



Harmonize Academy

Commissioning Contract

2024 - 2025

TRUST • RESPECT • COMPASSION • FORGIVENESS



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1. Introduction

1.1 This document sets out the admission arrangements for Harmonize Academy. The Academy Trust, as the admission authority for the academy, must approve in advance any changes to the arrangements set out in this document. The Academy Trust will act in accordance with equalities law.

1.2 This policy has been framed with due regard to the amended Alternative Provision (AP) School Funding Agreement, in particular Annex B Admissions, as updated in 2013.

For more information please see -

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0074737/free-schools-model-funding-agreement>.

Harmonize Academy will also pay due regard to and follow the advice set out in Annex C (Arrangements for students with SEN and disabilities) of the same AP Funding Agreement document, as it applies to admissions.

1.3 We already work very closely with Liverpool Education Authority and a number of schools and academies within the city, and satisfy their Quality Assurance requirements. We have a robust admissions process which referring organisations must follow before a young person starts his/her education with us. We are determined that the academy continues to be seen as a partner in fulfilling the educational needs of our community. We are building on longstanding working relations with schools, Academies and LAs in Liverpool, Sefton, Knowsley, Wirral and Cheshire. We are an equal opportunities non-discriminatory school with a Christian ethos; we admit young people from diverse backgrounds and with varying needs. Each admission is considered on a case-by-case basis to ensure that the students we admit are ones which will benefit from the education provision we offer. The academy operates a fair, objective and transparent admissions system that includes a complaints procedure.

2. Admission Arrangements

- 2.1 In accordance with DfE guidelines (Ref: Free Schools in 2013 - DfE, 2011) "Children of compulsory school age can only be admitted to an alternative provision Free School by being referred from local authorities, schools and Academies using their existing referral powers or duties".
- 2.2 Alternative Provision Free Schools therefore, will have different arrangements for admissions from Mainstream Free Schools. The table below sets out the powers and duties, that Local Authorities, schools and Academies have to refer to alternative provision (DfE 2011).

Circumstances	Commissioner (responsible for referring the student and paying the per student fee)	Type of referral
Child is permanently excluded or cannot attend mainstream education e.g. because of illness	Local authority*	<ul style="list-style-type: none"> Full-time, unless there are medical reasons why this would not be appropriate (full-time provision can be made up of part-time provision from two or more providers). Long term or short term -dependent on local authority view on whether reintegration is appropriate and bearing in mind the child's right to suitable and full-time education. Education must start by the sixth day of permanent exclusion but can start earlier.
Child has a fixed period exclusion	Academy or school	<ul style="list-style-type: none"> Full-time. Short term - child can only be excluded on a fixed period basis for a maximum of 45 (school) days in an academic year. Education must start by the sixth day of a fixed period exclusion but can start earlier.
Child's behaviour needs improvement, for example to prevent permanent exclusion	Academy** or school	<ul style="list-style-type: none"> Full-time or part-time (but if part-time, child must still receive full-time education, which can be made up of part-time provision from two or more providers, one of which may be their Academy or school). Short or mid term - referral cannot last beyond the end of the academic year in which it is made and must be reviewed at least every 30 days by the governing body of the referring school.

*Except in areas where a new approach to exclusions is being trialled, under which schools take responsibility for permanently excluded students. Your local authority will be able to confirm if it is taking part in this trial.

**Academies have the power to refer students to off-site provision. This power comes from their general powers to advance education (which comes from the object of the memorandum and articles of the Academy Trust). Though these placements are not covered by the same legislative safeguards that apply to students referred by maintained schools, best practice would be to establish relationships with your referring Academies so that they make referrals on the same basis and have regard to the appropriate safeguards (which are set out in brief in the third column).

In keeping with the above guidelines, all admissions to the Harmonize Academy Free School are made via a referral process (*using the attached referral form - See Appendix 1*). Requests to admit students to Harmonize Academy are restricted to identified commissioners that include, but are not exclusively, Merseyside Local Authorities, Schools and Academies.

