

A COMPELLING
VISION FOR SUCCESS



PROSPECTS



Beacon Academy Trust
A COMPELLING VISION FOR SUCCESS

Welcome

Our vision, put simply, is a coherent approach that aligns education, training, skills and employment services, that will enable our students to 'develop the skills, qualifications, and experience they need to succeed in their careers and to make a positive contribution to our society and economy'.

This is embodied by our Trust's approach to raising standards in education for all, as we believe every young person deserves to have the best education possible.

The Trust vision was born out of the need for this type of alternative, high quality, human scale provision. Our students come from a variety of school experiences – with the common characteristic that mainstream provision is not meeting their needs or enabling them to realise their full potential. We provide that rigorous, alternative progression route.

The Beacon Business Innovation Hub (BBIH) offers a curriculum that fills this gap with an occupational, business driven curriculum that links with their 'real lives' and aspirations; rather than the disconnect students may experience with current traditional academic routes or low level vocational pathways.

Our curriculum vision is not about equivalence, but a different type of success underpinned by a mentoring programme that puts young people at the heart of their future and their future success.

The vision is built on a foundation of strong parental links and involvement coupled with the belief that all students, irrespective of race, faith, gender or background are entitled to consistent, high-quality learning experiences.

We provide our students with access to a rigorous, broad and balanced curriculum which will ensure they can return to mainstream education and be successful.

We work alongside other professionals, parents and carers to ensure that our students benefit from a breadth of curriculum opportunities to learn and thrive as members of both our campus and local communities. We engender a positive learning culture where young people can aspire, be challenged and excel in an atmosphere of safety and purpose and feel supported to become self-regulating in overcoming challenge and negotiating solutions.

We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

BBIH caters for a wide range of students from Year 8 onwards for whom mainstream education is not meeting their needs. They often come to us low in confidence and demoralised by their previous experience. We can offer them the support needed to re-engage them with their education.

We support students who:

- Have been out of education for a long period of time.
- Would benefit from small classes and extra support.
- Need a personalised curriculum and additional support to achieve success.
- Have not been able to access mainstream curriculum due to a support need, such as ADHD, ASD or Social and Emotional Mental Health issues.
- Have missed a lot of education due to a medical illness.

I hope you enjoy reading our prospectus.

Mr Howarth
BBIH Head of School



All pupils who leave the school at the end of Year 11 move on to further education, employment or training.

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Calibre Curriculum

At BBIH, students will be exposed to a wide range of learning experiences. The 'CALIBRE curriculum' is carefully planned, driven by the following key principles:

Cultural Capital and Local Context

Learning experiences that develop essential cultural capital and a curriculum that is tailored to the needs of the students in our particular community.

Ambitious

Providing suitable challenge, pushing all students to excel and achieve to the best of their abilities.

Logically Sequenced

Structured in a way which supports development of conceptual understanding, with careful consideration of prior knowledge and next steps in the learning journey.

Intelligent Assessment

Using carefully planned, reliable assessment to support student progress, and to identify how teaching and/or the curriculum need to be refined.

Breadth and Depth

Providing a broad range of experiences to allow students to identify their talents, and building a thorough rather than superficial level of understanding.

Retention

Making use of recent research on memory and learning to support long term retention of the necessary knowledge, skills and understanding.

Equality

A curriculum that provides parity for all groups of students, supporting equality of opportunity for all students.

The CALIBRE curriculum: developing the knowledge, skills and aptitudes that will be necessary for the next stage of the learning journey. The planned learning experiences within the curriculum at BBIH will allow our students to have the highest aspirations.



The school curriculum helps pupils to learn new content in a logical order and to build up their knowledge steadily over time.

Teaching and Learning

Pupils' attitudes towards their learning are positive. They are keen to listen and respond effectively to teachers' instructions.



Exceptional learning is at the core of our vision for teaching, learning and assessment at BBIH.

To ensure personal success for all our students, we must provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high-quality learning experiences. To be true to this vision, we are committed to maximising progress and achievement within a culture of respect and independence. All members of the BBIH community are learners, including the staff.

The school seeks to implement these aims, within the framework of the following guiding principles:

- There is no ceiling to achievement and progress for our students.
- Fully inclusive teaching approaches in every classroom.
- Consistency of routines and approaches across the school.
- All staff must have high expectations of behaviour; promoting tolerance and respect and instilling positive attitudes to learning.
- All students must know the areas of strength and challenge in their performance and must know what they need to do in order to continue to make progress.
- All teachers are teachers of literacy, oracy and numeracy.

