

**Wave Multi Academy Trust**  
**2015 - 2020 Development Plan**  
**Update April 2017**

***Our Vision***

*To provide a sustainable and quality education provision that includes a range of intervention strategies for vulnerable and challenging pupils, in order to ensure that these pupils thrive.*

***Our core business strategy***

*To deliver a sustainable range of quality education services to meet the needs of children aged 4 – 16 who are excluded, sick or otherwise unable to attend mainstream or special maintained schools in Cornwall. We strive to ensure our services integrate with the local Cornish ‘main stream’ education system*

**Strategic KPI delivery (2015 & 2020)**

*Number of pupils making significant progress remains high*

*Ensure Pupil destinations are successful*

*Increase investment in outreach work*

*Ensure Ofsted rating of at least “Good”*

### 1. **Introduction**

Wave Multi Academy Trust is an Alternative Provision (AP) Multi Academy Trust (MAT) that comprises of 6 regional AP Academies and The Community and Hospital Education Service (CHES), a medical AP Academy.

We provide support to enable pupils to reintegrate into mainstream or special schools; or in the last four terms of KS4, integration into the world of work or further education.

AAC provides alternative education that is responsive, flexible and of the highest quality and good value for money. The service provided meets all of the statutory requirements for Alternative Provision as detailed in the relevant Department for Education Guidance. The academic and emotional needs of learners are constantly changing and AAC is committed in ensuring that we provide the most effective, time limited support as quickly as possible.

### 2. **Executive Summary**

- Clarify with ourselves, Cornwall Council and our customers what the demand is, to enable us to decide how best to meet it.
- Recruit, train and develop staff to create a career structure and future leaders.
- Define the progress measures used across the Trust
- Develop separate key stage offers
- Develop the Early help strategy
- Audit and develop outdoor and vocational education offer
- Develop a sustainable plan for buildings and the capacity to accommodate the needs of all age ranges including cyber learning.

### 3. **Purpose of AAC**

Alternative Provision Academies (APA's) are specifically organised to provide education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school. This includes children and young people who:

- are permanently excluded from school; or
- are excluded from school on a fixed-term basis; or
- are at risk of disengaging from mainstream education and/or being excluded; or
- require additional support during a negotiated transfer between mainstream schools; or
- may not be attending school due to long-term illness, teenage parenthood, bullying or other conditions; or
- who otherwise require alternative education provision to meet their educational entitlement, for instance in line with an Education Health Care Plan or Statement of Special Educational Needs or is a Child in Care with no school place.

All pupils will normally have experienced difficulties around school attendance, behaviour or special educational needs (SEN) or may be a child in care and experiencing similar unsettling lifestyle events which lead to disruptions in behaviour, emotional and social skills as coping strategies decrease.

### 4. **Regional Alternative Provision Academies**

The regional AP Academies (APA) provide education for mainstream pupils who have been permanently excluded or are at risk of permanent exclusion on an intervention basis or who are medically unfit to attend school full time. The intervention cohort will be experiencing significant difficulties with accessing a mainstream education and would normally have been subject to a number of unsuccessful intervention strategies. All pupils will normally have experienced difficulties around attendance or behaviour.

Many Pupils arrive with low levels of attainment; some may have Education Health Care Plan or statements of SEN for SEBD or ASD or are undergoing the Education Health Care Plan and statementing process and are educated in the APA for an assessment period, pending decisions as to the appropriate education for these pupils.

The APAs function along traditional school lines with regard to expectation of behaviour, attendance, uniform and the delivery of the core and the wider curriculum, while working specifically on provision of individualised approaches, developing emotional resilience and behaviour strategies, in order to ensure effective placement outcomes for all pupils.

### 5. **The Community and Hospital Education Service (CHES)**



The Community and Hospital Education Service is an AP Academy that exists to provide education for pupils unable to attend school due to medical reasons. Its main principle is:

Cornwall believes that children and young people with health needs that impede their attendance at school should have access to high quality educational opportunities, with the expectation that they will be returning to school as soon as possible'..

## 6. **The environment within which the Academy will operate**

Cornwall Council is currently undertaking a review into SEN, this is due to report in April 2016, it will make recommendations with regards to the gaps in SEN provision within Cornwall.

There are an estimated 105,232 children and young people aged less than 18 years currently resident in Cornwall & Isles of Scilly. Of these children:

- 29,156 (27.8%) are aged 0-4 years;
- 34,126 (32.5%) are aged 5-10 years; and
- 41,590 (39.7%) are aged 11-17 years

It can be estimated that at any one time Cornwall and Isles of Scilly will have 4,429 children aged 5 to 17 years with a conduct disorder and 2,937 with an emotional disorder.

