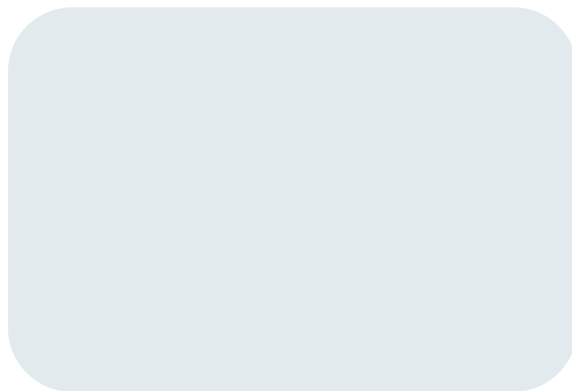


Free Schools in 2013

Application form

Alternative provision Free Schools



Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [here](#).

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to [REDACTED]

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template.

Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application

You also need to submit two hard copies (of **sections A-H** and the **financial templates**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
[REDACTED]

London

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education

London

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed under the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application Checklist

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee	√	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	√	<input type="checkbox"/>
Section B: Outline of the school	√	<input type="checkbox"/>
Section C: Education vision	√	<input type="checkbox"/>
Section D: Education plan	√	<input type="checkbox"/>
Section E: Evidence of demand and marketing	√	<input type="checkbox"/>
Section F: Capacity and capability	√	<input type="checkbox"/>
Section G: Initial costs and financial viability	√	<input type="checkbox"/>
Section H: Premises	√	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	√	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	√	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand	√	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	√	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, [REDACTED], London [REDACTED], between 13 and 24 February 2012	√	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, [REDACTED], London [REDACTED], between 13 and 24 February 2012	√	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Moseley, Birmingham, [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Please state how you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy Sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school or Academy <input checked="" type="checkbox"/> Other
6.	If Other, please provide more details: We are a network of 15 maintained secondary schools including Academies with a core group of three headteachers that have set up a company by limited guarantee.
7.	Has your group submitted more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8.	If Yes, please provide more details:
9.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: East Birmingham Network Alternative Provision Free School have supported us in as advisory capacity regarding the application process.
Details of company limited by guarantee	
11.	Company name: The Reach Free School Trust
12.	Company address: [REDACTED], Moseley, Birmingham, [REDACTED]
13.	Company registration number: 07960515
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:
Company members	

Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16. Please confirm the total number of company members:
3

17. Please provide the name of each member below (add more rows if necessary):

1. Name: [REDACTED], [REDACTED]

2. Name: [REDACTED], [REDACTED]

3. Name: [REDACTED], [REDACTED]

Further members will be appointed from School Network Schools

Company directors

Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED], [REDACTED],

2. Name: [REDACTED]

3. Name: [REDACTED], [REDACTED]

Once appointed it is anticipated that the principal designate will become the third director in place of [REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED] as [REDACTED] will be appointed as [REDACTED] and is the [REDACTED].

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.

Yes
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- describe the role that it is envisaged they will play in relation to the Free School.

South Birmingham College – FE

The college is a long term partner with the network and will continue to collaborate and support the provision of vocational pathways in a variety of fields. Charitable organisation under the Further Education and Higher Education Act 1992.

Bear Creek Adventure Co. (Registered Company: 5034807 – Cardiff)
Work alongside REACH Free School in the appointment of Outdoor Adventurous Activities Challenge Instructor and provide resources and facilities.

22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):</p> <p>Not applicable</p>
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Existing Providers

23.	<p>Is your organisation an existing provider wishing to become a Free School?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	<p>Is your organisation an existing provider wishing to establish a separate alternative provision Free School?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	<p>If Yes to any of the above questions, please provide your six digit unique reference number here:</p>	
28.	<p>If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:</p>	
29.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p>	

30.	If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:
31.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: As per section 5 & 6, we are a network of 15 schools providing education in 11 – 16 and 11 – 18 settings for a total of over 12,000 pupils.

Please tick to confirm that you have included all the items in the checklist.

