



# **AP Handbook**

Alternative Provision Details

October 2022

(Updated May 2024)



## Introduction

The Bolton family believe that every pupil should primarily be educated within mainstream settings. It is expected that schools will utilise all available resources to empower pupils to reach their potential and achieve best outcomes within a full time, mainstream place.

It is recognised however, that some pupils may need additional support to overcome barriers to learning and alternative provision should be considered where they are experiencing difficulties accessing the mainstream curriculum offer. This may include issues relating to behaviour and attendance, or where a pupil is seen to not be achieving good academic outcomes.

All pupils should be helped and encouraged to achieve or exceed the standards of a good education. Schools should recognise any issues or barriers, and hence a potential requirement for alternative provision, as early as possible.

There should be an increased focus on early assessment and identification of a pupil's needs before his or her behaviour has deteriorated to the extent that exclusion is the only option.

## What is Alternative Provision (AP)?

The DfE define Alternative Provision as follows (Alternative provision - Statutory guidance for local authorities 2013):

- Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education;
- Education arranged by schools for pupils on a fixed period exclusion;
- Education for pupils being directed by schools to off-site provision to improve their behaviour.

AP providers can offer high quality off-site tutoring or therapeutic intervention services to meet children and young people's varied and complex needs. By using alternative provision, programmes of learning can be designed to meet the needs and interests of the individual pupil. This makes it more likely that they will engage with learning and succeed in education.

## Use of Alternative Provision

Schools can use such provision to provide targeted support where a pupil is at risk of exclusion, or to re-engage pupils in their education.

In general, most pupils will access a program of alternative provision on a part-time basis (e.g. half a day, one day a week) alongside the school's core curriculum offer. However, there are some pupils who may be timetabled with an external provider on a full-time basis. In these circumstances, the school must ensure pupils have access to core curriculum subjects (i.e. English, Mathematics, Science) and be given the opportunity to take appropriate and accredited qualifications that help them to progress into further education or training.

Alternative provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable and qualification route. If a pupil is referred to off-site provision on a part-time basis, they should attend school as usual on the days on which they are not in the alternative provision

## What is Good Alternative Provision (AP)?

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- Good academic attainment on a par with mainstream schools – particularly in English, Maths and Science
- That the specific personal, social and academic needs of pupils are properly identified and met in order to help them overcome any barriers to attainment
- Improved pupil motivation and self-confidence, attendance and engagement with education
- Clearly defined objectives, including the next steps following the placement such a reintegration into mainstream education, further education, training or employment.

## DfE Registrations Requirements

Alternative Provision can either be registered with the DfE or unregistered. Alternative providers must register with the DfE if they provide full time education for:

- Five or more pupils of compulsory school age
- One or more pupils of compulsory school age with an education, health and care plan or
- One or more pupils of compulsory school age who are looked after

If a provider does not meet any of these criteria – for example, by only providing part-time education – there is no need to register. Schools can use unregistered Alternative Provision; however, they should assure themselves that the provider is not operating as an unregistered independent school before commissioning a place. If you suspect a provider is potentially operating as an unregistered independent school, please contact the Head of Inclusion on [inclusion@bolton.gov.uk](mailto:inclusion@bolton.gov.uk) to discuss further.

## Power of schools to direct a pupil off-site for education to improve behaviour

Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. The Secretary of State has made regulations, as is required by the related primary legislation, concerning schools' use of this power.

Under revised off-site regulations the governing body must:

- ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: why, when, where, and how it will be reviewed;
- keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it; and
- have regard to guidance from the Secretary of State on the use of this power – this can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942014/alternative\\_provision\\_statutory\\_guidance\\_accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf)

This legislation does not apply to academies. They can arrange off-site provision for similar purposes under their general powers, set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide academies with an example of good practice.

## Alternative Provision Directory

Bolton has a strong framework of alternative education providers. Providers listed in the directory are subject to minimum requirements and annual checks. Schools are able to use providers on the framework but can also commission provision from other providers.

The directory makes it easier for schools to identify provision and shows information such as courses available, ages, location and outcomes. Whilst using providers on the framework does not abdicate responsibility for ensuring the AP meets H&S and safeguarding standards, the directory provides information about organisations that have at least met minimum standards around the safety and legality of provision. Schools can use other providers who are not registered on Bolton's AP framework but should assure themselves of the quality and safety of provision.

## What schools should know?

Responsibility for the alternative provision used rests with the school commissioning the placement. Commissioning schools should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money.

The school commissioning the placement should maintain ongoing contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

The school commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

It is the commissioning school's responsibility to fund the provision and make arrangements for payments to providers.

## Suggested commissioning checklist

- Check the registration status of each provider and whether they should be registered.
- Check provider's policies and procedures:
  - Behaviour / attendance policy
  - Curriculum plans, schemes of work and student assessment procedures
  - Anti-bullying policy
  - Arrangements to safeguard and promote the welfare of pupils
  - Health and Safety Policy
  - Complaint's procedure
  - Qualifications and experience of staff
  - Arrangements for first aid
  - Fire risk assessment and procedures
  - Recruitment and vetting checks for staff and management
- Give providers information about social networking, the use of social media and e-safety making the schools expectations clear.
- Give providers information about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil.
- Give providers information about how the school should be informed of attendance and agree subsequent follow-up of absence.

An example of a commissioning checklist is available via this link:

<https://www.bolton.gov.uk/downloads/file/4636/alternative-provision-quality-assurance-checklist>

## Commissioner responsibilities

Once a placement has been agreed, the school maintains responsibility for:

- Pupil welfare: safeguarding, child protection and ensuring parents and pupil are aware of the arrangements;
- Attendance monitoring and follow-up of absences using a secure on-line attendance and absence reporting system;
- Meeting the needs identified within a child's Education Health and Care Plan;
- Transport arrangements where necessary;
- Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made;
- Sanctioning a suspension or permanent exclusion – pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these. However, if a pupil has breached a Provider's code of conduct or poses a health and safety risk to others, the Provider may use their internal procedures to suspend the Pupil from attendance at their provision. Providers should always discuss the use of such a sanction with the pupil's school and agree arrangements during the period of suspension before any action takes place. The provider should notify the school if the placement cannot continue detailing reasons;
- Pupil outcomes – schools commissioning alternative provision must ensure it meets the child's educational and personal needs;
- Maintaining primary contact with parents, unless it has been agreed with the provider that this is delegated;
- Ensuring the child remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards;
- Careers guidance – schools to ensure pupils receive their full entitlement to careers information, advice and guidance;
- Post 16 destinations, to prevent young people becoming NEET;
- Frequently reviewing pupils' placements so that they have a better understanding of how well pupils are doing and whether or not the placement continues to meet pupils' evolving needs.

## Inspecting Off-Site Provision – What do Ofsted inspectors look for?

Inspectors must evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs. Inspectors will speak to a selection of pupils who attend off-site provision, where possible, including potentially through video/telephone calls.

Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for five or more pupils of compulsory school age, or one pupil who is looked after or has an Education, Health and Care (EHC) Plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.

Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process. Inspectors should visit any registered alternative provision site that Ofsted has not yet inspected to assess the adequacy of the school's quality assurance process.

Inspectors will consider the quality of registered alternative provision using Ofsted's latest inspection report and assess its impact on the overall quality of education for pupils in a proportionate way.

