

✓ Believe

✓ Inspire

✓ Transform

Bolton
impact ✓
trust Believe Inspire Transform

**A Multi-Academy Trust
comprising four separate AP
and Special SEMH Academies**



Welcome

from the Chief Executive Officer



Thank you so much for taking time to read our information brochure. I would like to take this opportunity to welcome you to the Bolton Impact Trust.

We are a Multi-Academy Trust of four separate AP and Special (SEMH) academies where we work with children and young people who may be at a time in their lives where they require specific support.

This is often when they are encountering personal crisis, when they require support with their behaviour or when they aren't medically well enough to attend mainstream school.

We are extremely proud of the breadth of our curriculum and we feel that we are in a strong position to design and ultimately deliver provision for children and young people whatever their specific needs. We think that our Trust is a very special place where we respect individuality, diversity and difference. Every child who joins us is afforded a fresh start and every adult who joins our team is given the opportunity to contribute. Visitors are always welcome and partnerships are extremely important to us. We work with colleagues locally, regionally and nationally and we love sharing best and next practice with our network partners.

We are a Trust who are proud of our core values of 'Believe, Inspire and Transform' and we actively promote positive regard for all, underpinned by the key principles of warmth, respect and harmony.

I am proud to celebrate the fact that our Academies have been judged outstanding by Ofsted on eight separate occasions. I believe that this is testament to the outstanding skills, knowledge, professionalism and commitment of my staff team. Despite our successes, we are always striving for improvement.

I hope you enjoy reading our brochure. Please feel free to get in touch if you wish to arrange a call or a visit, or if you simply wish to learn more about us.

Best wishes.

Paul Hodgkinson
Chief Executive Officer



“Pupils develop confidence in themselves and trust in the staff and the school.” *Ofsted*





Vision Statement

The Bolton Impact Trust, although made up of several specialist academies, has a simple goal of serving our pupils by offering high quality personalised education.

We Believe everyone can achieve,

We Inspire a love of learning

We Transform potential into long-lasting success.

Our offer is designed to ensure that we can bring these core beliefs to life in the way that we structure, sequence and plan learning. Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential.

Together with partners, other agencies, parents and the local authority, we aim to create learning environments that are innovative, motivational and impactful on children's lives. We will strive to do this by offering learning

packages that are relevant to each child, that inspire them to want to learn more and that encourage them to become lifelong learners. Academic programmes, vocational learning opportunities and enrichment activities are central to our curricular offer.

Developing self-esteem, confidence and resiliency are an important part of our work to help prepare our young people to enjoy worthwhile and fulfilling lives back in their own communities after attending the Bolton Impact Trust.

Our Academies

The Bolton Impact Trust comprises four AP Academies. These are:

The Forwards Centre

(Key stage 1 and 2 Behaviour provision)

Lever Park

(Secondary SEMH provision)

Park School Teaching Service

(Key stage 3 and 4 Medical provision)

Youth Challenge

(Key stage 3 and 4 Behaviour Provision)



Our vision is based on key principles

- ✓ A Central ethos of unconditional positive regard, warmth, respect and harmony.
- ✓ Re-direction, fresh start and re-integration
- ✓ Raising pupil aspiration and ambition so that all of our pupils secure positive progression routes
- ✓ Behaviour modification, social and emotional support and alternative methodologies are key strategies
- ✓ That all pupils receive a high quality, personalised education
- ✓ Respect, endeavour and learning for all
- ✓ A culture of wellbeing for all

Bolton Impact Trust Curriculum

At Bolton Impact Trust we believe everyone can achieve, we inspire a love of learning and we transform potential into long-lasting success.

Our curriculum is designed to ensure that we can bring these core beliefs to life in the way that we structure, sequence and plan learning; the knowledge and skills that we deliver, our high-quality teaching and learning and our personalised approach in addressing the unique academic and pastoral needs of each child. Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential.