√

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	REACH (R eaching all, E ducating to A chieve through C hallenge and H igh expectations) Free School
2.	Proposed academic year of opening:	2013
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other If Other, please specify: 13-16
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input checked="" type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below) If Other, please specify: Newly arrived pupils with additional needs that prevent them from accessing KS4 mainstream education.
5.	Proposed number of pupils when at full capacity:	Full time (FT): 64 Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.
6.	Date proposed school will reach expected capacity in all year groups:	Academic year 2015/2016
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Do you intend that your proposed school has a faith ethos?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about religious character/designation/ethos.
9.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as	

	possible):	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Birmingham
12.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Not applicable
13.	<p>This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

C1

Vision

Reaching all, Educating to Achieve through Challenge, with High expectations. Between our 15 schools we are passionate about providing successful progression routes for all our young people, including those who have historically been excluded.

REACH will raise standards amongst the most vulnerable learners in South Birmingham with quality accredited pathways and therapeutic personal development programmes. At the centre of a mature network of secondary schools Reach Free School will build engagement through the development of innovative environments and tailored support.

We are committed to challenging pupils in ways that increase resilience. By supporting families and providing a bridge for sixteen year olds into appropriate educational or vocational progression we champion maximised life chances for all young people.

Within a bigger educational family, Reach Free School grows out of the need for a continuum of provision providing swift access to learning for young people at risk of being out of education or those who have already fallen outside of mainstream settings. As part of an assessment process, wherever possible we will reintroduce learners, fully or partially to healthy mainstream education. Benefitting from the powerful collaboration of the maintained schools of South Birmingham we are building on a track record of successful fresh starts following short term interventions as well as discrete long term alternative education pathways.

Core Values

- We are rigorous, expect the highest standards, share what we do best and learn from each other.
- We are mutually accountable, through collaboration and formal reporting structures.
- We connect our different schools, South Birmingham College, our commercial outdoor pursuits partner and others to maximise the power of collaboration for sustainability and value for money.
- We are flexible, adapting to the child's needs, beginning with the premise that we have the resources to find solutions with a corresponding focus on growing the young person's responsibility and independence.
- We work closely with families and support agencies to learn and build capacity resulting in shared understanding and coordinated approaches that improve pupil outcomes.
- We transcend boundaries working across a significant range of schools serving highly diverse communities.

Context

We are made up of fifteen schools which include academies and maintained secondary schools who have worked together as the South Area Network since 1999. This network is one of six secondary groupings which have subdivided Birmingham Local Authority's secondary sector. We serve some 12,000 students between the ages 11 to 19. These 15 schools have a long history of collaboration which includes shared vocational, Post 16 and alternative provision with coordinated timetabling across all schools, our Behaviour and Attendance Partnership, Sharing Panel, collaborative continual professional development and collaborative school / peers self-evaluation.

The South Network Area of Schools includes the inner rings areas of Balsall Heath and Sparkbrook. They also cover Sparkhill, Hall Green, Kings Heath, Moseley, Brandwood, Cotteridge and Kings Norton. These areas include both those of relative affluence and acute social and economic deprivation.

Table 1: Comparative Data on all South Secondary Schools

School Name	% Absence Rate	% Persistent Abs 20% +	% SEN Statements School Action Plus	% 5+A*-C (EM)	VA	% Free School Meals
Baverstock	7.16	6	16.1	33	978	36.7
Bishop Challoner	5.54	4.4	5.3	81	1007	20.5
Fox Hollies	N/A	N/A	100	0	928	46.7
Hall Green	6.21	2.8	10.5	71	995	14.6
King Edward Camp Hill Boys'	3.59	0.6	2	100	1026	3.4
King Edward Camp Hill Girls'	3.79	0.3	0.8	100	1024	4.5
Kings Heath Boys	7.51	5.4	7.7	50	1003.5	56.3
Kings Norton Boys'	6.82	6.2	11.4	55	983	14.4
Kings Norton Girls'	5.96	5.8	3.9	65	994	16.5
Kings Norton High	6.26	3.2	25.2	31	1017	47.5
Lindsworth	N/A	N/A	100	0	803	41.5
Moseley	9.68	8.8	10.1	44	1002	45.5
Queensbridge	6.64	3.3	8.5	52	1021	35.7
Swanshurst	5.68	2.2	4.6	57	1040	26.1
Wheelers Lane Technology College	6.33	4	11.8	61	1037	26.9
National Average	6.52	4.7	8.46	58.2		15.86
LA Average	6.52	4.6	10	58.2		34
Network Average	6.24	4.1	21.2	57.1		29

- 1 The proportion of pupils with free school meals, excluding selective schools with a much wider catchment is 32.9%. This is significantly more than double the national average.
- 2 The proportion of pupils with special educational needs (Statements & School Action Plus) excluding selective schools is 24.2%. This is three times the national average.