Inspectors will consider:

- the reasons why leaders considered off-site provision to be the best option for the pupils concerned
- whether leaders have made the appropriate checks on the registration status of the provision
- what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes the pupils' personal development



If a school uses a provider that is not registered, the inspector must contact the duty desk so that staff can notify Ofsted's unregistered schools team. Following the inspection, the team will determine if they need to take further action because there is reasonable cause to believe that the setting is operating as an unregistered school.

A school is likely to be judged 'inadequate' for leadership and management if:

- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision
- leaders are not aware of how many of their pupils attend alternative provision
- leaders are not taking responsibility for their pupils who attend alternative provision

## 10 Key Things to Know about Alternative Provision

1. A provider of alternative provision should be registered as an independent school if it caters full time for five or more pupils of compulsory school age; or one such pupil who is looked after or has an EHCP.
2. Bolton has a strong framework of alternative education providers. Providers listed in the directory are subject to minimum requirements and annual checks. Schools are able to use the framework but can also commission provision from other providers.
3. All learners are entitled to a full-time education (subject to DfE Registration requirements). Learners placed in alternative provision must remain on their school roll unless permanently excluded. Learners should study English and Mathematics as part of their core offer.
4. When making a decision to place a learner into an alternative provision setting, commissioners must have regard to the Statutory Guidance (page 13).
5. Schools can arrange alternative provision by referring directly to the provider. If the school is a Special school or involves a pupil with an EHC Plan, the SEND caseworker must be notified.
6. The school is responsible for all associated costs for the alternative provision for learners who have been identified as 'at risk'.

7. Some providers include transport costs but if it is not included, the commissioner must arrange and pay for the service if eligible.
8. Other interventions should have been established before placing a learner into alternative provision. Agreement from all relevant parties is needed to ensure the placement is necessary, appropriate and in the best interests of the learner.
9. Learners in alternative provision require regular reviews to assess the ongoing suitability of the placement, to plan for transition back into school or to a post 16 provider. Learners are entitled to receive advice and guidance about their progression route.
10. Learners placed in alternative provision should be given clear objectives linked to outcomes. Schools are responsible for ensuring objectives are met and outcomes are evaluated regularly throughout the placement. At the end of the placement, outcomes should be reviewed to determine the success of the intervention.

## Appendix - Contents

Providers are listed in alphabetical order, or you can jump to specific Primary or Secondary APs from the links below.

Providers	Primary	Secondary
<b><u>BLGC (Bolton Lads &amp; Girls Club)</u></b>		✓
<b><u>COG (Children's Opportunity Group)</u></b>	✓	
<b><u>EdStart</u></b>		✓
<b><u>Forwards Centre</u></b>	✓	
<b><u>Next Level</u></b>	✓	✓
<b><u>Park School</u></b>	✓	✓
<b><u>Raise the BAAR</u></b>		✓
<b><u>RedBox</u></b>		✓
<b><u>The Heights</u></b>	✓	✓
<b><u>TLG (Transforming Lives for Good)</u></b>		✓
<b><u>Youth Challenge Secondary</u></b>		✓

## **‘INSPIRE’ powered by BLGC**

### **Alternative Curriculum Provision & Enrichment programme (11-16)**

18 Spa Road, Bolton, BL1 4AG

01204 540100

[enquiries@blgc.co.uk](mailto:enquiries@blgc.co.uk)



**Headteacher/Principal:**

#### **Provision information**

Bolton Lads and Girls Club (BLGC) provides young people aged 11 to 16 with alternative provision in order for them to progress and succeed in sustained education or employment. We do this through high quality, proactive, engaging, learning sessions based on effective relationships that enable the achievement of life skills and meaningful qualifications and may involve a number of academic, vocational and enrichment options.

As an approved provider of alternative curriculum activity on Bolton's Alternative Education Framework, all our programmes meet the quality assured standards of Bolton Council and are aimed at helping young people learn, achieve, thrive and realise their potential.

BLGC is not a registered school. We are an alternative curriculum and enrichment provider. Our informal education offer is beneath the 18hr threshold. Most young people attend our state of the art centre for up to 15hrs per week between Monday and Friday from 9.30am to 2.30pm. We are a part time alternative provision provider, who can offer a range of shared attendance programmes with the focus on:

- Re-engage young people at risk of low attendance or social exclusion
- Re-integration back into mainstream school or the next most appropriate specialist provision
- Prepare for the transition from primary to secondary and from secondary to post-16 education
- Improve academic attainment, behaviour, self-confidence and self-esteem
- Set clear goals and outcomes

- Develop skills for entry into employment

Provide in-full or supplement your current PSHE programme, including drugs awareness, alcohol awareness, sexual health, gangs and crime, leadership, team building, problem solving and working with others

Make school participation inclusive.

We work with our commissioning partners to develop services outside of the normal curriculum that give those struggling with mainstream education the best possible chance to succeed, re-engage and begin to enjoy learning.

### Legal information

Website: [www.blgc.co.uk](http://www.blgc.co.uk)

Ofsted Report: n/a

DfE Registration number: n/a

Capacity of provision: Up to 16 pupils per day

Staff to pupil ratio: 1:4 sometimes a reduced ratio depending on the pupil

Maximum number of pupils per class: 4

Accepted age range: 11-16

Does the provision have a SENCo? No

Are pupils placed on roll at the provision? No, remain on roll at school

### Qualifications offered

No formal qualifications.

Can gain certificated outcomes such as sports leaders, ASDAN awards etc.

## Example timetable

Our centres are based in Bolton town centre and Westhoughton, both within easy reach of bus routes, offering excellent spacious facilities to effectively work with young people in small groups offering:

- Spacious classrooms
- Games and recreation area
- Arts and crafts area
- Mentoring and therapeutic rooms
- Climbing wall
- Outdoor sports areas
- Full sized indoor sports hall
- Boxing suite and gym
- IT multi-media and music suite inc recording studios
- Fully equipped kitchen.

### Daytime Programmes

We aim to deliver a quality learning experience in an environment that is both welcoming and safe. We not only provide the knowledge and skills required to succeed in an educational setting, but we also teach and embed the social skills needed to survive in the workplace. We ensure that all young people have a personalised curriculum to meet their individual needs and give them the skills to improve their life chances.

Our Alternative Education work supports young people with challenging behaviours or complex needs encouraging them to re-engage with learning.

Our specialist Youth Workers deliver a daytime education programme leading to accreditation in the following, new programmes being developed:

- Sports Leadership
- Music Production
- Multi-Media
- Graphic Design
- Art

- Functional Skills

We also offer support in numeracy & literacy to young people who are at risk of low achievement in school or are disadvantaged by the school environment. Tutors to provide additional literacy and numeracy can be incorporated into the curriculum where required.

The programmes that we offer can be tailored from a few weeks, up to two years in length. Young people can successfully achieve an accredited qualification in an environment which better fits with how they like to learn, helping them to progress towards further learning routes or improved employment opportunities.

**Is transport provided?**

No

**Do you offer any off-site provision?**

Activities can be arranged off site at approved centres

**Any additional services offered by the provision (eg counselling, family support etc)**

Mentoring Services

Family Support

Counselling

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## The Nurture Group at Bolton Children's Opportunity Group (COG)

Lowndes St Nursery, Lowndes St, Bolton, BL1 4QB

01204 848722/491085

[cognurturegroup@gmail.com](mailto:cognurturegroup@gmail.com) or [nurturegroup@boltoncog.co.uk](mailto:nurturegroup@boltoncog.co.uk)



**Headteacher/Principal:** Helen Tate – Nurture Group Teacher  
Marie Butler – Childcare Manager

### Provision information

Whilst schools and settings may offer a nurturing approach or even offer their own nurture provision, the Nurture Group at COG is unique in the fact that it is a purpose-built nurture setting for up to 12 reception and Key Stage 1 (year 1 and year 2) children from settings across Bolton.