Throughout all of the schools in our Trust the curriculum is designed to:



Provide in-depth subject **knowledge** and inspire a love of learning



Build the **character** attributes needed to be a productive member of our society and to succeed in the modern world, such as resilience, kindness and tolerance



Nurture **creativity** so that pupils become confident creators and develop an understanding and appreciation of 'the best that has been thought and said'



Help pupils to develop their problem-solving, **innovative thinking** skills



Give pupils the knowledge, qualifications and skills to ensure that they can **transform** their potential into a long-lasting, successful and fulfilling career

Guiding Principles for Teaching and Learning

The Trust has a set of guiding principles for high-quality teaching and learning. The Trust expects all staff to abide by these principles in their classrooms.

We believe that pupils learn most effectively when:

Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued. They can manage their emotions and have the resilience to make mistakes and persevere.

They are engaged and encouraged to think hard about something.

Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.

Teachers deliver new material in manageable amounts at the right level for each child

Teachers model and share what success looks like.

Teachers regularly check for understanding and promptly address misconceptions.

Teachers create opportunities for pupils to regularly practise and retrieve what they have learned.

Reading Across The Curriculum

The majority of the pupils in our Trust have a reading age which is lower than their chronological age when they join us. Research shows that low achievement in reading is the most common denominator in school discipline, attendance and juvenile crime and a likely reason for the problems that some of our pupils have experienced prior to joining us. It is our mission across the Trust to make sure that all our pupils make progress with their reading, that it is no longer a barrier to accessing the curriculum or a cause for low self-esteem. Reading will empower our pupils and open up a world of new opportunities and experiences to them.

The Trust has a Reading Charter which outlines our commitment to prioritise reading for every pupil across all of our schools and throughout the curriculum in the following ways:

- Displaying and promoting subject specific ways of reading to ensure that pupils understand the 'disciplinary literacy' of each subject and are able to use subject-specific reading strategies.
- Explicitly teaching subject specific vocabulary across the whole school curriculum.
- Promoting a love of reading by providing time to read for pleasure both collectively and independently.



- Providing carefully curated collections of reading materials which are accessible to all pupils
- Ensuring that reading materials used in class are accessible for each pupil.
- Teaching pupils to read using a DfE approved phonics scheme.
- Providing reading and phonics interventions to pupils whose reading ages fall well below their chronological age
- Regularly assess and measure individual pupils' progress in reading.
- Provide opportunities for pupils to experience reading outside of the classroom and immerse themselves in the narrative.
- Encourage and celebrate reading using our rewards schemes.

***“Once you learn to read,
you will be forever free”***

Frederick Douglas



Bolton Impact Trust Leadership Team



Mr Paul Hodgkinson
**Chief Executive
Officer**



Miss Rebecca Leonard
**Director of Academy
Operations**



Miss Kate Connolly
Chief Finance Officer



Mrs Victoria Gavin
**Director of Business
Operations**



Mrs Alison Woosey
**Director of Educational
Standards**

Bolton Impact Trust Central Team



Mrs Elaine Lord-Waugh
**Trust Therapeutic
Specialist**



Mrs Rachel Bingley
Trust Music Teacher



Mr Stuart Greaves
Administrator



Mr Lee Fitton
Trust Sites Manager

Supporting our Academies and our Academy staff in their day to day leadership, management and administration is key to ensuring that staff and children perform at their best.

Our Central Team has expertise in school leadership, school to school support, curriculum management, student behaviour, therapeutic approaches, school self-evaluation, finance, human resources, governance, premises, ICT and school business administration.

We work closely with our Academy teams to ensure that the conditions exist for them to carry out their work to the highest possible standards.

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Forwards Centre

Part of Bolton Impact Trust

The **Forwards Centre** is an Alternative Provision Academy working with KS1 and KS2 pupils. We offer both full-time places and part-time places.

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 genuine, 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.

What we offer:

Full Time

Full-time alternative provision for primary aged pupils experiencing difficulties in their mainstream schools because of their social, emotional and mental health (SEMH) needs. The majority of pupils have been excluded or have been at serious risk of exclusion from their mainstream school.