We are committed to maximising achievement through personalised learning in a culture of respect and independence.

Our Offer

The key difference in our approach is the size of our classes and the support on offer. We offer a tailored approach to in class support.

Our students experience a rich, varied curriculum which unlocks their potential, ensuring outstanding outcomes and confident progression for all. We work with families and referring schools to ensure students benefit from a breadth of curriculum opportunities to learn and thrive as members of our local community. We provide a positive learning culture where young people can aspire, be challenged and excel in an atmosphere of safety and purpose.

KEY STAGE THREE

The aim of the BBIH Key Stage 3 provision is reintegration into mainstream education at, or before, the start of Key Stage 4 if appropriate. Therefore, our KS3 curriculum mirrors that of a mainstream secondary school.

Maths	Geography
English	Art
Science	Food Technology
Computer Science	PE
MFL	PHSE/Careers
History	

KEY STAGE FOUR

At Key Stage Four we offer GCSEs in English Language, Maths and Combined Science. We recognise the currency these qualifications hold when our students are progressing into Sixth Form, college, work or an apprenticeship.

Alongside these, our learners select from a range of vocational courses, including:

Child Care	Catering
ICT	Art
Business Studies	Health and Social Care
Sport	

This range of academic vocational courses allow our students to meaningfully progress onto the next stage.

Our GCSE results are significantly above the National Average for Alternative Provision and a key strength of our offer.



YEAR 11 PROGRESSION PATHWAY (MID-YEAR ARRIVALS)

This pathway has been designed for those students who have had significant disruption to their education during Key Stage Four and would not be able to complete our core offer due to time restraints.

The curriculum for the Progression Pathway consists of:

Functional Skills English	Sport
Functional Skills Maths	Digital Skills
Everyday Science	

Functional Skills qualifications can be taken at both Level 1 and Level 2. This pathway will afford progression for those learners that were in danger of finishing Year 11 without any qualifications or a route into further education, training or employment.

KS4 EAL PATHWAY

The EAL Pathway has been created to support learners who are new to the UK and English. The focus is on improving learners' literacy and numeracy, as well as gaining insight into real life in the UK through a series of trips, experiences and activities. Learners will sit qualifications in English and Maths which is crucial for their progression.

Alongside this, students will have the opportunity to study:

Science	PSHE/CAREERS
Sport	ICT
Catering	

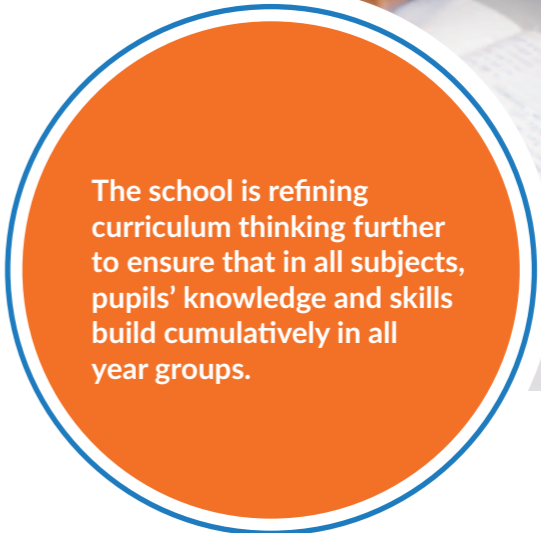
PHSE and Careers Programme

At BBIH, personal, social and health education (PSHE), Relationships and Sex Education (RSE) and careers education enables our students to become healthy, independent and responsible members of a society.

We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of becoming young adults. We provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

Aims:

- To provide a broad and balanced PSHE curriculum that is accessible to all students and that covers the statutory requirements.
- To provide opportunities for all students to develop a high level of oracy that support success in adult life.
- To broaden students horizons through a range of personal, social, health, economic, relationships and sex education and cultural opportunities.
- To ensure that all students are able to thrive and develop as healthy individuals.
- To ensure that all students understand how to stay safe.
- To develop a strength of character, and resilience that will help students to overcome the challenges they are likely to encounter in adult life.
- To provide an appropriate range of opportunities and experiences to allow students to succeed in the next stage in their education, training or employment.



