monthly basis and ensure all returns to the EFA and DFE are completed on time; develop and then keep under review a backup and disaster recovery plan; set the annual budget for Governor approval; authorise all payroll payments; oversee the monthly control of all reconciliations, bank transactions, invoices etc.; implement a financial development plan in support of the SCOO development plan and to maintain personnel files.

F3 (a) Proposed governors

| Name | Where live (town/city) | Role on governing body | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|------------------------|------------------------|------------------------|-------------------------------|---------------------------------|
| ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | 8 hours |
| ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | |
| ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | 4 hours |
| ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | 4 hours |

| | | | | | |
|--------------------------|--|--|--|------------------------|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| The Principal | | | | To be appointed | |
| A Staff Governor | | | | To be appointed | |
| A Parent Governor | | | | To be appointed | |

Two other Governors can be appointed by the Chair, dependent on skills gaps.

F3 (b) Skills gap for Governing Body

| Skills/experience missing | How you plan to fill the gap |
|----------------------------------|---|
| Principal | Through a rigorous selection process |
| Governor Training | Commission a Governor Training package from the Local Authority to ensure that all understand current legislation and requirements, and understand their roles and responsibilities |

F4 RECRUITING A HIGH QUALITY PRINCIPAL

We understand that the recruitment of a high quality Principal Designate is arguably the single most important decision that will be made by the Members and the Governing Body. Inspirational and visionary leadership, allied to excellent management and organisational skills will play a major part in the success of the SCOO so recruiting an experienced and capable Principal is essential. We want our Principal Designate to be in post no later than January 2016 in readiness for the opening of SCOO in September 2016.

Below is a summary of the key aspects we will be looking for in our future Principal. At the point of advertising this would need expanding into a complete application pack.

Qualifications

Whilst the Principal Designate of a Free School does not have to have the National Professional Qualification for Headship (NPQH) we believe that in order to have the right calibre of Principal to lead our school we will seek to recruit a candidate that has this qualification already or is in the process of working towards it.

Experience

- A proven track record of successful educational leadership at a senior level, ideally within an alternative provision context, with previous experience of working with disengaged students and young people from disadvantaged backgrounds and demonstrable success at raising standards of attainment
- A proven track record of engaging and building partnerships with local schools/academies, the local community and local businesses
- Previous experience of working within an environment that has a specific sports focus and a strong understanding of its motivational potential for students

Personal Characteristics

- An experienced and inspirational leader who will instil confidence, integrity and authority both within the school but also in the local and wider community
- The ability to combine strong strategic and visionary leadership with excellent management skills which together will demonstrate a capacity for original and innovative thinking to lead SCOO forward
- A dynamic and energetic person who is totally committed to making a difference for the learners of Sunderland and the local and wider community.
- A reflective and strategic thinker, able to demonstrate emotional intelligence and resilience
- A complete commitment to ensuring that the learning, progress and achievement of all students is outstanding and a demonstrable ability to deliver on that

Process

The process for recruiting a high quality Principal will be robust and will use a variety of recruitment methods to ensure we appoint the correct person. It is essential that we recruit first time around to ensure the pre-opening timeline and project implementation can be delivered. That being said, the Trustees and the Governing Body will not just appoint first time around for the sake of appointing, even if it compromises project implementation.

Through negotiation with the relevant bodies, we would like the Principal to be in post by January 2016, two terms before the opening in September 2016. We believe this is essential in terms of working with the local commissioners to ensure the right students are identified for September 2016. The outline of the recruitment process to be followed is below but obviously will need to be flexible depending upon circumstances:

- A 'Meet the Project Team Event'. Potential applicants would have the opportunity to meet those who are involved in the project and to clarify any issues or questions they might have.
- Establish a recruiting panel comprising Members, members of the Governing Body, a representative from the DfE, a representative from the LA, a representative from the Sunderland Secondary Headteachers Group and other relevant educational experts
- Recruitment packs to be developed by the recruiting panel;
- Advertise the post in the TES and all other relevant education publications.
- The shortlisting and interview process will be managed through a rigorous point scoring system that will ensure equitability and is transparent
- A 2-day interview process to include a range of activities. These would be ultimately agreed upon by the Governing Body but the 2 day process is likely to include such activities as those listed below.

Possible activities for interview

- Informal social gathering with Members and Directors
- Tour of the existing initial facilities with the Stadium of Light and the proposed development of the Beacon of Light
- Group discussion involving all candidates, facilitated by a Governor and observed by other Governors, on 2/3 particular educational issues
- Practical data analysis task
- Carousel of 3 groups, possibly addressing curriculum and current thinking, teaching and learning, relationships with stakeholders
- 15 minute presentation on their vision for Alternative Provision and the development of SCOO
- Formal interview with the Members and the Governing Body.

Section G: Budget planning and affordability

[REDACTED] G3 FINANCIAL RESILIENCE TO REDUCTIONS IN INCOME

| Budget Line (area of expenditure) | Description of how expenditure would be modified/plans adapted – top [10] changes | Year(s) savings would apply |
|-----------------------------------|---|-----------------------------|
| [REDACTED] | [REDACTED] | [REDACTED] |

<Redacted> Section H: Premises

INTRODUCTION

These comments below expand on the spreadsheet entry and give more context and background to the proposed development.

The Premises Strategy for this Free School application is part of a wider and integrated community plan developed by the Foundation of Light to house their

community work within a purpose-built development called the Beacon of Light. The Sunderland Centre of Opportunity is seen as an integral part of the community work and of the usage for the proposed building.