The group is staffed by an experienced Early Years and Key Stage 1 teacher and two nurture group practitioners. All our work is underpinned by nurture research, theory and practice so it is focused on making a real, practical difference in pupils' lives, by ensuring that they have the experiences and support they need to flourish. The model that we use of two full days a week in nurture group allows us to offer a highly staffed and structured, fully immersive nurture environment and to teach and embed all that nurture has to offer in a systematic and intensive way.

At nurture group we use the Boxall Profile, a detailed assessment of social, emotional, and behavioural functioning of children and young people to plan individual social and developmental targets for each child and to track progress. The nurture group provides a teacher-led planned, differentiated, and individualised curriculum based on developmental need. We have experienced and trained staff – the nurture group has a very experienced Early Years and Key Stage 1 teacher and two experienced nurture group practitioners. Staff have received additional training including the theory and practice of nurture group, Team Teach, ELKLAN, Signalong and other behaviour management and support models.

We provide regular communication between school and nurture group with strengths and challenges linked to Boxall profile. Our teacher will observe the child in school and meet with the class staff; we also encourage staff from school to visit and observe at nurture group so that we can develop strategies and recommendations to best support the child in school. We can also provide resources to support schools and parents at home.

Our teacher will attend/contribute to meetings relating to the children eg Early Help reviews, annual reviews, etc. Attendance at nurture groups is counted towards provision mapping in school and our teacher will write reports in support of an EHCP application or on request from other professionals/agencies.



We will liaise and support schools with OFSTED inspections re children being educated off -site.

Our aim at The Nurture Group at COG is to make a real, lasting impact on every child we work with. We achieve this by working intensively with each child and with staff in school and parents. Typically, over 90% of children who have attended nurture group are reintegrated successfully into their mainstream settings following their placement. The remainder of the children usually go on to attend long-term, full-time specialist provision.

The children at nurture group are split into two groups of up to six children and each group attends two consecutive full days per week (with the other three days being spent in school). There is a Monday/Tuesday group and a Thursday/Friday group. All places are subject to review after six weeks. Children will be placed in the group that best meets their needs. This will be decided on referral by Nurture Group staff. Children usually spend three terms at nurture group, but this can be longer depending on the needs of the child.

The cost of Nurture Group is currently £75.00 per child per day. This will be invoiced directly to school by the business manager at Bolton Children's Opportunity Group, at the end of each half term.

### Legal information

**Website:** <https://www.boltoncog.com/>

**Ofsted Report:** Nursery only

**DfE Registration number:** n/a

**Capacity of provision:** 12 places – two groups of up to 6 children

**Staff to pupil ratio:** 1:2

**Maximum number of pupils per class:** 6

**Accepted age range:** Reception, Year 1 and Year 2

**Does the provision have a SENCo?** Nurture Group Teacher acts as SENCO for nurture group

**Are pupils placed on roll at the provision?** No

### Qualifications offered

Subject	Exam Board
n/a	

**Example timetable**

- Bus arrival
- Outside play
- Hello
- Show and tell / yoga
- Morning Snack
- Free choice activities / 1:1 work
- Celebration time
- Focus activity
- Free choice activities / 1:1 work
- Celebration time
- Lunch
- Outdoor play
- Story/Circle time
- Free choice activities / 1:1 work (afternoon snack available during this time)
- Toilet / coats and shoes on
- Celebration time / Friendship tree
- Home time

**Is transport provided?**

Transport is provided by Bolton Children's Opportunity Group on our nurture group minibus; however, this is discretionary. Transport is usually offered if parents/carers cannot transport their child. Parents or carers may be asked to transport their children if they have their own transport, live in the local area or to prevent long journeys on the bus.

**Do you offer any off-site provision?**

Type of provision	Curriculum offered	Centre Manager contact
N/A		

**Any additional services offered by the provision (eg counselling, family support etc)**

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## EdStart

Bolton Centre: Castle Hill Young People's Centre, Frogley Street, Bolton, BL2 2JS

Salford Centre: 5 Gerald Road, Salford, M6 6DW

Norther Moor Centre: 130 Sale Road, Wythenshawe Manchester, M23 0BX

Bury Centre: 13-15 Broad Street, Bury, BL9 0DA

Oldham Centre: 11 Church Lane, Oldham OL1 3AN

0300 303 4414

[admin@edstartschoools.com](mailto:admin@edstartschoools.com)



**Headteacher/Principal: Kevin Buchanan**

## Provision information

EdStart is an Independent School working mainly in the context of alternative provision, with 5 centres across the Northwest and 2 Hubs in Bury. We have held a base in Bolton for over seven years now, working with young people in the 13-16 (Y9-Y11) years age bracket, and since 2021 we have widened our offer to ages 11-16 (Y7-Y11), Salford only. We pride ourselves on working closely with our young people, in small class sizes of 6-8 students to enable them to focus in class and to feel comfortable and gain trust in our staff and educational setting.

EdStart is a registered exam centre that offers a comprehensive curriculum delivering GCSEs in various subjects, as well as BTEC Sport and core subject qualifications in Functional Skills. The offer is tailored to individual pupils based on referral information and post 16 destination targets.

Many of our pupils come with identified and unidentified Special Educational Needs. These pupils and their families deserve the very best guidance and assurances from their school. Because of this and to guarantee we support all children with SEN and EHC Plans the very best we can. In 2019 we developed an SEN team lead by our SENCo, Zoe McCall who is supported by a skilled SEN team.

In September 2020, we opened our Outreach provision. This provision is specifically for students with ECH Plans who need extra support in terms of one-to-one teaching, mentoring and emotional support. Timetables within this Provision are tailored to each students' individual needs and tracked with their EHCP outcomes.

The centres are in operation from Monday to Friday and have built strong relationships over the years with Local Authorities including the Bolton Behaviour Support Service, as well as local agencies such as Connexions, to prepare our young people for their next steps. We have educated pupils from our local high schools as well as schools from neighbouring towns, also liaising with other services in the borough. Feedback is given to parents/carers on a weekly basis and schools on a daily basis, with end of term reports distributed to highlight projected grades, progress and potential in areas such as attendance and attainment.

## Legal information

**Website:** [www.edstartschools.com](http://www.edstartschools.com)

**Ofsted Report:** <https://files.ofsted.gov.uk/v1/file/50072224>

**DfE Registration number:** 355/6059

**Capacity of provision:** Bolton 20 / Salford 35 / Bury 30 / Northern Moor 30 / Oldham 18 / Outreach 18

**Staff to pupil ratio:** 1:6

**Staff to pupil ratio in Outreach:** 1:1

**Maximum number of pupils per class:** 8

**Accepted age range:** 11-16

**Does the provision have a SENCo?** Zoe McCall

**Are pupils placed on roll at the provision?** Yes

<b>Qualifications offered</b>	
<b>Subject</b>	<b>Exam Board</b>
Maths GCSE	Edexcel
Religious GCSE	Edexcel
English Literature GCSE	AQA
English Language GCSE	AQA
Biology GCSE	AQA
Art GCSE	AQA
ICT Functional Skills	Edexcel
English Functional Skills	Edexcel
Maths Functional Skills	Edexcel
BTEC Sport	Edexcel
Entry Level Science	AQA

<b>Example timetable</b>								
	09:00 – 09:20	09:20 – 10:15		10:35 – 11:25	11:25 – 12:15		12:45 – 13:35	13:40 – 14:30
<b>Monday</b>	Register Key Worker groups Targets/ Reminders/ Updates	Mathematics		Sport (Theory)	English Literature		English Language	Food Tech
<b>Tuesday</b>	Register Key Worker groups Information/ Feedback	Mathematics		PSHE	Religious Studies		PE Off Site	PE Off Site
<b>Wednesday</b>	Register Key Worker groups Scorecard Review	Biology	<b>Break</b>	Well-being/ Sport (Theory)	English Literature	<b>Lunch</b>	Mathematics	Exam prep (Yr 11)  Art (others)
<b>Thursday</b>	Register Key Worker groups Information/ Feedback	Biology		PSHE	Religious Studies		Rewards Enrichment  Trip/ Reflective Work	Rewards Enrichment  Trip/ Reflective Work
<b>Friday</b>	Register Key Worker groups Summary of Week	Careers & Connexions		English Language	Art		School finishes 13:00	

**Is transport provided?**

Yes. We can organise taxi/minibuses at request of referrer.