Some children are more vulnerable or at risk of mental health difficulties, in particular: children who have been abused, affected by trauma, loss, neglect and children with learning disabilities, young offenders and Children in Care.

It can be estimated that in Cornwall and Isles of Scilly there are:-

- 1,029 young people aged 11 -16 years who experience severe neglect, 296 of whom are likely to have a mental disorder.
- 1,816 children and young people with a learning disability, 654 of whom are likely to have a mental disorder.
- 710 young people known to the Youth Offending Service, 220 of whom are likely to have a mental disorder.
- 480 Children in Care, 216 of whom are likely to have a mental disorder.

**National government policy**

New SEN code of conduct Sept 2014

Pupils Missing Out on Education Ofsted report Nov 2013

Kernow Devolution

Increase in free school numbers

Future in mind - Promoting, protecting and improving our children and young people's mental health and wellbeing (Dept of Health 2015)

Headstart Kernow

**Economic factors**

Cornwall Council has to save £196m between 2014- 2019.

7. **The Vision**

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It is the intention of AAC to continue to effect good outcomes for its pupil population. As an Academy AAC does not have to follow the national curriculum and will therefore develop its curriculum in a number of ways to ensure pupils are not disadvantaged on re-entry to the school system, and focuses on the areas that have been identified as essential in equipping our young people for long term success. It should also be acknowledged that as the secondary school population decreases over the next five years the primary population is set to grow. Numbers of pupils and their complexity continue to grow in AAC. Year on year we see the numbers of pupils on role in alternative provision increase, this is not sustainable, as such a long term plan must investigate a maximum size of organisation, and the type of pupils best served by AAC. It is very clear that a significant number of young people referred to AAC come with complex social problems, as such AAC should use the relationships with these families to help develop, in partnership with stakeholders, lasting solutions. In the medium term we have become a 'destination' for others looking for a model(s), good practice and outcomes. As we further develop our delivery models, including the online offer we can deliver future growth for AAC beyond Cornwall and maximise its effectiveness in delivering education solutions for the most challenged and vulnerable young people in Cornwall.

## 8. **Key challenges**

- Through evaluation of the ongoing intelligence gathered, determine with Cornwall Council, schools and other stakeholders what population we serve best, what is a sustainable upper demand level, and determine how best to reshape the Academy to meet these needs.
- Continue to invest in the training and development of our staff to ensure we deliver the best possible service for our pupils, we will develop specific AP training and participate in leader training to further develop a career structure and future leaders.
- Define a series of measures through which we can track progress for pupils in all areas of their development, in line with the national agenda for locally defined success.
- Deliver education on Key Stage specific sites.
- Continue to develop our early help offer to enable us to effect long terms and significant positive change for our young people and their families.
- Continue to develop the curriculum enhancing the outdoor and vocational education offer, through determining the best delivery model.
- Develop a sustainable plan for buildings and the capacity to accommodate the needs of all age ranges including cyber learning this investment will also ensure that our pupils are educated in buildings that are fit for purpose and appropriately placed around the county.
- Develop effective and successful support for schools pre AAC entry and at transition times such as reintegration back to mainstream
- Continue to recognise, assess and support emotional development of pupils providing individualised action plans – enabling more resilient pupils who are ready to learn and succeed in mainstream settings.

## 9. **Summary of key actions needed to achieve vision**

- Evaluate ongoing data with regards to demand type.
- Develop innovative training modules.
- Develop formal partnerships with management delivery partners.
- Develop AAC progress measures to include individual emotional development assessment to measure progress and inform learning.
- Audit and evaluate separate KS education delivery.
- Develop Early Help offer within AAC.
- Develop best curriculum model to include vocational and outdoor learning opportunities.
- Embark on a series of capital projects to ensure all buildings are fit to deliver the education proposed to our pupil population.
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10. **The Plan** – What are the things that need to be done to achieve the Vision

- Ensure data gathered informs key strategic discussion over population.
- Further develop systems to map referral needs to enable forward planning.
- Engage with schools over likely referral needs offering mainstream staff support before pupil entry and post reintegration to enable successful and sustainable transition
- Identify opportunities for development of leadership training offer, through engagement with third parties.
- Develop high quality staff training opportunities.
- Develop a range of outcomes that measure impact around academic progress and emotional health and wellbeing.
- Explore a model that splits education into primary and secondary sectors and develop partnerships for the delivery of a KS5 curriculum
- Improve 'joined up working' between AAC and key stakeholder groups.
- Develop support processes with parents & families.
- Audit and evaluate current outdoor and vocational offer.
- Understand capital priorities.

**Staffing**

There are currently 146 staff working 99 FTE posts across the Academy.

**Assessment of current staff**

Recent Ofsted Inspections have led to two judgements of Outstanding and two judgements of Good, current data would suggest that inspection of the three uninspected APAs could lead to a judgement of one Outstanding and two judgements of Good.