- 2.3 Harmonize Academy is able to take up to 150 FTE students in each academic year and will accordingly admit that number of students if sufficient applications are received. This will include three groups of KS3, seven groups of Year 10 and seven groups of year 11. Each group will include up to 9 students.
- 2.4 Harmonize Academy may set a higher place number than is published for any specific year. Students will not be admitted above the published place number unless exceptional circumstances apply. Before any changes to admission numbers are made the school will consult with the Education Skills Funding Agency (ESFA) re potential changes. Only in the case of any agreement (concerning any 'exceptional circumstances') with the ESFA will the school then report such matters to the Secretary of State.

3. Referral Criteria

3.1 Successful referrals to Harmonize Academy are most likely where the following conditions are met for a particular student:

1. That full time mainstream provision is not deemed appropriate
2. That a personalised education and behaviour program will stabilise school circumstances and aid progress and achievement
3. That there is a clear need for the structure, regime, routine and consistency of Harmonize Academy
4. That full background details are made available from the placing authority
5. That the interest of the young person is protected
6. That support available to the young person from other agencies prior to placement continues
7. That the referral is not a direct substitute for provision already identified in a statement of special educational needs. If specific support is mentioned in a statement of SEN, then the school/LA referring the student to Harmonize Academy needs to continue to fulfil specific tasks or by negotiation and agreement, devolve the task(s) the Harmonize Academy. This may also involve discussion re funding.

3.2 Harmonize Academy presumes that all students with BESD will be educated full-time in local mainstream schools unless there is strong evidence to the contrary. Where evidence does exist Harmonize Academy expects that it will be gathered as part of a rigorous process of assessment based on the application of relevant and purposeful action over time and in accordance with national guidance. Included within this process should be the consideration of advice from a range of professionals and close family members.

3.3 Referrals for individual support are received from schools using the official Harmonize Academy referral form and must be with the full consent of parents or carers. For students not on the roll of a school referrals are received directly from the Local Authority (LA).

All school-based referrals should include IEPs, PSPs or the equivalent, together with review documentation, an incident log and a covering statement. Individual plans should identify the areas that are causing concern, time-related targets and provide a clear programme of action showing how the learner is being supported, when and by whom.

At Harmonize Academy we also have detailed proformas set up to maximise information gathered on each incoming student and his/her needs, together with agreements which need to be signed before admission. Please see the following;

- Appendix 2 - Student Pen Picture
- Appendix 3 - Learner details form
- Appendix 4 - Learning and additional support needs form
- Appendix 5 - Induction details form
- Appendix 6 - Student Risk Assessment form
- Appendix 7 – Home Academy Agreement

- 3.4 For students unable to attend school for mental health reasons linked to depression, anxiety or phobia, referrals should also include advice from the Education Welfare Service and CAMHS. Other medical advice may also be considered although Harmonize Academy reserves the right to confirm this through CAMHS. All advice should focus on the extent of the learner's condition and their overall capabilities.

Having received a referral Harmonize Academy will acknowledge its receipt and based on the documentation will discuss the intended level of intervention required with the referring school.

In cases where a higher level of difficulty leads to consideration for long term off-site support, schools will be asked to set up a planning meeting to explore in greater detail the needs and capabilities of the learner and the nature of the provision required.

- 3.5 Referrals will be registered for six weeks in the first instance and placements will be reviewed at the end of this trial period. Placements will be reviewed at termly intervals to determine their feasibility. The basis will be both formal and informal depending upon circumstances. The Principal will make decisions regarding appropriateness of placement after consultation with all concerned parties. Although our aim is to enable students to return to the mainstream, this occurs rarely. Our primary concern is not to put the student's progress at risk; it is often the case that where our style of education is supporting that progress, a return to mainstream education might be detrimental. In all cases, we work closely with the referring school or provider to ensure that the provision made for the young person is absolutely in his or her best interests, and offers the best opportunity for achieving solid outcomes.
- 3.6 For Key Stage 3 students, however, there will be a different emphasis, with an explicit aim to enable students to be re-integrated into the mainstream for Key Stage 4 wherever possible.
- 3.7 Harmonize Academy endeavours to offer successful personalised education packages to all children who are admitted. Sometimes, however valid the placement seems, it may become evident that a young person's stay at Harmonize Academy will not work in their best interests. We aim to provide the most suitable education provision to best match the needs of each individual student. We endeavour to tailor each young person's provision to suit their individual requirements. However, if we are unable to meet their needs, we will review each case on its merits to agree (for the student's best needs) a more appropriate option for all concerned.
- 3.8 In addition, if the young person requires specialist provision other than we are able to offer, such as residential psychiatric assessment and support we will inform the school/LA in all circumstances. However, the Secretary of State may direct Harmonize Academy to admit such a student and that direction shall be binding on Harmonize Academy.