**Do you offer any off-site provision?**

Type of provision	Curriculum offered	Centre Manager contact
One to one tuition with Next Level Learning	Maths and English	Karen Talbot 01942 255782
For Housing Alternative Provision	BTEC Construction / Functional Skills	Lee McDonald 07738 692345

**Any additional services offered by the provision (eg counselling, family support etc)**

- Counselling (Staff, pupils, parents)
- Art Therapy
- Careers
- Family pastoral support
- One to one tuition for LAC and SEN

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## Forwards Centre

Stephen Street, Bolton, BL2 5DX

01204 333660

[adminforwardscentre@boltonimpacttrust.org.uk](mailto:adminforwardscentre@boltonimpacttrust.org.uk)



**Headteacher/Principal: Christopher Fielding**

### Provision information

The Forwards Centre is an alternative educational provision for Key Stage 1 and 2 pupils who have experienced difficulties in their mainstream schools because of their social, emotional and mental health (SEMH) needs.

All the children follow the National Curriculum for Maths, English, Science and Computing as well as having access to the wider primary curriculum as appropriate. Enrichment activities help children develop skills and expertise in an area of interest with the aim of developing the character traits which enable success in other areas of life.

We have 6 classes, each with a teacher, 2 learning mentors and a maximum of 9 children.

All staff in the centre are trained to level 2 counselling concepts standard and make the following commitment to the children as part of our SEMH principles:

- We will help you understand your emotions and try never to put you in a situation that will make you anxious or distressed.
- We will help you understand that learning new things means trying hard and making lots of mistakes and send you home each day with a new set of positive, happy memories.
- We will help you build relationships and make friends.
- We will provide a kind, understanding place where you feel accepted and safe enough to make long lasting, positive changes to your life.

We are a short-term provision and see our role as helping children move on and be successful in their next educational setting. We work with each individual pupil to identify gaps in learning to ensure that each child has the academic skills that they will need and use individual provision maps to help overcome any barriers to success. Finally, we will help co-ordinate services to ensure that children and families are accessing the support they need. Our offer comprises 5-day and 2-day placements.



## Legal information

**Website:** <https://www.boltonimpacttrust.org.uk/forwards-centre/>

**Ofsted Report:** <https://www.boltonimpacttrust.org.uk/wp-content/uploads/2020/05/10122018-Forwards-Centre-142702-Final-PDF.pdf>

**DfE Registration number:** 142701

**Capacity of provision:** 64 (40 full-time, 12 x 2 for 2 days per week)

**Staff to pupil ratio:** KS1 – Class of 6 (3 adults); KS2 – Classes of 8 (3 adults)

**Maximum number of pupils per class:** KS1 – 6 pupils; KS2 – 9 pupils

**Accepted age range:** Y1 to Y6

**Does the provision have a SENCo?**

**Are pupils placed on roll at the provision?**

We have a mixture of single and dual registered pupils

## Qualifications offered

Subject	Exam Board
KS1 phonics test	
KS1 SATs	
Y4 times table tests	
KS2 SATs	

Example timetable						
Class		Monday	Tuesday	Wednesday	Thursday	Friday
AM 1	9:00 – 10:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
		Handwriting/ Fix it	ASSEMBLY	Handwriting/ Fix it	ASSEMBLY	Handwriting/ Fix it
AM 2	10:00 – 11:00	Maths	Maths	Maths	Art and Maths/ English	English/ Maths fix it
		Reading/ Toe by Toe	Reading/ Toe by Toe	Swimming	Art and Reading/ Toe by Toe	Enrichment
AM 3	11:00 – 12:00	Break/ Earned time	Break/ Earned time	Toe by Toe/ Reading/ Fix it	Art and Maths/ English	Enrichment
				Toe by Toe/ Reading/ Fix it	Art and Reading/ Toe by Toe	Enrichment
PM 1	12:00 – 1:00	Lunchtime	Lunchtime	Lunchtime	Lunchtime	
		Class reading	Class reading	Class reading	Class reading	
PM 2	1:00 – 2:00	Break/ Earned time	Break/ Earned time	Break/ Earned time	Break/ Earned time	
		Reading/ Toe by Toe	Reading/ Toe by Toe	Reading/ Toe by Toe	Reading/ Toe by Toe	
PM 3	2:00 – 3:00	Computing	Science	PE	Cooking	
		Settling activities	Settling activities	Settling activities	Settling activities	

**Is transport provided?**

Not for 5-day places – Children placed by Bolton LA are currently transported by the council transport.

For 2-day places transport is provided by Bolton Council and paid for by the individual pupil's mainstream school.

**Do you offer any off-site provision?**

No

**Any additional services offered by the provision (eg counselling, family support etc)**

We liaise with a large range of services which are coordinated through the Early Help process. We are the lead professional in the majority of cases.

Parents are able to access our parents' group which is held on site every two weeks and as a Trust we provide a programme called 'Who's in Charge' which is an intensive programme aimed at those parents/carers who may at some point be hurt or injured by their child.

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## Next Level Learning Limited

56a-60a Market Street, Hindley, Wigan, WN2 3AN

01942 255782

[info@nextlevellearning.co.uk](mailto:info@nextlevellearning.co.uk)



**Director: Kelly Lowe**

### Provision information

Next Level Learning are an Ofsted registered tuition service and alternative provision that deliver Maths and English sessions to primary, secondary and post 16 pupils. We use only fully qualified and DBS checked teachers and the company has many years' experience teaching pupils that fall under the SEN, LAC, EAL, and SEMH categories. We currently offer outreach tuition in Wigan, Bolton, Bury, Manchester, Trafford and Salford areas (but please check with us directly for any other areas).

Our services are mainly outreach however, for those students who need we have a teaching centre based in Hindley, Wigan. The centre provides a safe and secure, nurturing environment which enables young people to learn, develop and build in confidence ready for their return to mainstream school or to supplement existing education packages. We also offer sessions in the various EdStart Schools, our partner company, across the region, where we have private facilities for one-to-one work.

Next Level Learning's unique feature is that although we are a tuition service, we run very much like a school. We have all relevant policies in place and have our own Designated Safeguard Leads, SENCo support, and our partnership with EdStart allows us to administer exams for pupils who are not on roll with a school or exam centre.

We also provide SEN support through our SENCO who can devise tailored plans for their tutor to follow. These plans are created whilst the pupil is with us and passed onto the subsequent service/school they may go to.