Current Network Operating Model

The existing structure of the South Network takes the form of a board of all fifteen headteachers and the Principle of South Birmingham College. The Inclusion Committee working to this board is responsible for the working of the Sharing Panel that meets monthly during term time. The membership of the sharing panel is-

- Four headteachers in rotation drawing from 11 mainstream, non-selective schools
- The Headteacher Chair of Inclusion Committee
- Network Inclusion Coordinator (Assistant Headteacher)
- Network Family Support Worker
- Area Head of South/South West Behaviour Support Service Pupil Referral Units
- Centre Manager of South Behaviour Support Service Pupil Referral Unit
- Representation as required by Admissions and Appeals and Looked After Children's Service (LA)

These representatives attend as needed on the frequent occasions when High Level Needs pupils are referred by the Local Authority. This function is also fulfilled by Behaviour Support Service in their role of reintegrating permanently excluded pupils back into alternative or mainstream provision.

Tables 2 and 3 demonstrate the number of students referred to South Network Sharing Panel between September 2010 – January 2012.

Table 2: 2010 / 11 outcomes of pupils referred to South Network Sharing Panel between September 2010 – July 2011 as recorded at the end of the school year (Total referrals 109)

Year Group	7	8	9	10	11
No pupils referred	7	9	25	47	21
On-going Managed Move	5	1	8	8	0
Taken on roll in new school following successful managed move	0	1	6	3	0
Attending South Network Pupil Referral Unit	2	7	5	5	0
Attending alternative provision			6	31	21

Table 3: 2011 / 12 outcomes of pupils referred to South Network Sharing Panel between September 2011 – January 2012 as recorded at the end of January 2012 (Total referrals 100)

Year Group	7	8	9	10	11
No pupils referred	0	14	44	26	16
On-going Managed Move	0	9	16	10	1
Taken on roll in new school following successful managed move	0	1	4	2	0
Attending South Network Pupil Referral Unit	0	4	3	4	0
Attending alternative provision			21	10	15

The above data highlights the following:-

- The profile of students referred in KS4 has resulted in more being allocated a full time placement with BSS Pupil Referral Unit or an alternative provider rather than remain in a mainstream school setting
- There is a marked increase in the number of referrals received in years 9, 10 and 11 when compared with years 7 and 8.
- In the full academic year 2010/11 South Panel received 109 referrals, in 2011/12 panel has already received 100 referrals with four panels remaining.
- In 2010/11 76% of referrals were from South Network Schools and 24% from Birmingham Local Authority.
- In the current school year 2011/12, 71% of referrals have been from South Network Schools, 29% from the Local Authority.
- In 2010/11 69% of pupils attending alternative provision by the end of the academic year had accessed all other support through the sharing panel including managed move school placements to other network schools and/or placement in the BSS Pupil Referral Unit. 28% were referred direct to an alternative provision setting as it was felt that another mainstream school would not be able to provide this cohort with the support required for their complex individual needs.
- Discussions at South Network Board meetings highlight that the need and demand for full time KS4 alternative provision placements exceeds the number currently available. This is a key factor in the submission of an application to open the REACH Free School.

Evidence of Need

Historically, the three schools that have generated the highest volume of referrals, with the most complex student profiles, to the South Network Sharing Panel are located in the most deprived areas of our Network. The consistent support of all South Schools makes this process of sharing a particularly cost effective and flexible mechanism that ensures that only pupils who are clearly high need require alternative or Pupil Referral Unit provision.