Progress of pupils continues to be at least good, with the vast majority of lessons being judged as good or outstanding for performance management purposes, as such although it is envisaged that new staff will need to be recruited to new roles, it is clear that the current staff skill set overall is of a very high standard.

## **Curriculum**

- The primary curriculum will be developed using the INSPIRE curriculum developed by Cornwall Learning, using Rising Stars age related expectations assessment
- The THRIVE approach to pupils learning is being implemented across the academy, to build on the current successful use of the boxall profile in measuring pupils progress emotionally.
- We will continue to develop Baseline Assessments in order to better measure progress.
- KS4 Curriculum offer : Minimum 5 GCSE including English , English Literature , Maths, Science, Art , Photography, other qualifications according to staff specialism at different AP.'s
- Look to extend curriculum opportunities outside of the normal school day
- Staff will receive training and support to ensure that the delivery of the new curriculum at all key stages and the changes with regard to GCSE courses are fully embedded.
- We will develop an AAC progress 8 measure in line with best practise that includes the core GCSE offer, and includes the pupils emotional development measure.

## **Partnership**

- AAC is developing the family support manager role currently offered.
- We will develop a commercially viable school improvement offer.
- We will continue to develop partnerships with teacher training providers, including more placements for teacher trainees, and formal partnership with teacher training providers.
- We will develop strategies for the transition and support of pupils from KS4 to KS5 with other 16 – 18 providers to ensure better transition outcomes for AAC pupils' post 16.

## **Demand**

- We will continue to develop a KS1/2 offer across Cornwall.
- We will continue to develop the KS4 offer.

## **Capital Plan**

- We intend to embark on a series of capital projects to ensure all buildings are fit to deliver the education proposed to our pupil population.

## Academy Development Plan

**FOCUS: Clarify with ourselves, Cornwall Council and our customers what the demand is, to enable us to decide how best to meet it.**

### **Key Issue:**

Demand is rising year on year, as is the complexity of the pupils referred.

### **Key Challenge:**

Systematically review all AAC provision in the context of local demand in order to understand the demand profile for provision for pupils across KS1 – KS5 and how this is changing, where the gaps are, how we can adjust our services to respond to gaps in provision or changing capacity requirements.

### **Actions**

Evaluate ongoing data with regards to demand type.  
Ensure data gathered informs key strategic discussion over population.  
Further develop systems to map referral needs to enable forward planning.  
Engage with schools over likely referral needs.

### **Success Criteria:**

Pupils receive an appropriate educational offer regardless of age or location, and without travelling undue distance, and that referral needs from schools are met.

### **Mid plan commentary:**

We will be submitting a plan to the LA (May 2017) to increase the Pan of the MAT by 20 pupils to keep up with increasing demand, we are also investigating a variation of the contract to undertake a bespoke piece of work to provide for ASD co-morbid anxious pupils, we will also be re-submitting a free school proposal for a 60 place SEMH school.

## Academy Development Plan

**FOCUS: Recruit, train and develop staff to create a career structure and future leaders.**

**Key Issue:**

Ensure there is a high quality motivated staff team in place.

**Key Challenge:**

Continue to invest in the training and development of our staff to ensure we deliver the best possible service for our pupils, we will develop specific AP training and participate in leader training to further develop a career structure and future leaders.

**Actions**

Develop innovative training modules.

Develop formal partnerships with management delivery partners.

Identify opportunities for development of leadership training offer, through engagement with third parties.

Develop high quality staff training opportunities.

**Success Criteria:**

Staff turnover is low, except through promotion externally or internally, all vacancies receive high quality applicants who are appointed, and few vacancies have to be readvertised. Staff welfare audit and performance management are positive and staff sickness is low.

**Mid plan commentary:**

We have successfully bid for £25k to enable us to achieve teaching school status, this process will lead to a number of our staff receiving designations as SLE's and NLE's.

## Academy Development Plan

**FOCUS: Define the progress measure used across the Trust.**

**Key Issue:**

The removal of levels and focus on Best 8 has left a vacuum in terms of nationally agreed methods to determine progress, which has a disproportionate effect on our pupil population.

**Key Challenge:**

We need to define a series of measures through which we can track progress for pupils in all areas of their development and reflect best practise nationally.

**Action**

- Develop AAC specific progress 8 measures.
- Develop a range of outcomes that measure impact around academic progress and emotional health and wellbeing
- Ensure data gathered enables strong evidence to be presented for inspection in the key outcome areas.
- Develop a range of KPIs with partners that measure wider impact.
- Develop a range of outcomes that measure impact around emotional health and wellbeing

**Success Criteria:**

A range of outcomes outside of the Ofsted requirements are identified that enable effective tracking of the wider effect of AAC on its community.