Our aim is to re-engage students back into learning and education pathways and we are very much included in the planning behind each pupil's needs and the mapping out of their next steps. We do this by attending regular meetings and liaising regularly with other professionals involved.

## Legal information

**Website:** <https://www.nextlevellearning.co.uk>

**Ofsted Report:** n/a – Registered on Childcare Register

**DfE Registration number:** n/a

**Capacity of provision:** n/a

**Staff to pupil ratio:** 1:1 up to 1:5

**Maximum number of pupils per class:** 5

**Accepted age range:** 6-16 years

**Does the provision have a SENCo?** Yes

**Are pupils placed on roll at the provision?** No

## Qualifications offered

Subject	Exam Board
Maths GCSE	Edexcel
English GCSE	AQA
Maths Functional Skills	Edexcel
English Functional Skills	Edexcel

## Example timetable

N/A – We deliver anything from 1 hour per week to 20 hours per week per student.

## Is transport provided?

No.

**Do you offer any off-site provision?**

NA – We have various links with other AP's where we often supplement their curriculum with English and Maths specialists.

**Any additional services offered by the provision (eg counselling, family support etc)**

- We tailor make tuition plans and attend meetings for students where needed to offer support to families and other working professionals.
- SENCo support and tailored tuition plans that meet EHCP requirements.
- Mentoring both in the centres and outreach in the community.

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## Park School Teaching Service

Wellbeing Centre, Chorley New Rd, Bolton

01204 333700

[parkschool@boltonimpacttrust.org.uk](mailto:parkschool@boltonimpacttrust.org.uk)



**Headteacher/Principal: Mrs Kiran Peart**

### Provision information

We provide quality education to all school aged children who are unable to access their school placement due to physical or mental health needs. Our bespoke educational packages are pupil centred; tailored to suit each individual pupil's level of need and ability and drawn up in consultation with schools, parents and other agencies.

As trained mental health first aiders we will also be consistently assessing the emotional intelligence of the young person, identifying any barriers to learning and acting upon such appropriately, liaising with other professionals where necessary.

We work in Royal Bolton Hospital and in pupils' homes. We also have on-site full time provision for key stage 3 and key stage 4 students.

### Legal information

**Website:** <https://www.boltonimpacttrust.org.uk/park-school-teaching-service/>

**Ofsted Report:** <https://files.ofsted.gov.uk/v1/file/50062011>

**DfE Registration number:** 350/1100

**Capacity of provision:** 40 students

**Staff to pupil ratio:** 1 to 1 and small group teaching max 2 adults 10 children.

**Maximum number of pupils per class:** 10

**Accepted age range:** All ages off site; KS3 and 4 on site

**Does the provision have a SENCo?** Kiran Peart

**Are pupils placed on roll at the provision?** Dual and single registration

Qualifications offered	
Subject	Exam Board
GCSE Maths	Edexcel
GCSE Statistics	Edexcel
GCSE English Language	WJEC
GCSE English Literature	WJEC
GCSE Science - Biology	AQA
GCSE Computer Science	OCR
BTEC Art and Design	Edexcel
Essential Skills for Work and Life	WJEC
Functional Skills Maths	Edexcel
Functional Skills English	Edexcel
Functional Skills ICT	Edexcel
Food Hygiene Certificate	
First Aid Certificate	



<b>Example timetable</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9:00 Form time</b>	<b>Social skills</b>	<b>Social skills</b>	<b>Social skills</b>	<b>Social skills</b>	<b>Social skills</b>
<b>9:30</b>	<b>Science</b>	<b>History</b>	<b>Maths</b>	<b>English</b>	<b>Life skills</b>
<b>10:15</b>	<b>Maths</b>	<b>ICT</b>	<b>Maths</b>		
<b>11:00 Break</b>	<b>Social skills</b>	<b>Social skills</b>	<b>Social skills</b>	<b>Social skills</b>	<b>Social skills</b>
<b>11:15</b>	<b>English</b>	<b>Maths</b>	<b>Topic</b>	<b>Science</b>	<b>Maths</b>
<b>12:00</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Science</b>	<b>Sport</b>
<b>12:45</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Home</b>
<b>1:15</b>	<b>Daily exercise</b>	<b>Daily exercise</b>	<b>Daily exercise</b>	<b>Daily exercise</b>	
<b>1:30</b>	<b>Wellbeing</b>	<b>Domestic skills</b>	<b>PSHE</b>	<b>Art</b>	
<b>2:45</b>	<b>Home</b>	<b>Home</b>	<b>Home</b>	<b>Home</b>	

### **Is transport provided?**

No but we have a car and driver who can support parents if they are unable to transport full time.

**Do you offer any off-site provision?**

Home tuition if pupils are unable to leave the home.

5 hours 1 to 1 per week.

Wellbeing Centre is also part of our service for young people struggling to access the academic curriculum in small groups.

Type of provision	Curriculum offered	Centre Manager contact
Wellbeing Centre	Wellbeing and mindfulness Creativity Meditation Life skills Walk and talk 1 to 1 Maths and English at all levels	Hazel Banks

**Any additional services offered by the provision (eg counselling, family support etc)**

Counselling

Who's In Charge course for parents

Independent travel training

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## Raise the BAAR – Raise Education and Wellbeing School

Bright Meadows, Greenroyd Avenue, Bolton, BL2 5DD

01204 431946

[Catherine.langstreth@raisetheyouth.co.uk](mailto:Catherine.langstreth@raisetheyouth.co.uk);

[Katey.jacobs@raisetheyouth.co.uk](mailto:Katey.jacobs@raisetheyouth.co.uk)



**Headteacher/Principal: Catherine Langstreth**

### Provision information

Raise Education and Wellbeing school is a registered school with a successful track record of engaging pupils in learning and enabling them to achieve progression and positive outcomes. Our KS3 & KS4 alternative education provision, Raise the BAAR, draws on our experience of running an independent special school which Ofsted judged as 'Good' with 'Outstanding' for 'Personal Development, Behaviour and Welfare'.

Through our collaborative approach we ensure that the local authority receives real-time data on attendance and regular daily, weekly, and termly quantitative and qualitative tracking and monitoring reports on behaviour, progress, and attainment. Pupils are entered on our school roll via SIMS and receive an exceptionally high standard of education and pastoral support.

All our education provisions are scaffolded by an innovative fusion of quality education and evidence-based psychology. As a mindful, mental health & trauma informed provider; nurture, empathy, restorative justice, and targeted interventions are embedded within our daily activities. Our highly skilled, emotionally available adults build strong relationships enabling pupils to settle to learn. Through the quality of teaching and learning and intentional support, our pupils make progress, achieve positive outcomes and are prepared for future endeavours and opportunities.

The three pillars which underpin our education offer are: **Academic Learning, Vocational Learning and Therapeutic and Personal Development.**

**Academic Learning:** Our highly specialist T&L team of qualified teachers and teaching assistants have a wealth of experience in SEMH schools, alternative education academies, mainstream schools and Further Education Colleges. They skilfully create a curriculum policy which reflects the needs of our young people, many of whom are disengaged with education and/or have experienced significant gaps in their learning, that also aligns to mainstream curricula. Appropriate, high quality assessments, differentiated teaching, interventions and catch up and recovery, smaller classes and specialist learning support, ensure we meet the needs of each pupil.

The broad ranging curriculum enables pupils to study for 5 GCSEs, whilst also developing the skills, confidence, behaviours and attitude to enable them to progress on to employment, and/or an apprenticeship or further education.