The UK unemployment rate in October 2011 was 6.9%, the West Midlands region was 8.5% with unemployment rates across the city rising to 15.6%. The unemployment rate for Sparkbrook is higher still at 26.7%. This mirrors census data ranking Sparkbrook as the second most deprived ward in Birmingham where unemployment levels almost twice the Birmingham average and over four times the national average. 52% of the population in this ward have no formal qualifications. Within much of Sparkbrook and some of the outer estates there are super output areas where unemployment is over 30% and rising.

Serving these most deprived wards in central Birmingham in B11 and B12, as well as the outer estates of Brandwood and Kings Norton (super output areas in B14 and B38) we are acutely aware of the patterns of educational failure amongst our poorest and most dysfunctional families.

The three estates in Kings Norton (B38) are among the 5% most deprived areas in England. Levels of deprivation are indicated in January 2011 data as follows:-

- 46% of pupils are eligible for free school meals (national average 14.5%)
- 25% have Special Educational Needs (SEN), including statements (national average 8%)
- 8% are young carers
- 6% are asylum seekers/refugees
- 2% have serious child protection issues
- 3% are supported by Family Intervention Support Services
- 3% are Looked After Children
- 3% have been involved in serious domestic violence
- Standards on entry are consistently 5.62 points lower than the national average
- School deprivation indicator 0.5% in highest quintile (national average 0.21%)

The Druids Heath area in B14 has been part of an on-going programme of demolition of poor social housing that impacts directly on the intake and the environment.

- 50% of those on the estate have no qualifications whatsoever
- Anti-Social Behaviour Orders are well above average (especially nuisance neighbours and rowdy young people)
- Only 50% in employment. Long term unemployment significantly worse than city average

- Incapacity claimants between 2 and 3 times city average
- 39% of pupils are eligible for free school meals and many others live in households with indicators of social deprivation. Economic deprivation is not the most significant issue; rather it is the lack of social cohesion and the sense of a disintegrating community.

Track Record

As a particularly cohesive network of schools South Area chose to pilot Sharing Panels for Birmingham in 06/07. This in turn led to our decision to pilot an alternative provision studio school linked to our two vocational satellite centres. Through our Behaviour and Attendance Partnership, the network has significantly reduced the number of permanent exclusions from 38 in 2005/6 to 9 by 2010/2011. This was achieved through successful integration of hard to place students, intelligent and creative use of the managed move process as a preventative strategy and, most importantly, the development of our own alternative provision in the form of a Studio School. Despite improved attendance, increased achievement at Level 1 and 2, a decrease of NEET numbers and improved progression onto Post-16 we have now reached a point where further provision is needed. The compelling requirement is for more alternative provision where pupils are stretched by a demanding and credible GCSE based curriculum.

South Network Sharing Panel also refer Key Stage 4 students to our local Pupil Referral Unit and other alternative providers that are quality assured by Birmingham Local Authority. Experience has shown that limited accredited courses are offered to students with the majority of these being vocational based on a part-time model leading to limited progression pathways for this cohort of students.

There still remains a cohort of students for whom the current pattern of provision is not able to meet all of their needs and they continue to be disengaged from education. For this reason we are keen to build trust with vulnerable pupils who are identified earlier in their secondary years and to add to the accommodating and supportive work of the existing studio school through Challenge Days and Work Based Learning Days.

Distinctive Features of our School

- REACH will work as a studio school so that young people are always being welcomed into a professional, calm and adult working environment, wherever possible coaching young people into habits of independent study within a working adult office.
- REACH Free School will be a safe, well ordered and caring learning environment, which will deliver high quality education to all its students. We will support them to develop their individual potential for growth, self-worth and self-control through experiencing a rigorous curriculum outstandingly taught, with clear and consistent guidance and support.
- We will work on a therapeutic rather than a custodial model of schooling, within the context of educational high expectations. Close working with mainstream schools ensures access to the best possible subject support across our partnership with its characteristic high expectations.
- The academic curriculum will fulfil our principal aim of providing access to a range of accredited qualifications as well as educational and social experiences, which will address the learning and

emotional needs of our students.

