

district achievement partnership

BRADFORD
SPECIAL SCHOOLS



Introducing the DAP

The Bradford District Achievement Partnership (DAP) is a group of special schools working in the Bradford District.

The DAP became a company in April 2013. We work together with colleagues in Bradford Council, members of the School Nursing Special Needs team in the Bradford District NHS Care Trust and other partners to ensure the best quality of education for young people with learning difficulties in our schools.

The aim of this booklet is to introduce our vision, our key work strands and to outline the main priorities in our Strategic Plan for 2014-2016.

www.dapbradford.org.uk



Contents

What is the DAP?	4
Our Vision	5
About us	7
Member Schools	8
School Improvement	10
Workforce Development	12
Moderation of Assessment	14
Strategic Priorities 2014-2016	15



What is the DAP?

The District Achievement Partnership (DAP) is a group of special schools in Bradford working together to achieve the best possible outcomes for our young people with learning difficulties.

Our main priority is developing School-to-School support between members to ensure that all students in our member schools access consistently high quality education.



Work Strands

We have three main work strands:

School Improvement

Working collaboratively within a robust school-to-school review framework to ensure that all Bradford Special Schools are either 'good' or better.

Workforce Development

A partnership approach to providing high quality training and CPD to all our workforce.

Moderation of Assessment

Continuing to build an online moderated sample of work for P1-P8 with members schools and other mainstream partner schools.

Our Vision

Vision Statement

The DAP will ensure the best quality of education and provision for all children and young people with complex special educational needs, learning difficulties and disabilities in all member schools.

Ethos

The individual partners will retain the distinct identities and the discrete capabilities of their status as locally managed schools and institutions, and pursue their co-located projects with partner mainstream schools in response to their own contexts.



Our Vision

Aims

- Raise standards of achievements, care and independence.
- Increase the capacity of school leadership for school improvement through collaboration, mutual support and challenge.
- Secure the entitlements of all children and young people with complex SEN/LDD in Bradford.
- Hold partner agencies in the DAP and LA to account for providing quality services.
- Maximise resource efficiency through sharing and cooperative professional development of staff.
- Create an engine for innovation and collective response to local and national policy development.
- Fulfill statutory responsibilities through partnerships.

Principles

- Our agreed model of inclusion is 'equal consideration of interests'.
- Diversity of provision within a consistent policy approach to meet children and young peoples' needs.
- A small number of policy decisions must be binding and irreversible.
- Collective and transparent sharing of data and information on performance of schools.
- Facilitate agreements on school support and interventions between members.

About Us

As a company, our governance is organised through a board of directors which takes responsibility for financial and strategic oversight and ensuring compliance with company law.

In addition, we are supported by an Operational Team which supports the Partnership's programme of work on a day-to-day basis.

Operational Team

The day-to-day operational support for the DAP sub-groups, task groups, collaborative training and financial administration is done by:

Karen Vaughan, DAP Coordinator
Peter Marshall, DAP Accountant.

School to School Reviews

Our school reviews are led by Dave Smith, an education consultant and previous Headteacher, who facilitates the school review process and provides written reports.

Board of Directors

The governance is organised by six founder members of the DAP, who are Directors of the company and Headteachers of their respective schools:

Sue Haithwaite

Chellow Heights School

Trish Pearson

Beechcliffe School

Sally Joy

Delius School

Sue Pierce

Hazelbeck School

Ann Andrew

High Park School

Dominic Wall

Southfield School

Members

The DAP currently has nine member schools. Membership is by annual subscription to an agreed formula (50% equal split between members / 50% ratio based on funded pupil numbers).

Member Schools

Member School		Headteacher	School Website
Beechcliffe School		Trish Pearson	www.beechcliffeschool.org
Chellow Heights School		Sue Haithwaite	www.chellowheightsschool.co.uk
Delius School		Sally Joy	www.deliuspecialschool.co.uk
Hazelbeck School		Sue Pierce	www.hazelbeck.org
High Park School		Ann Andrew	www.highpark.org.uk
Oastlers School		Lyndsey Brown	www.oastlers.com
Southfield School		Dominic Wall	www.southfieldgrange.org.uk
The Phoenix School		Rachel Stirland	www.phoenixschool.org.uk
Tracks Education		Andrew Bentley	www.tracks-ed.org

School Profile

Beechcliffe School is a co-educational, community special school catering for pupils aged 11 to 19 years who have a wide range of Special Educational Needs. The school is co-located with The University Academy Keighley.