**Mid plan commentary:**

The system to replace National levels is now embedded in the core curriculum areas and developing across the other curriculum areas.

## Academy Development Plan

### **FOCUS: Develop separate key stage offers**

**Key Issue:** A belief that mixed primary and secondary education leads to a diluting of the offer to all.

### **Key Challenge:**

Delivering single sector education across Cornwall in an affordable model.

### **Action**

Audit and evaluate current KS education delivery.  
Bench mark against statistical partners that split education by sector  
Develop plan for delivery.  
Approach partners for the delivery of KS5 provision.

### **Success Criteria:**

A sustainable model that splits education into primary and secondary sectors and develop partnerships for the delivery of a KS5 curriculum is in place.

### **Mid plan commentary:**

By September 17 we will be in place to provide primary hubs East and West, with outlying primary provision at Penwith and Caradon, these are timetabled, staffed and physically organised to bring a separation between the primary and secondary pupils.

## Academy Development Plan

### FOCUS: Develop the Early Help strategy

**Key Issue:** There is an increase in both the complexity and mental health needs of the pupils referred.

**Key Challenge:**

Continue to develop our early help offer to enable AAC to effect long term and significant positive change for our young people and their families.

**Actions**

Improve 'joined up working' between AAC and key stakeholder groups.

Develop support processes with parents & families (Including use of THRIVE action plans designed for Home settings, ensuring compatibility with strategies used in the APAs)

Embed the FSW team

Explore new ways to support pupils across key transition points

**Success Criteria:**

The Academy offer extends beyond term time, a range of services are accessed through AAC for further support from stakeholders. The number of referrals decreases, the number of referrals from same families decreases. NEET levels remain low.

**Mid plan commentary:**

There has been a significant positive impact in rolling out the Family Support Manager posts across the MAT, although internal safeguarding issues have risen the amount of referrals requiring referral to the MARU have decreased, despite a rise in the pupil population and the complexity of issues the pupils are arriving with.

## Academy Development Plan

**Focus: Audit and develop outdoor and vocational education offer**

**Key Issue:** The narrowing of the curriculum in mainstream schools and the behaviour of the pupils referred to AAC often means they have not had the opportunity to learn in environments outside of the classroom, or in practical subjects.

**Key Challenge:**

We need to ensure a high quality value for money curriculum is in place that meets the needs of our pupils.

**Actions**

Audit and evaluate current outdoor and vocational offer e.g. Arts Award.  
Develop model and budget to deliver the offer.  
Develop best curriculum model to include vocational and outdoor learning opportunities.

**Success Criteria:**

Attendance remains above the national average for similar settings or improves from entry. Pupil attainment and progression accelerates from entry. Pupils' emotional health and wellbeing scores improve from entry e.g. THRIVE assessment for behavioural social emotional development levels. Low level of NEETS in comparison to similar settings nationally.

**Mid plan commentary:**

We continue to develop the curriculum across a broader field to ensure pupils receive a breadth of curriculum that gives them opportunities in the Arts, Humanities and vocational opportunities.

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## Academy Development Plan

**FOCUS: Develop a sustainable plan for buildings and the capacity to accommodate the needs of all age ranges including cyber learning.**

**Key Issue:**

Some buildings are still not fit for purpose.

**Key Challenge:**

Develop a sustainable plan for buildings and the capacity to accommodate the needs of all age ranges including cyber learning

**Actions**

Understand capital priorities.

Ensure that our pupils are educated in buildings that are fit for purpose and appropriately placed around the county.

Embark on a series of capital projects to ensure all buildings are fit to deliver the education proposed to our pupil population.

**Success Criteria:**

All pupils in AAC are educated in venues that are fit for purpose.

**Mid plan commentary:**

All major capital works will be completed by September 17, this has seen the expansion or movement of three APAs within four years.

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## Appendix 1

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NINE MAIDENS APA DfE Number 1104/134755	Principal: Jonathan Stocker Vice Principal: Mick Brooks	Secretary Debbie Leeson	Nine Maidens Four Lanes Redruth, TR16 6ND	Tel: 01209 217046 Fax: 01209 219460
GLYNN HOUSE APA  DfE Number 1105/134756	Principal: Ryan Brokenshire  Vice Principal: Andy Major	Secretary  Karen Bird	Cormorant House, Truro Business Park, Threemileston, Truro, TR4 9NH	Tel: 01872 322443
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CARADON APA DfE Number 1108/135394	Principal: Haydn Pearce  Vice Principal: Pete Nicholls	Secretary Vicki Delarue	Old Liskeard Infant School West Street Liskeard, PL14 6BS	Tel: 01579 340405

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