Pupils are aged from Y1 to Y6 and typically spend a period in the centre before either returning to mainstream education or moving on to specialist provision.



Dr Chris Fielding
Academy Lead

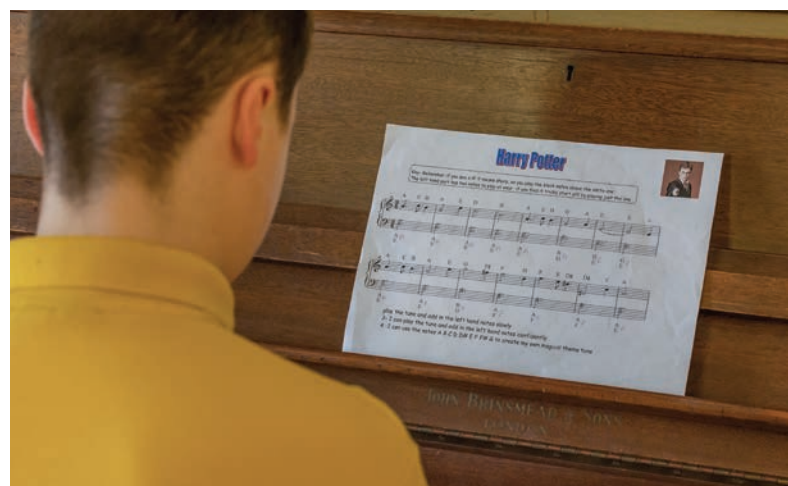
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We provide a broad and engaging primary curriculum that is accessible to all pupils. Thorough academic baselining to ensure that each child receives an individualised core maths/English programme of work.

Each child will also receive individualised provision based on all the professional advice available.

As one of the services working with a child, we engage fully with any multi-agency work and provide written information in support of any applications or submissions made by schools.





What Ofsted Said

"The Forwards Centre is a calm, friendly and welcoming school where pupils develop a love of learning. Pupils often arrive in school with previous negative experiences of education. This is soon forgotten as pupils develop confidence in themselves and trust in the staff and the school."



Park School Teaching Service

Part of Bolton Impact Trust

At **Park School Teaching Service** we are passionate about inclusion. We believe every child has the right to quality learning opportunities regardless of their personal circumstances.

Staff at Park School Teaching Service have many years of experience in working with and supporting young people who are struggling to access their mainstream school; we are extremely successful at re-engaging them in education and building their self-esteem and confidence.

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 consistently assess the emotional intelligence of the young person, identifying any barriers to learning and acting upon such appropriately, liaising with other professionals where necessary.

Our offer includes:

- Full time education at Key Stage 4 leading to GCSE accreditation
- Additional learning to be completed in non-contact time
- Additional accreditation (if requested)
- Enrichment opportunities
- Attending/ organising Child Action Meetings to ensure a holistic approach to meeting a young person's needs.
- Preparation for adulthood and access to a connexions worker for careers guidance and support before, during and after transition to post 16 provision.



Mr Gareth Webb
Academy Lead

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In addition to the core offer we can also offer the following provision;

- A therapeutic environment focussing on relaxation and mindfulness.
- Walk and talk sessions to develop social and communication skills.
- Sessions promoting healthy body-healthy mind e.g. cookery, yoga.
- Essential Skills for Work and Life unit-based qualifications.
- Confidence in the Community programme of activities.
- Maths and English delivered 1 to 1 by a qualified teacher and leading to functional skills and/or GCSE qualifications.
- BTEC qualification in Art and Design.

Royal Bolton Hospital Service

Park School Teaching Service offer all school-aged children admitted to Royal Bolton Hospital a bespoke educational package.

We empower students by offering them a diverse, easily accessible curriculum which appeals to all ages and abilities and removes barriers to learning in an atmosphere of positivity and creativity.