- We will support every student to develop their true potential and make a positive contribution to their community as they progress towards adult life. Where mental health, complex family or/ Looked After Children's issues impact we will work closely with specialist partners Youth Space, LACES and our Integrated Family Support Teams to address acute individual needs.
- The distinctive challenge curriculum will extend our learners through an enterprising partnership with Birmingham's leading commercial provider of Outdoor Adventurous Activity. All our Challenge Day programmes will be structured to develop personal skills and qualities by taking young people out of their comfort zones; a necessary balance to all that REACH will do to accommodate and reassure failing and insecure learners.
- We will support the re-integration of permanently excluded students returning from the PRU back into mainstream.
- We will work closely with South Birmingham College to provide supported vocational progression in the light of the raising of the participation age.

Aspirations for Pupil and Whole School Achievement

Reaching all, Educating to Achieve: We expect all students to achieve a GCSE in English and mathematics, and at least 80% to gain 5 or more GCSE or equivalent passes. Attendance will be sustained at least 90% and all students will leave REACH and move onto an appropriate pathway.

Challenge: All students will meet personal development targets, often focused around improving behaviour and developing resilience. They will be formally assessed through a scale based on 'coping in school'.

High Expectations: Students will make academic progress between KS2 and KS4 in line with national expectations and benchmarks.

Measures of success for individual pupils will include:

- making expected progress between KS2 and KS4 in English and mathematics
- progressing to post 16 education or training
- reaching individual personal development targets (to include attendance and behaviour)
- successfully completing their challenge introductory and development activities
- successfully completing a work based learning placement and / or complete sustained accredited vocational courses within our partner FE college's settings
- studying a range of subjects that will lead to recognised qualifications or specifically meet personalised interests.

The challenge activity is an integral part of our vision for the school and will demonstrate success through the acquisition of specific specialist skills in a context that aim to extend learners through exposure to risk and supporting them to gain experiences in areas that are new and beyond those of many of their peers. For example pupils will go beyond introductory experiences and:

- learn to sail, windsurf or canoe to level 2
- learn climbing, walking or expedition skills
- explicitly learn communication and social skills in relation to challenges that require accessing and operating within new social and employment settings
- learn leadership and project management skills through sustained responsibility for work with peers or younger children

- Undertake a personalised development project in relation to a specialist art form or sporting discipline.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Key Stage 1								
Key Stage 2								
Key Stage 3		4	8	8	8	8	8	8
Key Stage 4		52	56	56	56	56	56	56
16-19: commissioner referred								
16-19: pupil application								
Totals		56	64	64	64	64	64	64

Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

D1

REACH Free School's mission is to accommodate all its learners with programmes that sensitively meet their needs, while robustly challenging them to develop academically and personally. This will happen in a safe and efficient studio school environment which will deliver high quality education to all its students. We will support students to develop their individual potential for growth, self-worth and self-control through experiencing outstanding teaching, clear and consistent guidance and support.

South Network has over three years' experience of delivering programmes to students in a working office setting. Pupils that have been disengaged from mainstream education have been able to succeed in this type of environment and have shown signs of maturity, independence and improved social interaction. Learners have also achieved significantly better academic outcomes than they would have managed if their dysfunction had not been thus addressed. Compared to attending a Pupil Referral Unit as a result of permanent exclusion outcomes are profoundly improved.

The curriculum will provide access to a range of accredited qualifications as well as educational and social experiences, which will address the learning and emotional needs of our students. We will support every student to develop their true potential and make a positive contribution to their community, as they progress towards adult life.

As a result we will expect a lot from our students. They will be expected to work hard, attend on time, learn as much as possible and achieve the best that they can in their examinations. The REACH team will provide the support for them to achieve this.

Gaining a range of valuable qualifications and life skills experiences is central to the work of the REACH. Our curriculum has been designed to be broad, balanced and appropriate. It is planned and personalised to meet the interests and career aspirations of each individual student. A flexible curriculum model will enable pupils to access a variety of courses. We will create pupil timetables that offer short and linear courses, extended projects of study and work based learning opportunities.

We recognise that the world in which we live sets importance by approved learning and externally awarded qualifications. Students are only entered for examinations that are appropriate, useful and achievable and which enable students to take the next step on their learning or working journey. We also recognise that it is vital that pupils develop a range of life skills. This will be achievable through the curriculum in delivering Social, Moral, Spiritual and Cultural (SMSC) education.

