



DALP AP Free School Application DRAFT 4 @ 2 February 2017

Section C – Vision

Rationale

The Diverse Academies Learning Partnership (DALP) was established in 2011.

DALP is a group of academies comprising two trusts: the Diverse Academies Trust (DAT) and the National Church of England Academy Trust (NCEAT). DAT is a multi-academy trust and NCEAT is a single academy trust.

We operate as a 2-19 MAT encompassing 2 primary and 7 secondary academies. We will number 5 primary, 7 secondary, 1 primary special (mainly PMLD/SLD) and 1 2-19 all through special (mainly PMLD/SLD) open academies by September 2017.

We have agreed a regional growth strategy with our RSC. This will result in our MAT comprising 30 open academies by September 2020. We aim to be made up thus: up to 12 secondary, up to 13 primary, up to 4 special academies and 1 AP KS1-KS5 free school.

Deeply embedded within our values is the principle of diversity and strengthening that diversity through the very best 2-19 inclusion practice. We are absolutely not an 'identikit MAT'. All of our academies are unique in their diversity; and we secure excellence through a comprehensive framework of tight principles and practice. We doggedly challenge discrimination and prejudice in all its forms.

DAPA will be at the heart of our MAT. It will draw together the existing expertise and good practice that can be found in our mainstream academies to form a centre of excellence delivering the very best alternative education across the region.

It will reflect our relentless drive to develop successful, well-qualified and determined young people by any means necessary. We achieve this because we are a strong, warm supportive family of academies committed to the very best in an atmosphere of tough love.

We believe that one of many duties for our MAT is to prevent vulnerable young people ever entering our criminal justice or benefits systems. To do this, we MUST offer top drawer inclusive education.

The basics

DAPA will offer 140 fte 2-19 places.

These are constituted thus:

40 KS1/KS2 places

80 KS3/KS4 places

20 KS5 places

DAPA will operate a hub and outreach model. The central hub will be based in Holgate Academy (11-18 mainstream secondary); there will be 6 outreach sites co-located within or adjacent to other DALP mainstream primary and secondary academies. See our diagram.

While the balance of respite and full time placements is never an exact science, we envisage that the bulk of our work will be with students on either part-time or respite placements.

To that end, we expect:

KS1-KS2 – 95% respite/part time

KS3-KS4 – 30% respite/part time

KS5 – 80% respite/part time

It is a non-negotiable that 'part time' and 'respite' means just that. We deem it an imperative to reintegrate students into mainstream education as quickly as possible.

Vision

We take inclusion seriously

Every child and young person in our group is our responsibility. Our academies are committed to serving all of our families to the best of our capacity. Thus, we operate a tight principle of zero permanent exclusions and minimal fixed term exclusions. Additionally, even when exclusion is necessary, the high quality, bespoke education of the young person continues regardless. We recognise the increasing demand for high quality support for social, emotional and mental health needs in our children and young people. Such need is at the heart of DAPA's activities.

We are committed to scholastic excellence

All children and young people are capable of great things. It is our responsibility to discover, nurture and develop potential in all – however this presents. Under-pinning this philosophy is an unapologetic commitment to academic prowess in all of our young people. The journey to academic excellence takes many forms; but the destination is common for all our students. We start at great and finish at exceptional.

Looking after the basics

It is irresponsible for us to ignore 21st century fundamentals. To this end, all DAPA students undertake the very best learning in maths, numeracy, English, reading, writing, speaking, listening and computing/mobile technologies. Success in all of these is a non-negotiable. In addition, we focus upon wider life skills in all of this to ensure success in every young person's next life stage- whatever that might be.

Exemplary behaviour

We will prepare our young people for 'life after DAPA'. To ensure they are ready to take their place in English society and a global employment market place, we develop and expect:

- (a) Uncompromising mutual respect and courtesy
- (b) Superb personal discipline
- (c) Self-driven, self-motivated young people
- (d) Deep rooted personal and professional ambition
- (e) Personal resilience and pride

Fitness for working life, wellbeing and personal happiness

We know that gainful employment is a key component in adult personal happiness and well-being. To that end, meaningful work experience and work placements under-pinned by robust partnerships with local employers will be an expectation for all of our students.

Taking care, securing inclusion with precision

It is our job to weaken or remove any barriers to learning and success. Thus, our teaching, welfare, support and guidance is among the very best. We will secure this through:

- (a) The very best quality teachers
- (b) The very best quality para professionals who seamlessly support teaching
- (c) The very best training and development for (a) and (b) – led by our teaching school alliance
- (d) The very best induction into DAPA – students and staff
- (e) Comprehensive student profiles under-pinned by relevant, accurate data
- (f) Robust, challenging partnerships with families, local authorities and other agencies.

Thus we support our young people so that they can concentrate on loving their education again and achieving the very best they can.

Getting the structures right

We will secure the very best possible education through our 'hub and spoke' free school model. Tightly controlled and managed from the specialist centre, our primary and secondary outreach facilities will be second to none. We will operate a transparent, no nonsense Fair Access Protocol (FAP); along with an unwavering expectation of robust pastoral support plans (PSP) from all our commissioners.

Listening, listening, listening....

We listen extensively. We routinely evaluate formal and informal feedback from:

- (a) our children and young people
- (b) their families
- (c) our staff
- (d) external agencies
- (e) employer partners

In this way we regularly quality assure all that we do ensuring we do not move away from our tight principles and practice.

We are system leaders with a deep social conscience

DAPA will not simply work with DALP academies.

Our region suffers from a paucity of high quality alternative provision and the accompanying under-achievement in a variety of measures. Thus, we see it as our fundamental duty to support other schools and local authorities as they seek a better education for their most vulnerable learners.

We will actively encourage wider commissioning – especially from our primary school neighbours who have almost zero access to successful, high quality primary alternatives to mainstream education.

Prevention is better than cure

We fundamentally believe that the very highest quality alternative provision should focus equally on prevention and remedy.

Thus our teaching school alliance offers training and development programmes which improve inclusion practice in neighbouring schools, academies and local authorities. It is our mission to ensure that all such organisations develop an understanding of the very best inclusion philosophy – thus mitigating the need for expensive commissioning.

Accountability and outcomes

We have clear, simple, uncompromising ambitions:

1. That our free school is at least outstanding in its first section 5 Ofsted inspection
2. That the overwhelming majority of our students achieve the very best possible academic outcomes on appropriate national indicators
3. That 100% of our sixth form students are successful in securing meaningful employment/further or higher education/training when they leave DAPA
4. That 100% of our respite students successfully return to their mainstream academy or school and remain there at least three terms later
5. That 100% of our students experience successful, high quality work placements
6. That the overwhelming majority of our students achieve the very best possible academic outcomes on appropriate national indicators – including GCSE maths and English or their equivalent

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DALP

2 February 2017