██████████ The Beacon of Light will be a new, vibrant and exciting education and training sports and community facility. It will be built on ██████████ ██████████, in one of the most disadvantaged wards within the City of Sunderland. In a strong location adjacent to both the ██████████ it will be an important catalyst for the wider generation of this quarter of the city as indicated in the Sunderland Economic Master Plan. A three-storey educational, training and sports facility it will celebrate the history and culture of the local area to inspire and engage its users.

Sunderland needs the Beacon. It will be a centre of opportunity for young people and their families at a time when many other facilities are closing and public sector services diminishing. It will bring people together. It will make an outstanding and lasting difference to the lives of people. It will help to build community resilience.

The Beacon will offer a safe, vibrant and feel-good environment where young people can meet socially; a place where they can learn and take part in courses to gain skills and qualifications; and where the attraction and love of football will start them on a journey that will help them to make choices that will improve their lives.

The Beacon will house engaging and interactive zones in education, health and well-being, sport and play, and the world of work. The intention is that the Sunderland Centre of Opportunity will occupy the top floor of this building. Flexible classroom spaces for the students will be supplemented by access to the other facilities within the Beacon of Light as well as ██████████

The Beacon of Light will be the first of its kind in the country and it will:

- **Offer a working life education and training venue** – a real life practical working environment that will provide on-the-job education and training;
- **Be an inclusive Centre of Opportunity** – open particularly to hard to reach young people and their families, the Beacon will also offer inclusive sports programmes for the whole community;
- **Be self-reliant** – the Beacon has a sustainable business model that will enable services to have a lasting legacy and a significant impact on generations beyond the current and not be dependent on public resources.

The Beacon will be interactive and stimulating. It will comprise a range of modern, flexible, informal learning zones which will be digitally advanced and able to offer a range of formal and informal learning experiences. The Beacon will house a:

Sport and Play Zone – comprising a multi-functional sports hall and six outdoor small-sided pitches that will offer a variety of sports; there will also be a

recreational space where young people can socialise and a 'Players' Lounge' serving healthy food. There will be changing facilities, bleacher seating and outdoor pods.

World of Work Zone – including real-life working opportunities including a media suite, workable kitchen, and reprographics area and events hub. There will be a strong link to IT and digital media in all learning spaces.

Health and Wellbeing Zone – offering small discreet confidential spaces for consultation alongside self-help advice and information. It will include body MOT analysis equipment and spaces for other agencies to access.

The proposed development of the Sunderland Centre of Opportunity will have timetabled access to the above facilities, along with its own dedicated floor within the building to help deliver the educational vision and educational plan.

SITE

Site Search Process and Criteria

The proposed Education Vision (as set out in Section C) and the proposed Education Plan (as set out in Section D) require easy and regular access to a range and combination of sporting and educational facilities. Access to a range of sporting facilities has been a significant factor in the desire to locate the Sunderland Centre of Opportunity within the Beacon of Light. The provision of educational classroom spaces, although massively important in terms of success, is a little less problematic.

Proposed Site Address

The Beacon of Light



Proposed Site Current Use

The site is vacant. [REDACTED].

Proposed Site Freeholder

[REDACTED].

Proposed Site Brief Description

The site, centred on National Grid Reference [REDACTED], is located approximately 1km northwest of Sunderland town centre.

The site is [REDACTED] [REDACTED] [REDACTED].

[REDACTED] will house an:

[REDACTED].

██████████.

Proposed Site Availability and Tenure

See “**Proposed Site Freeholder**” above.

SUITABILITY FOR DELIVERING EDUCATION VISION

The proposed location of the Free School within the Beacon of Light provides an unrivalled opportunity for the delivery of Alternative Education within Sunderland.

The site is located within walking distance of the City Centre and offers staff and students with access to excellent transport links both public and otherwise. Bus drop off points have been built into the design proposals and the Tri Partite Agreement with the Football Club and City Council ensures that car parking is accessible to the Beacon and its users.

The Free School would be able to take advantage of the indoor and outdoor sporting facilities located within the Beacon and in addition the ██████████

The Free School would enjoy exclusive access to approximately 1,000m² of space housed on the second floor of the Beacon with the remaining educational space being provided on a timetabling basis within the adjoining classrooms located on the first floor of the development. We understand that circa 1500m² of space would need to be provided for 80 pupils within the category of education being applied for and this can readily be accommodated on site with the development costs for the Free School benefiting from economies of scale resulting from its linkages with a much bigger multi use development that makes up the Beacon of Light. Moreover the Foundations association with the Club offers further economies with catering provision being provided directly by the Club thus mitigating any costs associated with the provision of onsite catering kitchens.

In terms of deliverability the Foundation has entered into an Exclusivity Agreement with ██████████ for the site with conditional Building and Lease Agreements expected to be entered into within the next few months. The land acquisition cost will be ██████████ which further supports the economies of the development and will provide the Foundation and its associated Free School with a lease for 250 years. The development has secured outline planning approval and a delivery programme has been developed which highlights completion in June 2017 in time for the opening of the school within the Beacon in September 17. Further, Outline Planning Consent for the scheme was obtained on 28 January 2014.

CONCLUSION

The Beacon of Light provides an enormously exciting opportunity for the Sunderland Centre of Opportunity to be housed within a real multi-functional community development which will showcase all of the wider community work of [REDACTED], make the Beacon of Light development an ideal location for the basing of the Sunderland Centre of Opportunity.