We shall develop a climate and ethos to enable pupils to grow and flourish, become confident individuals and appreciate their own worth and that of others. We shall develop a range of opportunities for young people to improve their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment, feedback and reward that values pupils' work and/or effort; and activities such as challenge days that develop teamwork, leadership skills and self-reliance.

The curriculum and learning experiences we will provide will be diverse and as a specialist alternative provider, we shall have the capacity to closely tailor it to meet the complex SMSC

needs of our pupils.

Spiritual- REACH pupils will be encouraged to express beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. We shall celebrate the sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. We shall promote the use of imagination and creativity in their learning and a willingness to reflect on their experiences.

Moral- Our school will reinforce the importance of the ability to recognise the difference between right and wrong and the readiness to apply this understanding to pupils own lives as well as an understanding of the consequences of their actions.

Social- Our curriculum will allow pupils to develop a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. REACH will facilitate participation in a variety of social settings, cooperation with others and an ability to resolve conflicts effectively. We will strive to develop an interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural- REACH will help pupils to develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Pupils may participate in artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. We will promote an interest in, and respect for, cultural diversity and develop a culture of understanding and respect.

Pupils will follow a core curriculum offer of Maths, English and ICT alongside an additional offer of GCSE's and BTECs in the Arts, Humanities and Sciences. All pupils will have access to vocational and work based opportunities. Together this will provide pathways for pupils to enable them to access Level 3 courses. The content of GCSE courses may be enhanced through the structure of projects and learning within Challenge Days, a weekly component of our timetable.

Recruitment of adaptable staff will be a priority ensuring that new appointees possess the necessary breadth of subject knowledge; this is key in terms of value and curriculum viability when working within a relatively small institution. South Network schools will continue to provide specialist support and where appropriate facilities and resources in key subject areas. Our staffing structure will include an Outdoor Adventurous Activities Instructor responsible for delivering key dimensions within our Challenge Days alongside our commercial outdoor pursuits partner organisation.

Academic Days

Students will receive their entitlement of a minimum of 25 hours a week. 15 of those hours will take place on site at REACH Free School. The School day will start at 9.00 and finish at 3.00 pm. During the week all students will access English, Mathematics, ICT and a project based activity that will lead to a qualification in Art, Humanities, Science, Sport or Catering. These courses will run for duration of a year so there will be opportunity to take additional qualifications in future years for Year 9 and 10 students that remain at Reach Free School. SEN/EAL students will have access to additional Literacy/ Numeracy Support and Gifted and Talented students will have the opportunity to undertake a second project based activity. This will be bespoke to meet the individual needs of the students.

Challenge Day

All pupils will undertake a four week outdoor adventurous activities introduction focussing on resilience and cooperation skills with the invitation to specialise in a particular activity. For those who may not fully engage with this offer, a series of challenge days will be provided around communication skills and project management. This will focus on working with a diverse range of people, building skills in different environments. Personal Social Health Education will be delivered

through the Challenge Days and students will have opportunity to work towards awards such as Duke of Edinburgh. Each student will be timetabled one day a week for Challenges and this will be a five hour day. Times will vary dependant on the activities undertaken by each group. All pupils will be stretched through adventurous outdoor activities in an introductory programme. Pupils will then be supported in their development projects which may pursue an individual sport or arts discipline. Pupils will also be encouraged to consider leadership and care projects in child, youth or adult care contexts.

Work Related Learning/Vocational Day

South Network has successfully brokered vocational provision and developed shared provision over a number of years. This has been located in two Network schools and South Birmingham Further Education College. Vocational subjects on offer include Construction, Beauty Therapy, Motor Vehicle, Music, Media, Public Services, Professional Cookery and Health and Social Care both at Levels 1 and 2. All students that attend REACH Free School will access 5 hours per week in a work related/ vocational setting, this may be at College or in a work placement environment.

Vocational results have remained steady for the last two years and where good attendance has been maintained, pass rates have been good. Network Headteachers are confident that this provision has done much to support progression pathways for learners into Further education, employment and training as well as encouraging engagement in core subjects such as Maths and English. The evidence for this is to be found in school results and their improvements where the cohort is engaged in some vocational provision.