At KS3 pupils prepare for GCSEs by studying English, Maths, Science, Design & Technology and Humanities whilst also covering a range of other subject areas including PHSCE, Physical Education, Dance, Drama and Art.

In KS4 the focus is on securing 5 GCSE's in English Language, Mathematics, Double Award Science and Design Technology. Bespoke sessions in PHSCE, Humanities and Physical Education also feature.

Progress is carefully recorded using the ***Evidence for Learning app***. Used in more than 40 countries it supports assessment, planning and management of the curriculum, by gathering, annotating, assessing, managing and curating evidence of pupil's learning and their learning journeys. This data is regularly shared with pupils, parents/carers and local authorities.

<https://www.evidenceforlearning.net/>

**Vocational Learning:** In recognition of the career choices of many of our young people and employment sectors where there are skills shortages, we offer a range of vocational learning opportunities. These are delivered by qualified teachers and tutors, including those with extensive sector specific experience, and are accredited up to Level 2. Our pupils can experience a number of these options on a ½ termly carousel basis. An example of the current offer includes; construction (bricklaying, plastering, joinery and plumbing), graphic design, art and design, electronics and health and social care.

Pupils from Y9 receive independent careers advice and guidance, including use of ***Kudos***, the on-line platform, that identifies the numerous pathways available to them. The breadth of information available in Kudos ultimately helps pupils to navigate a complex academic and career landscape. <https://www.cascaid.co.uk/kudos/>

**Therapeutic and Personal Development:** Many of our pupils have adverse childhood experiences (ACE's), which significantly impact on both cognition and emotional regulation, and thus on their ability to settle to learn and access the curriculum. This often manifests in their behaviours: externalising, including aggressive or violent outburst or internalising with anxiety, withdrawal or avoidance.

Our renowned, mindful and trauma informed, evidence-based, psycho-social education, personal development and emotional resilience programmes, fully support the pupil and, their parents/carers, to address some of the underlying causes that may limit progress and attainment.

Our specialist staff team includes psychologists, mindfulness teachers and practitioners, trauma and mental health informed practitioners, health intervention specialists, substance misuse specialists and wilderness therapists.

Our approaches are fully embedded in everyday interactions and plans. We also deliver targeted interventions, which follow the Assess, Plan, Do, Review, graduated approach, and use evidence-based programmes to improve outcomes, including:

**Motional:** Based on Professor Jaak Panksepp's research on emotional systems in the brain and Dr Margot Sunderland's extensive research, studies and expertise in executive functional skills, Motional records ACE and Protective Factor scores, and gives staff a whole-brain picture of students' mental health and wellbeing. Appropriate interventions are identified, monitored, and analysed. <https://motional.io/>

**Outcome Star:** The six outcome areas in the Teen Star were designed to link to the five high-level Every Child Matters (ECM) outcomes, drugs and alcohol, well-being, safety and security, structure and education, behaviour and citizenship and family and other key adults. It is underpinned by a five-step Journey of Change: not safe, want change, making changes, mostly safe and safe and well. [https://www.outcomesstar.org.uk/wp-content/uploads/OS-Psychometric-Factsheet\\_Teen-Star.pdf](https://www.outcomesstar.org.uk/wp-content/uploads/OS-Psychometric-Factsheet_Teen-Star.pdf)

**Mindfulness in Schools Projects (MiSP).** Mindfulness in Schools Projects (MiSP). We follow international renowned evidence based **.b Mindfulness in Schools** psychosocial education curriculum. Our qualified Mindfulness teachers deliver this to our pupils, supporting them with self-care and strategies to cope with stress and emotional triggers.  
<https://www.raisetheyouth.co.uk/b-mindfulness/>

**PASS** (Pupils' attitude to Self and School). A nationally benchmarked psychometric assessment tool specifically designed to spot attitudinal or emotional issues in pupils, enabling us to understand their mindsets and if they are confident, ready, and motivated to learn.  
<https://www.gi-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/>

**Get RIPPED** -Our own psychosocial education programme accredited at level 1 by NCFE. The programme focuses on PSHCE, SMSC, embedded functional skills, Independent living and self-care skills and enhances pupils' overall wellbeing and has secured positive outcomes for pupils with SEND and SEMH difficulties and YP with experiences of adversity.  
<https://www.raisetheyouth.co.uk/get-ripped/>

Raise the BAAR offers long-term and short-term placements. Wherever possible, and where it is in the best interests of the pupil, we will always work with the local authority to reintegrate pupils back into mainstream secondary schools, following an agreed, time-bound reintegration and transition plan.

## Legal information

**Website:** <https://www.raisetheyouth.co.uk/>

**Ofsted Report:** <https://reports.ofsted.gov.uk/provider/27/143026>

**DfE Registration number:** 350/600

**Capacity of provision:** 40

**Staff to pupil ratio:** 2:10

**Maximum number of pupils per class:** 10

**Accepted age range:** 11-16

**Does the provision have a SENCo?** Yes

**Are pupils placed on roll at the provision?** Yes

<b>Qualifications offered</b>	
<b>Subject</b>	<b>Exam Board</b>
Maths GCSE	Pearson Edexcel
English GCSE	Pearson Edexcel
Double Award Science GCSE	Pearson Edexcel
Design and Technology GCSE	Pearson Edexcel
Vocational Studies	NOCN
Get RIPPED	NCFE

<b>Example timetable</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Breakfast 9:00 – 9:30</b>	<b>R U OK?</b>				
Lesson 1 9:30 – 10:00	PSHCE	PSHCE	PSHCE	PSHCE	Humanities
Lesson 2 10:00 – 10:30	English	Science Dual Award	Maths	English	Science Dual Award
Lesson 3 10:30 – 11:00	English	Science Dual Award	Maths	English	Literacy Skills
<b>Break 11:00 – 11:15</b>					
Lesson 4 11:15 – 11:45	Numeracy Skills	Maths	Vocational Studies Practical	Science Dual Award	Vocational Studies Practical
Lesson 5 11:45 – 12:15	Science Dual Award	Maths	Vocational Studies Practical	Science Dual Award	Vocational Studies Practical
Lesson 6 12:15 – 12:45	Science Dual Award	Humanities	Vocational Studies Practical	Literacy Skills	Vocational Studies Practical
<b>Lunch 12:45 – 13:15</b>					
Lesson 7 13:15 – 13:45	Maths	English	Numeracy Skills	Arts Award/ Drama	Prep for working life/ Careers
Lesson 8 13:45 – 14:30	Maths	English	Science Dual Award	Arts Award/ Drama	Humanities
Lesson 9 14:30 – 15:00	Vocational Studies Theory	Physical Education	Prep for working life/ Careers	Physical Education	
Lesson 10 15:00 – 15:30	Vocational Studies Theory	Physical Education	Humanities	Physical Education	
<b>Transport 15:30</b>					

**Is transport provided?**

Subject to consultation.

**Do you offer any off-site provision?**

Service Level Agreement in place to use Leverhulme Gym.

**Any additional services offered by the provision (eg counselling, family support etc)**

Our education service is enriched and enhanced in several ways including:

- Bespoke health and wellbeing interventions – including smoking cessation and substance misuse.
- Referrals and to Early Help to secure additional support.
- Support for parents/carers and families in relation to vulnerabilities and safeguarding concerns, including CCE and CSE.
- Liaison and partnership working with services including The Early Intervention Psychosis team and CAMHS.
- Mindfulness sessions, including prior to examinations to calm and settle pupils.