Student Support

The wellbeing of our students at BBIH is highly valued and the heart of our vision and ethos. This is exemplified through our achievement of the Carnegie Centre of Excellence for Mental Health in Schools Award at Gold standard. BBIH is dedicated to the pursuit of excellence in a caring environment of mutual respect so as to foster the full potential of our students.

Pastoral care is a core aspect of the school life, it is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values. The pastoral care of students at BBIH is fully integrated throughout the teaching, learning, and structural organisation of the school to effectively meet the personal, social (wellbeing) and academic needs of our students.

Our pastoral strategy engages all members of the school community as providers of pastoral care. We aim to assist students in developing positive self-esteem, healthy risk taking, goal setting and resilience as well as developing a sense of social cohesion that together can improve their overall health and wellbeing through:

Prevention
Early Intervention and Identification
Access to specialist support

Alongside mentors, pupils work on goals and develop strategies that will help them to manage their own emotions, behaviour and well-being.

Aims of our support

- To promote an environment that meets the needs of each student.
- To nurture teaching and learning relationships.
- To recognise talents and abilities.
- To monitor progress at every level for the student.
- To act as an early warning system for the early identification of "at risk" students.
- To help the young person to make their own decisions through greater 'self-awareness' and independence.
- To promote the British values of tolerance and mutual respect.

We do this through

- Embedding mental health/social and emotional wellbeing/resilience strategies across the curriculum.
- Development and training of staff including early identification of needs.
- Partnership/collaboration with external partners in health and social care.
- Robust impact measures of targeted interventions.
- Supervision of staff identifying/supporting young people with mental health difficulties.

Safeguarding

BBIH is committed to safeguarding and promoting the welfare of children and young people.

We place high expectations on all staff and volunteers to share in this commitment. We have policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy.

The Safeguarding and Child Protection policy is available on the [BMAT website](#)

The School aims to:

- Ensure all staff are Level 1 Safeguarding trained as a minimum.
- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they comply with their statutory responsibilities.
- Ensure consistent practice across the school.
- Provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development.
- Identify concerns swiftly and prevent them from escalating.
- Ensure that children who have unmet needs are supported appropriately by the Student Services and Pastoral teams.
- Raise student awareness of child protection issues and equip students with the skills they need to remain safe.
- Provide an environment in which students feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline, are not accepted and are dealt with quickly.



Student Attendance

At BBIH we focus on and support excellent student attendance and punctuality. We know that it is vitally important for the attainment, life chances and employment prospects of our students.

For a student to reach their full educational potential a high level of school attendance is essential and expected at the BBIH. We work towards a goal and expectation of 100% attendance for all students.

...as a result of the school's work, pupils' attendance and consequentially their engagement in learning improves here.



We do this through:

- Making attendance and punctuality a priority for those associated with the school including students, parents, teachers and governors.
- Providing support, advice and guidance to parents/carers and students starting with admission and induction targets for each student.
- A systematic approach to collating and analysing attendance related data to ensure.
 - Swift follow up of unauthorised absence.
 - Patterns of absence.
 - Effective monitoring and intervention.
 - Positive communication between home and school.
- Attendance expectations and the link between attendance, attainment and progress are reinforced consistently to parents/carers via newsletters, parents' evenings, reports and the website.
- Parents will also be provided with attendance and punctuality data at every data capture period and more often if deemed necessary.
- When concerns arise, parents will be contacted swiftly and meetings will be arranged to put in place arrangements to improve students' attendance and punctuality.
- Referring schools will be provided with weekly attendance updates.

BBIH Referrals and Admissions

We accept referrals from both schools and Local Authorities. We accept referrals for young people in Years 8 to Year 11.

Decisions are made on a placement on a case by case basis. Typically, a visit to BBIH is conducted with the referring body, the student and family. In this meeting the suitability of the placement is discussed as well as expectations around behaviour, attendance and engagement. The referrer would then complete both the Service Level Agreement (SLA) and Common Transfer Form (CTF).

A placement at BBIH must be seen as a 'positive placement' for the young person. Students are initially dual registered with us for a six-week period. A review takes place at both three and six weeks. A final decision will then be made regarding the long-term suitability of the placement.

Copies of our admissions forms can be found [here](#)



Fees

The initial trial costs £4000. If the trial placement is successful a further £2000 conversion fee is then charged and the student becomes single registered at BBIH.

If you would like to enquire about a place at the school please contact us on:

Phone: 020 8418 4760
Email: admin@bbih.org

**BEACON BUSINESS
INNOVATION HUB**

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