4. Oversubscription Criteria

4.1 In the case of oversubscription of referrals, after the admission of students with statements of Special Educational Needs where the Harmonize Academy is named on the statement as the appropriate school to meet those needs, the criteria will be applied in the following order:

1. Looked After Children who are in public care and previously looked after children
2. Where there are specific medical and/or social circumstances that can only be met by the child's attendance at the Academy. Where a child has a particular medical and/or social reason requiring them to attend Harmonize Academy, the Commissioners and/or parents/carers must provide written evidence from an appropriate medical professional that attending Harmonize Academy is essential to the medical well-being of their child.
3. Other children whose homes are nearest to the school. Proximity from home to school is measured as a straight line on a computerised geographical information system which identifies the easting and northing of the home and of the nearest school entrance gate, priority being given to the shortest distance. Where two addresses are within the same block of flats, the lowest number of flat nearest to the ground floor will be deemed to be the nearest in distance. In the event that two applications are exactly the same after all other criteria have been taken account of, we would invoke our tie breaking policy. For Harmonize Academy this would be by a random allocation.

Criterion 3 will also be applied as a tie-break to criteria 1 - 2 if the school is oversubscribed within those criteria.

5. Complaints Process Criteria

- 5.1 Admissions Appeals arrangements are not statutory regarding AP schools. However, at Harmonize Academy we want to be as fair, objective and transparent as we can with all stakeholders regarding our admissions procedures.
- 5.2 Commissioners have the right of appeal against the refusal of a place at the Harmonize Academy for which they have applied. If a local authority, school or Academy is unhappy that a referral to Harmonize Academy has not been accepted they should write to the Principal of Harmonize Academy setting out their concerns. These will be dealt with through the Admission Complaints Procedure. This can be accessed at www.harmonizeacademy.org.uk/policies/admissions-complaints-procedure.

Appendix 1 - Harmonize Academy - Direct Referral Form - CONFIDENTIAL

Agreement between:

Harmonize Academy 7 Phillimore Road Kensington Liverpool L6 6DL Tel No 0151 203 1934	Course Title: KS3 / KS4 Alternative Curriculum Provision
Harmonize Academy Vice Principal: Carl Parkinson	Email: carl.parkinson@harmonizeacademy.org

and

Organisation: Address: Tel no:	Student Names: Address: Tel No: DOB:
Contact Name and position: Address if different from above: Tel No: Mobile: Email:	Parent's Name: Address if different from above: Tel No: Mobile: Email:

The purpose of this agreement is to identify the respective roles and responsibilities of Harmonize Academy and organisations referring students to Harmonize Academy.

The aims of the provision

The aims are to offer provision for students to access Education via alternative learning methods and environments. It is intended that the student will be integrated into a mixed group of no more than 9 students with access to 1-on-1 support if needed. Each year group has 25 hours of learning per week.

Curriculum Plan

Key Stage 3

At Key Stage 3 there is a strong emphasis on developing the students' literacy and numeracy skills in order to allow them to access all areas of the curriculum. The 25 periods are allocated as follows:

Year 9	En ₃	Ma ₃	Sc ₃	PSHE ₂	Mu ₁	Pa ₁	Fs/By ₂	PE ₂	Te ₁	Ar ₁	Py ₁	E ₄	Hs ₁
---------------	-----------------	-----------------	-----------------	-------------------	-----------------	-----------------	--------------------	-----------------	-----------------	-----------------	-----------------	----------------	-----------------