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## Red Box Training

Lynx Learning Ltd t/a Red Box Training,

Unit 12 Halliwell Business Park, Rossini Street, Bolton, BL7 9BW

01204 843004

[simonconchie@redboxtraining.co.uk](mailto:simonconchie@redboxtraining.co.uk), [traceyconchie@redboxtraining.co.uk](mailto:traceyconchie@redboxtraining.co.uk)

Red Box Training



**Headteacher/Principal:** Mr Simon Conchie – Managing Director  
Mrs Tracey Conchie – Managing Director

### Provision information

Our aims are to improve student attendance, behaviour, confidence, attitude to learning, and achieve a recognised vocational qualification. We work with many young people who have disengaged with mainstream education from Year 8 to 11. We are a registered City and Guilds Centre (006416) and deliver Entry 3 to Level 1 qualifications in Construction Skills, Vehicle Systems Maintenance (Motor Vehicle), and Hair, Beauty and Barbering. We have vocationally qualified staff and Directors approved by City and Guilds.

### Legal information

**Website:** [www.redboxtraining.co.uk](http://www.redboxtraining.co.uk)

**Ofsted Report:** n/a

**DfE Registration number:** n/a

**Capacity of provision:** 24 students per day – 8 Construction Skills, 8 Hairdressing and Beauty Therapy, 8 Motor Vehicle Maintenance

**Staff to pupil ratio:** 1:8

**Maximum number of pupils per class:** 8

**Accepted age range:** 13-16

**Does the provision have a SENCo?** n/a

**Are pupils placed on roll at the provision?** Students on referring school role

Qualifications offered	
Subject	Exam Board
3001 Entry 3/Level 1 Award/Certificate/Diploma in an Introduction to the Hair and Beauty Sector	City and Guilds
3902 Entry 3/Level 1 Award and Certificate in Introduction to Vehicle Systems Maintenance	City and Guilds
6219 Entry 3 / Level 1 Award, Certificate, Extended Certificate and Diploma in Construction Skills	City and Guilds

Example timetable		
Construction timetable		
Time	Mins	Activity
9:30 – 9:45	15	Sign in, PPE on
9:45 – 10:40	55	Aims and Objectives for Day and Session 1
10:40 – 11:05	25	<b>Break</b>
11:05 - 11:40	35	Session 2
11:40 - 11:45	5	Wash hands, tidy work area etc
11:45 - 12:15	30	<b>Dinner</b>
12:15 - 13:00	45	Session 3
13:00 - 13:10	10	<b>Break</b>
13:10 -14:00	50	Session 4
14:00 - 14:05	5	Review Aims and Objectives for Day
14:05 - 14:15	10	Wash hands, tidy work area etc

**Is transport provided?**

Not normally, but arrangements can be made for taxi service on request.

**Do you offer any off-site provision?**

n/a

**Any additional services offered by the provision (eg counselling, family support etc)**

Students who go the distance with us will normally achieve a City and Guilds Level 1 Certificate as a minimum qualification. Some hair and beauty students have achieved Level 1 Diplomas. We signpost students to apprenticeships and college, although some have gone straight into work. Some students start to work weekends with builders, in hair salons and garages, and our vocational training directly supports these students into their chosen vocation. Some students change vocation when with us, so our provision is a good opportunity for them to test out a vocation before college or an apprenticeship.

Another key outcome is as mentioned earlier, is positive personal development, improvement in behaviour and their attitude to learning. Vocational learning is not just about qualifications, it's also about developing life skills, interpersonal skills and a positive attitude to work and employment. Our tutors act as positive role models for our students, giving them help and advice beyond academic qualifications.

Personal development is one of the key benefits of our vocational training. It allows students to work in small groups and individually, to develop self confidence and team working skills. Students get a feeling of achievement as they learn new skills and progress through the qualifications. They make new friends outside of their school and home circles. Positive feedback from parents has demonstrated we have made a real and significant improvement to their child's behaviour at home and school and transformed their child for the better.

We work closely with our service commissioners, be they schools, academies, care homes and specialist education providers looking for vocational opportunities. Communication over student performance and behaviour is commonplace. Some of our students are accompanied by support workers who remain on site with them. We report safeguarding issues and work with external agencies including Bolton 360, Connexions, RUNA project and the YOT team. Some parents visit our provision before their child starts and we are always available to meet them and show them around. Where needed we work closely with some parents discuss their child's progress and address problems and concerns we may have, be it with attending, attending on time, or behaviour at our centre. We send disciplinary letters home (via post) to parents to raise concerns and keep parents informed.

## The Heights Blackburn

Heys Lane, Blackburn, BB2 4NW

01254 261655

[enquiries@theheightsfreeschool.org](mailto:enquiries@theheightsfreeschool.org)



**Headteacher/Principal:**

**Gary Holding**

### Provision information

The Heights Free School in Blackburn is a Key Stage 2 - Key Stage 4 Alternative Provision for young people who may have struggled in a mainstream setting for reasons such as behaviour issues, school refusal, mental health issues or short or long-term illness. We work in close partnership with commissioning schools, the local authority, external agencies and parents/carers to deliver highly personalised learning programmes to the pupils in our care.

Our Nurture provision is a small, specialised unit, which provides short-term, focussed intervention for pupils in Key Stage 2 and Key Stage 3. Our aim is to encourage our pupils to become successful learners, confident individuals and responsible citizens, enabling them to return to their mainstream school and succeed. We follow the National Curriculum with a particular focus on facilitating social and emotional development. At Key Stage 4, we focus on providing the opportunity for our pupils to gain qualifications in line with mainstream schools through a varied curriculum which combines academic study with vocational options.

Many young people who attend The Heights, arrive here at a difficult period in their lives. We aim to ensure that we give them the necessary support, guidance and opportunities to improve their confidence and self-esteem, allowing them to become successful learners in school and prepared for their future working lives.

Legal information
<p><b>Website:</b> <a href="http://www.theheightsfreeschool.org/">http://www.theheightsfreeschool.org/</a></p> <p><b>Ofsted Report:</b> <a href="http://www.theheightsfreeschool.org/our-school/ofsted-report/">http://www.theheightsfreeschool.org/our-school/ofsted-report/</a></p> <p><b>DfE Registration number:</b> 889/1102</p> <p><b>Capacity of provision:</b> 160 pupils</p> <p><b>Staff to pupil ratio:</b> 1:5</p> <p><b>Maximum number of pupils per class:</b> 10</p> <p><b>Accepted age range:</b> Y3-Y11</p> <p><b>Does the provision have a SENCo?</b> Dawn Brady – <a href="mailto:dawn.brady@theheightsfreeschool.org">dawn.brady@theheightsfreeschool.org</a></p> <p><b>Are pupils placed on roll at the provision?</b> Yes where appropriate</p>

Qualifications offered	
Subject	Exam Board
English Language	AQA
English Literature	AQA
Maths	Edexcel
Combined Science Synergy	AQA
Physics	AQA
ELC Science	AQA
GCSE Art & Design	AQA
Motor Vehicle	IMI, ABC
Sports Science	OCR
Hair & Beauty	VTCT
Functional Skills Maths, English, ICT, Food & Cookery	City & Guilds
Sports Leadership	Sports Leaders
Physical Education, Construction	ASDAN

<b>Example timetable</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:45am – 9am</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>9am - 9.15am</b>	Assembly	Assembly	Assembly	Assembly	Assembly
<b>9.15am - 10am</b>	Maths	Voc	Outdoor Education	Science	Voc
<b>10am - 10.45am</b>	English	Voc	Outdoor Education	English	Art
<b>10.45am - 11am</b>	<b>Break</b>				
<b>11am - 11.45am</b>	Voc	Maths	Outdoor Education	Voc	English
<b>11.45am -12.30pm</b>	Life skills	Science	Outdoor Education	Voc	Maths
<b>12.30pm - 1.15pm</b>	<b>Lunch</b>				<b>Lunch/Finish</b>
<b>1.15pm - 2.15pm</b>	Food Tech	Art	Outdoor Education	Voc	

**Is transport provided?**

Yes, depending on the area.