Chellow Heights is a generic special school for learners aged 2-11 years. It opened in April 2010 in the west of Bradford, within the Heaton Belle Vue campus of schools and is co-located with Heaton Primary School. In September 2014, Chellow Heights opens a second generic site for learners aged 2-11 in Low Moor for pupils living in the south of the city.

Delius school is a generic specialist provision for children with a range of needs, profound and multiple learning disabilities (PMLD), severe learning difficulties (SLD) and pupils with autistic spectrum disorder (ASD). We are situated within a learning campus with Lapage and Dixons Marchbank primary schools.

Hazelbeck School caters for 120 pupils aged 11 to 19 years who have a wide range of special needs. The school is co-located with Beckfoot School in Bingley, to create the Beckfoot and Hazelbeck Learning Community.

High Park School is a specialist provision which caters for children and young people with complex communication and interaction needs aged 3 to 19 years. The school is situated in the west of Bradford and takes pupils from across the district.

Oastlers School is a new co-educational school catering for a total of 80 pupils of secondary school age (11 to 19) who have emotional, social and behavioural needs. The school opened in September 2013.

Southfield is a 'generic' special school for learners aged 11—19, providing specialist educational provision across a wide spectrum of learning difficulties and complex disabilities. It has a dedicated sixth form provision in the Pathfinder Vocational Centre which also takes admissions from DSP students. The school is co-located with Grange Technology College.

The Phoenix School in Keighley is a primary special school for pupils aged 2 - 11 years. All our pupils have severe and/or complex learning and medical needs. The Phoenix School is co-located with Merlin Top primary academy.

Education for Children with Health Needs in Bradford - Home Tuition, Hospital Schools, TRACKS School.

School to School improvement

In line with the DAP vision and aims, all member schools are committed to the principle that schools will work together to become good and outstanding. To achieve this aim, in January 2013, the DAP developed a framework for school to school improvement.

Review Cycle

The review cycle is a robust framework of 3 visits (comprising 3.5 days per school). Some member schools start the cycle in the autumn term and others start it in the summer term.

Review partners

The review partners in the Review Team include; the contracted External Facilitator, the Local Authority School Improvement Officer and the Peer Head.

DAP Scorecard

Each school completes a DAP scorecard with data across key themes. The scorecard is provided to the review team one week before the one day review and data from the scorecards is scrutinised by the DAP Heads at data meetings.



First Visit
(One day review)

One day with External Facilitator the Peer Head. The review includes lesson observations, interviews with key staff/governors and work scrutiny. The External Facilitator checks the single central register. At 16.30, the External Facilitator reports on strengths and areas for improvement. Draft report to HT within 5 days and complete within 8 days of the finish of the review.
(2 days)

Second visit
(Desk Top meeting
- 2 hours)

This is a desk top review of the first visit to check progress against recommendations. 3 schools are completed in one day (one venue), with each school having 2 hour meeting.
(1/2 day)

Third visit
(1/2 day review)

Includes a learning walk and meeting with Peer Head to review progress over the year and to consider emerging school improvement priorities.
(1 day)

Review Protocols

The DAP members adhere to the following principles when undertaking peer reviews:

- Professional trust
- Openness
- Confidentiality
- Treat the review as developmental not judgemental

Feedback judgments

Feedback is given by the External Facilitator to the school on the following areas of school improvement:

- Achievement
- Teaching
- Behaviour and Safety
- Leadership and Management

Workforce Development

The schools in the District Achievement Partnership collaborate on workforce development in order to promote high standards of teaching and quality care.

Team Teach Network

Our Team Teach accredited senior leaders meet to ensure that all DAP schools are up to date with the latest requirements of law and to discuss any strategic or authority wide issues linked to our agreed Care and Control policy.

It also includes a network of Team Teach tutors who meet regularly to discuss any more specific issues, to receive updates and to ensure that tutors have a support network. This ensures that we deliver training for staff across the DAP schools in behaviour management techniques.