Key: En English
PSHE Personal, Social, Health
FS Food Studies
By Beauty
E Enrichment
Ma Maths
Mu Music
PE Physical Education
Ar Art
Hs House Assembly
Sc Science
Pa Performing Arts
Te Technology
Py Psychology

Key Stage 4

At Key Stage 4 students will be set according to ability and the 25 periods are allocated as follows:

Year 10	En ₃	Ma ₃	Sc ₃	Opt 1 ₂	Opt 2 ₂	Opt 3 ₂	Opt 4 ₂	PSHE ₂	PE ₁	E ₄	Hs ₁
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Year 11	En ₃	Ma ₃	Sc ₃	Opt 1 ₂	Opt 2 ₂	Opt 3 ₂	Opt 4 ₂	PSHE ₂	PE ₁	E ₄	Hs ₁
----------------	-----------------	-----------------	-----------------	--------------------	--------------------	--------------------	--------------------	-------------------	-----------------	----------------	-----------------

Key: En English
PE Physical Education
Ma Maths
Opt Option
Sc Science
E Enrichment
PSHE Personal, Social, Health
Hs House Assembly

Options: Pa Performing Arts
FS Food Studies
Te Technology
Hc Health and Social
Ph Photography
E Enrichment
Da Dance
By Beauty
Py Psychology
Ph Physics
St Statistics
Hs House Assembly
Mu Music
PE Physical Ed
Cc Childcare
Ar Art
El English Literature

The accreditations / qualifications which students can achieve include:

Up to **12 GCSEs** or equivalents: English Language, English Literature, Mathematics, Biology, Physics, Art, Dance, Drama, Physical Education, Design Technology, Photography, Psychology, Statistics.

L1 & L2 Qualifications: English, Mathematics, Science, Performance Skills, Public Speaking, Dance, Music Technology, PSD (including SRE and Mental Health Awareness), Food & Cookery, Design Technology, Hair & Beauty, Childcare, Health & Social Care, Art, Equestrian Skills, ESOL.

Awards: Arts Award Silver/Bronze, Duke of Edinburgh Award Bronze, Young Leaders Award KS3/KS4.

Responsibilities

The Harmonize Academy aims to ensure a successful partnership with each referring organisation by setting out responsibilities as follows:

The referrer will be required to:

- Obtain parent's/guardian's consent for the child to attend Harmonize Academy.
- Provide information regarding the student, before placing him/her on the programme, detailing personal details including contact telephone numbers, relevant previous education history, including UPN and such data as KS2 and CATs results as well as copies of educational and/or risk assessments. A Pen Profile is also required.
- Give details of a named person to act as the key contact and co-ordinator of placement and notify Harmonize Academy of any changes that occur.
- Attend half termly review meetings with Harmonize Academy to discuss the student's progress. The frequency of these meetings to be agreed as part of the student's Individual Learning Plan.
- Work closely with the academy to address any concerns that may arise regarding the education and wellbeing of the student
- Inform the academy in good time of any relevant internal evaluation paperwork that will need to be completed.
- Work with Harmonize Academy **(as BOTH referrer and provider have a joint responsibility regarding attendance)** for dealing with statutory obligations with regard to non-attendance of the student.
- Agree an education schedule and total cost of the placement, based on information supplied by Harmonize Academy and settle invoice within 30 days of receipt of invoice.
- To comply with DfE requirements, the enrolment status for students referred directly to Harmonize Academy will be dual registration for the term of the placement. Harmonize Academy will record students as 'subsidiary dual' and the referring school should record them as 'main dual' registration.