<b>Do you offer any off-site provision?</b>		
<b>Type of provision</b>	<b>Curriculum offered</b>	<b>Centre Manager contact</b>
Outdoor Education	Outdoor activities including mountain biking, climbing, orienteering, canoeing, etc. DoE, First Aid, Leadership Awards.	Dave Stafford

**Any additional services offered by the provision (eg counselling, family support etc)**

Anger management, anxiety management, Lego therapy, Art therapy, Raising self esteem, wellbeing sessions.

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## TLG Bolton

Concorde House, 2 Frederick Street, Farnworth, Bolton, BL4 9AL

T: 01204 201 355 M: 07523 906 725

[tlgbolton@tlg.org.uk](mailto:tlgbolton@tlg.org.uk)



**Headteacher/Principal: Gareth Crossley**

### Provision information

TLG is an independent school providing Alternative Provision to KS3 & 4 students who are experiencing crisis in their education. Our full-time provision runs 9:00 – 2:30, Monday, Tuesday, Thursday and Friday. As part of TLG's National Network of schools we are one of 12 independent schools across England, all OFSTED rated 'Good'. We are supported by TLG's Education Centre Development Team ensuring our students receive academically robust education within a trauma-aware, therapeutic environment, and our staff team (currently 3) receive outstanding levels of support alongside ongoing, year-round training. With a strong emphasis on SEMH and Behaviour for Learning we aim to equip our students with attitudes of resilience that can enable them to achieve long-term-success as they return to mainstream, usually within one or two academic terms.

### Legal information

**Website:** [www.tlgbolton.org.uk](http://www.tlgbolton.org.uk)

**Ofsted Report:** <https://files.ofsted.gov.uk/v1/file/2777809>

**DfE Registration number:** 350/6003

**Capacity of provision:** 9 FTE

**Staff to pupil ratio:** 1:3

**Maximum number of pupils per class:** 9

**Accepted age range:** 11 - 16

**Does the provision have a SENCo?** Rachel Owen leads our SEND provision across our network of schools and is TLG's national SENCo. TLG also draws on expertise within the network of TLG schools and access to staff who have many years of experience working with SEND pupils.

**Are pupils placed on roll at the provision?** Yes



Qualifications offered	
Subject	Exam Board
Functional Skills	National Open College Network

Example timetable					
	Mon	Tues	Wed	Thurs	Fri
9:15 – 9:30	Spelling	Reading		Spelling	Reading
9:30 – 10:10	TFTD and Revive	TFTD and Revive		TFTD and Revive	TFTD and Revive
10:10 – 10:45	Skills Forward - English	Skills Forward - Maths		Skills Forward - English	Skills Forward - Maths
10:45 – 11:00	<b>Break</b>				
11:00 – 11:30	English	Maths		English	Maths
11:30 – 12:00	Creative with Janet	Project		Project	Project
12:00 – 12:30	<b>Lunch time</b>				
12:30 – 1:00	Project	Humanities		Art	Table time (board games / card games/ Kahoot)
1:00 – 1:30	Life Skills	P4C			
1:30 – 2:00	Science	PE		RE	Sport/ Creative time
2:00 – 2:30	Free Time (time for Life Skills games)	Free Time		Free Time (time for Life Skills games)	Free Time

**Is transport provided?**

No

**Do you offer any off-site provision?**

No

**Any additional services offered by the provision (eg counselling, family support etc)**

TLG Bolton work closely with our commissioning Church – Farnworth Baptist Church. As part of this working partnership we provide and encourage access to a range of ‘wrap-around’ services including family and individual counselling and mentoring, advocacy services for benefits advice, ESOL classes and advocacy and Bolton Foodbank. We also offer access to a trained Family Support Worker to come alongside students and their families to offer general support, advocacy and friendship.

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## Youth Challenge Secondary

Smithills Dean Rd, Bolton, BL1 6JT

01204 333872

[suttonv@boltonimpacttrust.org.uk](mailto:suttonv@boltonimpacttrust.org.uk)



**Headteacher/Principal: Viki Sutton**

### Provision information

- Provide medium to longer-term support for students designated as 'Permanently Excluded'.
- Provide shorter-term support for students designated as 'Pupil at Risk of Exclusion'.
- Provide 'focused respite' in terms of breaking **phase 1 cycles** of conflict often rooted in high-anxiety and fight responses.
- Provide an educational environment that will likely lead to more successful **phase 2 outcomes** in terms of achievement of qualifications.
- Provide a programme of purposeful, personalised learning, mentoring and enrichment that will make inroads into a young person's perspective of themselves, others and the value of learning – with a view to them making a positive transition to their next educational environment (be that their 'home school', a new school or readiness for post-16 provision).
- Establish/re-establish trust and working relationship between school professionals, family and any outside agencies.
- Provide opportunity for more thorough, specialist assessment leading to EHC Plan referral where appropriate.

## Legal information

**Website:** <https://www.boltonimpacttrust.org.uk/youth-challenge-secondary/>

**Ofsted Report:** <https://files.ofsted.gov.uk/v1/file/50065430>

**DfE Registration number:** 142758

**Capacity of provision:** 77 pupils (24 KS3, 53 KS4)

**Staff to pupil ratio:** 4:1

**Maximum number of pupils per class:** 9

**Accepted age range:** 11-16

**Does the provision have a SENCo?** Ms Clare Ling

**Are pupils placed on roll at the provision?** Yes

## Qualifications offered

Qualification	Level	Exam Board
English	GCSE / Functional Skills	AQA / Pearson
Maths	GCSE / Functional Skills	Pearson
Catering, Hospitality and Tourism	BTEC Level 1	Pearson
Art and Design	BTEC Level 1	Pearson
Sports	BTEC Level 1	Pearson
Construction	BTEC Level 1	Pearson
Land Based Studies	BTEC Level 1	Pearson
Hair and Beauty	BTEC Level 1	Pearson

<b>Example timetable</b>					
<b>Day</b>	<b>Lesson 1 9:50-10:40</b>	<b>Lesson 2 10:40-11:30</b>	<b>Lesson 3 11:40-12:30</b>	<b>Lesson 4 1:00-1:50</b>	<b>Lesson 5 1:50-2:40</b>
<b>Monday</b>	Assembly / CC	Option B	English	Option A	Option A
<b>Tuesday</b>	Maths	English	PSHE	Option B	Option B
<b>Wednesday</b>	Maths	Option A	English	ECM	ECM
<b>Thursday</b>	Careers	Option B	Maths	Sport	Sport
<b>Friday</b>	Maths	Option A	English		

### Is transport provided?

No. Students make their own way to school; there is a town centre drop off at the end of the school day but students must then make their own way to their locality.

### Do you offer any off-site provision?

Bike Mech

<b>Type of provision</b>	<b>Curriculum offered</b>	<b>Centre Manager contact</b>
Motor Vehicle AP	Motorcycle Engineering / Maintenance	Ken Winstanley

### Any additional services offered by the provision (eg counselling, family support etc)

Counselling

Who is in Charge? a 'wrap around' parent support and training package

Family support

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