We offer GCSE support to KS4 students on the ward and throughout the hospital, in the case of 16 year olds admitted to adult wards. Outreach teaching, at home, is also available for students who are unable to attend school for three weeks or more due to medical needs.

We facilitate their learning;

- At the bedside
- In pop up classrooms on the ward
- In the classroom
- In nurture rooms

We recognise the diversity of their needs and learning styles and teach them in;

- Small groups
- Pairs
- Individually
- Cross phase



What Ofsted Said

"This is a school where every pupil is treated in a unique and personalised way. This personalised approach to managing behaviour results in a calm, supportive atmosphere within school. The school's vision of unconditional positive regard, affection and warmth is used by pupils, staff and the wider community. As a result, pupils' behaviour is excellent"



Youth Challenge

Part of Bolton Impact Trust

Youth Challenge provide medium to longer-term support for students designated as 'Permanently Excluded' and provide shorter-term support for students designated as 'Pupil at Risk of Exclusion'.

Our Offer:

Programmes 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).

Established / re-established trust and working relationship between school professionals, family and any outside agencies.

Opportunities for more thorough, specialist assessment leading to EHC Plan referral where appropriate.

At Youth Challenge a strong emphasis is placed on developing 'the pillars' of the curriculum at the appropriate level in Maths and English. Literacy and Numeracy are the cornerstones of the curriculum and there is no doubt that gaps and weaknesses in these areas are prevalent and are a significant factor among children who have been excluded from mainstream school.

Youth Challenge also offers a variety of other subjects at KS4 and has a comprehensive careers offer. BTEC qualifications are available in Construction; Art and Design; Land Based Studies; Catering, Hospitality and Tourism; Hair and Beauty and Sports.



Miss Viki Sutton
Academy Lead

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All Key Stage 3 pupils are offered a core academic, and SMSC/PSHE offer including wider curriculum experiences of Science, Humanities, Art and Sport. Diagnostic work and 'filling the gaps' are a priority in terms of literacy and numeracy.

Additionally, all pupils access 'intelligence-led' enrichment activities that are specifically aimed at meeting the needs identified in the 'design stage' of their pupil profile analysis.





Common focus areas for the enrichment activities include:

Improving behaviour	Making friends
Being more resilient	New experiences
Improving oracy	Improving attendance
Improving happiness	Working in a team
Mental well-being	Staying safe
Exploring relationships	Thinking as individuals
Celebrating achievement	
Re-engagement with education	
Contributing to the community	
Preparing for life beyond Youth Challenge	



What Ofsted Said

"The excellent enrichment curriculum provides all pupils with opportunities to participate in activities that they would otherwise not experience, and is instrumental in building pupils' confidence, self-belief and resilience."



Lever Park

Part of Bolton Impact Trust

Lever Park SEMH Academy provides full time secondary education (Year 7-11) for children with EHCPs. Lever Park serves the children of Bolton and surrounding boroughs.

Lever Park provides:

- A transition programme from KS2 into our KS3
- A primary model of education in KS3, with targeted catch up to support pupils' academic progress.
- A full suite of GCSEs, Functional Skills and Vocational qualifications at KS4.
- A pathways model of appropriate courses bespoke to individual pupils.
- A prescriptive social development plan aligned with the individual pupil's EHCP.
- An engagement centred curriculum that is broad, aspirational and appropriate.
- A structured enrichment program with a wide variety of activities for all year groups. These promote active engagement, entitlement and social development opportunities.
- A careers programme aimed at providing the pupils with opportunities to enjoy a smooth transition.
- A central point of contact in liaising with all external agencies.
- A staff culture of professional understanding and skilled expertise in working with children with complex needs.
- An environment where pupils feel happy, safe and engaged.
- A place for families to be supported, understood and be part of our community.
- Outcomes related to academic and vocational progress, attainment and positive destinations.

It is clear from our evidence that the students in our settings have a better chance of being successful if pastoral targets are achieved and



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Academy Lead

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this is why our pastoral support programmes are such a prominent part of the Lever Park offer.