Moving and Handling Network

This includes a network of moving and handling Key Trainers, quality assurance and school support meetings provided by LPS training. LPS Training and Consultancy Ltd is contracted annually by the DAP to

provide: advice on manual handling policy, an annual programme of refresher training for staff, courses for new Key Trainers, facilitation of the Key Trainers network and quality assurance visits to each school.

NQT Network

The DAP has launched its own induction programme specifically for NQTs in special schools. This delivers a programme of training set across different special school venues throughout the year to provide specific training in a range of areas including behaviour management, communication as well as curriculum topics.



New Headship programmes

In 2014, the DAP started two programmes to support new Special Headteachers. These are:

- 1) **DAP new Heads programme**
– 6 days of mentoring from another DAP Head. This is flexible, days to be used as required.
- 2) **Early Headship Provision (EHP), based on the old NCTL 'New Visions' programme** – EHP is a personalised programme aimed at meeting the needs of new Headteachers and supporting their needs as they emerge over their initial stages in headship.

DAP Development Day

Since 2011, the DAP has one day each year set aside for a full programme of collaborative training events in which all DAP schools participate to support workforce development. We invite a variety of internal and external training providers to deliver training on SEN subject areas to increase the knowledge and expertise of our staff across the District. This ensures that all staff have access to high quality training through economies of scale.

School Direct Partnership

The Chellow Heights School Direct partnership for Special Schools, allows us to recruit and grow high quality teachers who will have experience and knowledge about our SEN schools. The first 8 students on the programme will start in September 2014.



Moderation of Assessment

The seven founder members of the DAP have worked with other mainstream partner schools to moderate a large collection of student work across English, and Maths. We have developed an online resource library for teachers (www.dapbradford.org.uk) to use in their schools for moderation of assessment. Access to the resource is by secure username and password.

We feel that the chosen resource bank of evidence is a comprehensive standardised sample across each of the sublevels in English and Maths from P1 to P8. The library is searchable by subject and levels from P1-P8.

Assessment of the evidence

Our approach to moderation has been to focus on assessment of the evidence rather than assessment of the child. We have assessed evidence according to what it shows us, rather than considering any additional contextual information. Each clip in the Resource Library has been moderated by a group of schools,

working together to discuss which level descriptor(s) best fit what is seen in the video clip. Assessment of the child is a broader discussion, which often requires lots of evidence to show how a child is progressing through the level.

We continue to moderate work each year with a growing number of schools, and at the end of each year we will upload more content to the library. The remit of the DAP English and DAP maths groups has now expanded to discuss curriculum planning and assessment tools.

Collaboration with mainstream

Many thanks to Heaton and Lapage Primary Schools, who have worked with the DAP to develop our resource library. We are also grateful to Bradford Academy and University Academy Keighley who have been working with us to moderate and collect evidence for English and Maths at L1 to L4.

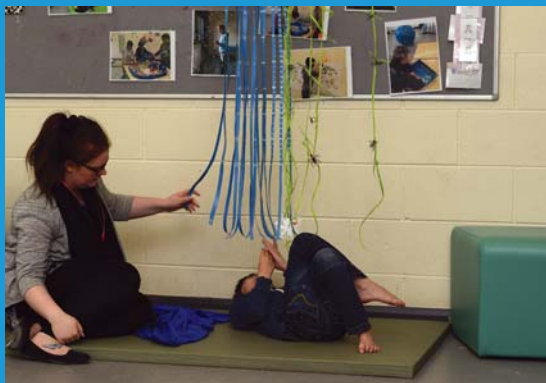
Strategic Priorities 2014-2016

Each year the DAP holds a Vision Day for Headteachers, Deputy Headteachers and Local Authority partners to review key issues impacting on the work of the DAP and to agree strategic priorities.

At the February 2014 Vision Day, the following strategic priorities were agreed:

- **Develop support staff** - through improved performance management, research and development and recruitment and selection processes.
- **Develop a consistent approach to data and measuring progress** - by agreeing a common framework baseline testing kit for initial assessment on entry for measuring progress from starting points.
- **Create a DAP Raise Online** - by working with external organisations and national partners to agree a core data set of critical success factors.
- **Improve attendance** - by working with key partners in the DAP schools to consider data, developing templates for home and hospital tuition and considering implications of school transport.





For more information, contact:

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www.dapbradford.org.uk