Harmonize Academy will:

- Provide a structured programme of learning, with clear aims and objectives leading to a nationally recognised accreditation, where stated.
- Give details of a named person to act as the key contact and co-ordinator of placement.
- Comply with all statutory requirements including Health and Safety and Safeguarding/Child Protection and ensure that all staff in contact with participants younger than 16 years of age are DBS checked.
- Keep records of the student's attendance and inform the referrer on a daily/weekly basis as agreed.
- Maintain systems to monitor and report on the progress of students.
- Forward to the referrer, copies of certificates achieved by participants.
- Provide a half termly review of student progress.
- Provide documentary evidence of expectations regarding the student's behaviour and code of conduct.
- In the case of students under the age of 16, contact parents/carers/guardians if possible to notify of any absences/lateness or leaving early. The referrer's named contact will also be informed for tracking and safety purposes.
- Report to the referrer's named contact person immediately any concerns, emergencies, or disciplinary issues.
- Forward to referrer's named contact person any reports detailing incidents resulting in disciplinary proceedings.
- Make sure that confidential information is held securely at all times and only used in the provision of this agreement. All student data is collected and stored in compliance with the DP Act 2018 and GDPR Regulations. All parents/carers and students are issued with a privacy notice explaining how Harmonize Academy uses any personal data that is held about them.

Termination:

This contract can be terminated with a 4-week notice period. This notice period can be waived if there are exceptional mitigating circumstances or safeguarding issues that have been discussed and agreed in writing with your Harmonize School Referral officer named on Page 1 of this agreement.

Financial Arrangements:

The referrer will pay for the agreed cost following invoice which will be issued each term, in advance.

Name of Referring Agency	
Name of student referrals	
Agreement start date	2 nd September 2024
Agreement End Date	End of Academic Year 2024/25 unless otherwise agreed
Number of Days per week	5 unless otherwise arranged
Please identify which days	Monday - Friday
Number of weeks	Up to 39 per academic year depending on start date
Review Date: 6 weeks from start date for each placement	
Total Cost £50 per day per pupil termly in advance per term or part thereof dependent on weeks / days each week placed each term.	
The full academic year is 195 days commencing Monday 2nd September 2024 and ending Tuesday 22nd July 2025.	

Costing

An Education Schedule and state total cost of the placement will be agreed, which will include Accreditation costs and some course materials. Some courses may require further payment for course materials and this will be stated at the time of referral.

Current price structure: £50 per day inclusive of pupil premium per term payable in advance which equates to £9,750 per year per place inc pupil premium per year per place and includes all school meals at break and lunch.

Signed on behalf of Referrer Customer:

Name and job title:

Date:

Signed on behalf of The Harmonize Academy:

Name and job title: Mrs Marie McConville, Principal

Marie McConville

Date:

Appendix 2 - Harmonize Academy - Student Pen Picture - Confidential

Student Name:

Year Group:

Strengths	Areas For Development
Triggers	Learning Style
Behaviour	Strategies
Hobbies and Interests	
Academic history	
KS2 English: KS3 English: KS2 Maths: KS3 Maths: CATs (if available): Verbal Non Verbal Quantitative Reading Age: Numeric Age: Any other appropriate data:	

Completed by:**Date Completed:****Position:**

Appendix 3 - Learner Details Form

This must be completed and returned before provision start date.

Referring School/Centre:	
Telephone No:	
Main Contact:	
Provision Name:	Harmonize Academy

Provision Start Date:

Student Details	Parent/Carer Details
Surname:	Surname:
Forename:	Forename:
Address:	Address:
M/F:	Telephone Number:
D.O.B:	Relationship:
Previous/Current School:	
FSM: Y/N	
UPN:	
Single/Dual Role:	
Key Teacher:	
Doctor:	
Address of Doctor:	
Doctor Tel No:	
Special Medical Notes:	

Appendix 4 - Learning and additional support needs (to be completed by Harmonize after induction)

Name: Date:

Learning Style

I think I learn best by:

Please circle the appropriate answer (s)

- reading
- writing
- talking
- listening
- watching
- doing

I think I need help with:

Response	Often	Sometimes	Never
Listening			
Speaking out			
Spelling			
Reading			
Writing			
Counting money			
Reading the time			
Concentrating			
Finishing work on time			
Organising myself			
Using a computer			

I enjoy doing things like:

Appendix 5 - Induction Commissioning Checklist 2024/25

Student Name:D.O.B:Course: CI/Cons

Referred from:

✓	To be checked	Date received	Signed
	Direct Referral form (signed and correct) Review Date:		
	Pen Profile		
	Emergency Contact details for parents/guardians (inc in Direct referral form)		
	Letter sent to parents (inc parental consent Y/N)		
	Home Academy Agreement		
	Go through all points in Student Handbook (Housekeeping, Tour of Building and Fire escapes etc)		
	Learning and additional support needs		
	Parental Consent signed		

Notes:

Signature:

Date:

Appendix 6 - Student Risk Assessment (at Induction Meeting)

CONFIDENTIAL - The following are guidelines which should be taken into consideration when dealing with the following student:

Student Name		Date:
Situation	Comment	Risk Level L/M/H
Home		
Being transported		
Education Venue		
Lunch/Breaks		
Relationship to adults		
Likelihood of illegal substances		
Likelihood of self harm		
Likelihood of suicide attempts		
Likelihood of carrying weapon		
Likelihood of risk to others		
Self Control		
Relationship to Peers		
Adaptability to new situations		
Handles Stress		
Conflict Resolution		
Following Instructions		
Criminal Record		
Likelihood of risk of arson		

Appendix 7 – Home Academy Agreement

These ground rules are intended to help ensure that your time with us will be beneficial and enjoyable. Any difficulties which may arise will be handled with care and sensitivity. You should expect to be treated fairly and in an adult way. The environment you are entering is an Academy of professional practice and therefore your behaviour should reflect this.

THE ACADEMY

The Academy will:

- Care for your child's safety and happiness.
- Work with you to solve any problems that could harm your child's progress, and respond promptly to any concerns you raise.
- Keep you regularly informed and consulted about general Academy matters and respond as promptly as possible to any communication that you have with us.
- Provide a balanced curriculum and, high quality teaching to meet your child's individual needs.
- Offer a broad range of courses, an individualised learning path for your child, and strive to meet the required targets for examinations and assessments.
- In each academic year, arrange Parents' Evenings and other meetings during which progress can be discussed, and also provide detailed written reports of your child's progress.
- Set, mark and monitor homework and coursework.
- Contact you as early as possible (usually on the first day) if there is a problem with attendance and also contact you should punctuality to the Academy be an issue.
- Contact you to let you know when your child has done particularly well or, is showing good, all round improvement.
- Do our best to ensure that your child achieves his or her potential.

Signatures:

Principal:



Chair of Governors:



PARENT(S) / GUARDIAN(S) / CARER(S) I/we will:

- See that my/our child attends regularly, on time, appropriately dressed and properly equipped for all lessons.
- Inform the Academy as soon as possible on the first day of absence if my/our child is unable to attend.
- Keep the Academy informed of any concerns or problems, which might affect my/our child's work or behaviour.
- Support the Academy's policies and guidelines for behaviour.
- Support my/our child in homework and other opportunities for home learning.
- Attend Parents' Evenings/meetings and discussions about my/our child's progress.
- When your child does not attend school, you are responsible for their wellbeing and safety.

Signature(s): _____

THE STUDENT I will:

- Participate in all lessons, arrive on time and attend every day.
- Be focused and follow instructions.
- Support others by not bullying to help build trust and report any bullying, vandalism or racism to a member of staff.
- Respect the room, equipment and other parts of the building.
- Take responsibility for my own behaviour.
- Respect the *No Touch* rule and keep my hands and feet to myself.
- Help support others who may be having a difficult day.
- Take support from staff if I am feeling angry or upset.
- Respect the *No Swearing at Any Time* rule and respect others at all times.
- Hand in mobiles, ipods etc to staff at the start of the day.
- Listen to others – One speaker
- Only eat food and drinks during breaks and clean up afterwards.
- Not smoke or vape in the building or outside areas.
- Not bring in or use alcohol or drugs/drugs paraphernalia on the premises.
(I understand that if a member of staff suspects that I have taken drugs or alcohol, I will be sent home.)
- Not leave the premises without permission.
- Obey Health and Safety rules; act sensibly in ways that do not endanger myself or others.
- Come prepared for sessions with appropriate equipment and clothing etc.
- Above all aim to achieve, be an active and valuable member of the School and enjoy my time at Harmonize Academy!

Signature: _____ Date: _____