The staff at Lever Park Academy are experienced in working with, supporting and developing children to be 'the best they can be'. Children who have previously struggled to access education are extremely successful at Lever Park. A culture of unconditional positive regard is an important part of our approach. We create a climate for all our children, which enables a positive experience of education, and in doing so builds self-esteem, confidence and resilience.





In September 2023, following requests to grow our academy, we opened up our new 18 place SEMH facility at the Barlow Park Centre in Bolton.

The Centre caters for Key Stage 3 nurture students who follow our full nurture curriculum. The Centre is staffed by an experienced team of teachers and learning mentors who support some of our younger learners in a small, intimate setting.

What Ofsted Said

"The behaviour of pupils is good. Excellent relationships in this school are underpinned by respect, positive regard and warmth. Pupils like and respect the adults who work with them. Pupils are pleasant and polite towards staff, visitors and each other"

School Improvement 2023-2024

At the Bolton Impact Trust we have an experienced team of staff who work as part of our School Improvement Team and our work continues to take us around the country supporting other schools and Trusts.

Bespoke support packages can be developed to meet your requirements and we offer support and training in the following areas;

MAT Leadership

Advice and support from our experienced Central Team about becoming a more effective Executive team, self-evaluation processes and preparing for MAT Summary Evaluations.

Alternative Provision/Special School Leadership

Advice, support and training around the key elements of AP and Special School Leadership including access to our Big 10 Leadership checklist

School self-evaluation

Access to the processes we have developed to ensure that Academy self-evaluation activities are accurate and impactful

Safeguarding

Advice, support and training from our experienced Trust and Academy DSL teams including systems, processes and engaging successfully with Agencies

Internal Alternative provision

Support relating to developing best practice in mainstream internal alternative provision. Advice focuses on referral and review processes, building a catalogue of interventions and analysing what successful placements look like

Behaviour management strategy (Behaviour reviews)

Behaviour review visits from our team which will comprise meetings with school leaders, staff and students, analysis of data, visiting lessons and analysing the impact of policies and interventions. All reviews are followed by a recommendations report.

EHCP Processes

An introduction to the processes which allow us to track student progress against the recommendations in their EHCPs

Alternative Provision and Special School Curriculum

Advice support and training around developing Trust-wide and Academy curriculum intent statements and how to ensure that curriculum implementation is a high standard

Vocational study

Full access to the team who lead our Vocational Skills offer across the Trust and access to our curriculum plans and resources

Careers Education in Alternative and Special settings

Advice, support and training from our experienced team of leaders who have responsibility for work experience, careers education, meeting Gatsby benchmarks and supporting AP and Special School students with securing successful post-16 destinations

Pastoral interventions and Student Profiling

Training, support and free resources around our highly impactful student profiling systems

Staff Wellbeing

Access to our full suite of staff wellbeing resources including our staff wellbeing charter and our wellbeing credits system

Therapy, supervision, trauma-informed approaches and parental engagement.

Training, advice and support from our Trust therapist around trauma-informed interventions, supporting children therapeutically and working closely with parents

Governance

Full access to our full suite of Governance resources (including report templates) and advice on how we manage the Strategic Risk Register

What people say about us.

“The school teaches us to be independent and who we wish to be. The teachers really help us to be the best versions of ourselves.”

Students

“The invaluable expertise, knowledge, and obvious passion you exude in pursuit of high-quality education for those students on AP, was incredible.”

Visitors

“They support me and make sure I’m happy at all times.”

Students

“The staff help when I struggle and always listen.”

Students

“Your wisdom and experience were invaluable in supporting our ongoing work at our school.”

Visitors

“Every child has the opportunity to succeed”

Staff

“We work to broaden our students’ horizons and expose them to experiences, people and information that will inspire them to have high aspirations for their lives.”

Staff

“There is so much you and your team have shared here, and over the last few days that will help us.”

Visitors





Get in Touch

For more information on any of the schools within our trust or the services they provide including pricing please contact head office:

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