Table 1: Comparison of student numbers and pass rates for students by vocational provider 2010 and 2011.

	Year			
	2010		2011	
Provider	Number of students	Pass rate	Number of students	Pass rate
South Birmingham College	83	95%	104*	96%
Kings Norton High School*	49	94%	27	100%
Queensbridge School **	15	100%	22	96%
Total	147	96%	153	97

*Kings Norton High network satellite provision for Motor Vehicle, construction and Beauty and level 1 and level

**Queensbridge school facilitation of network satellite provision for Motor Vehicle at level 2 and level 1.

REACH Free School would aim to incorporate both one day provision over two and one year programmes as well as half day provision. A need for such flexible provision has already been identified and is a key component of our curriculum model.

We recognise that for some pupils it will be more beneficial for them to have access to work

related learning opportunities. The South Network has existing positive relationships with local business and public sector organisations in education, retail, health and fitness, hospitality, motor mechanics and beauty industries. These pupils will participate in extended work placements with a view to developing a range of skills and experiences that will be transferrable in future life.

Key Stage 3

Year 9 pupils will be referred by the commissioning school for the Key Stage 3 programme. Places will be allocated by the admissions panel. Cohorts of pupils will join an intensive full time programme that will provide proactive and preventative inclusion strategies. The aim for these pupils will be to give them the confidence and skills to return to their mainstream setting better equipped and more able to learn. The programme will include core curriculum teaching as well as challenge opportunities and work in a vocational context.

Those who are judged to be still at risk of permanent exclusion after 30 days on the programme will continue with agreement by the admissions panel and the home school. This will provide continued early intervention and facilitate the promotion of relationships between REACH staff and year 9 students who are at a higher risk of being referred by the admissions panel during Key Stage 4.

South Network currently run a successful short term intervention programme for year 9 pupils. This programme is tailored to meet the needs of pupils who have been identified as struggling with their mainstream education, lack focus, are easily distracted and have a negative influence on other learners. Pupils have benefited from this alternative intervention and have begun to show signs of re-engagement upon their full time return to school with some becoming role models having a positive influence as a result of their experiences. Lessons learned from this programme will be transferred into ensuring REACH provision for our year 9 pupils is robust, relevant and rigorous in meeting their needs.

The Family Support Worker at REACH Free School will work with the commissioning school to support the reintegration process should a pupil return.

Curriculum Model

Students will be grouped according to stage not age with a group size maximum of 8. The following table outlines the number of groups this will generate in Year 9, Year 10 and 11 and the subsequent number of teaching staff required to cover these sessions.

Table 2: Number of sessions in house/off site and number of teaching staff

Year	No of groups (8 students per group)	Total No of teaching periods (25 sessions a week)	No of groups out for Challenge or Work Related Learning Days (5 sessions a day)	No of sessions off site	No of sessions on site	No of FT staff needed per year
2013/14	7	175	7 for 2 days a week	70	105	5
2014/15	8	200	8 for 2 days a week	80	120	5
2015/16	8	200	8 for 2 days a week	80	120	5

The following table outlines the core curriculum and the options which would include GCSE's or vocational qualifications depending on each student's personalised learning programme.

Table 3: The number of periods for each subject all students will access

Subject	No of sessions (1 hour)
English	3 (All students)
Mathematics	3 (All students)
ICT	2 (All students)
Literacy and Numeracy Student Support/ ESOL	3 (SEN/EAL Students only)
Additional Project based activity	3 (Gifted and Talented only)
Art and Design	4
Physical Education/Sport	4
Humanities	4
Catering and Hospitality	4
Science	4
Challenge Day including PSHE	5 (All Students)
Work Related Learning/Vocational	5 (All students)
Total number of hours per week	25

D2

Each pupil's timetable will be personalised. Students will be grouped according to stage not age with a group size maximum of 8. This will enable us to maximise their provision and account for their individual needs. Parent(s)/carer(s) and commissioners will be consulted and informed if alterations to the provision need to be made.

Students will receive their entitlement of a minimum 25 hours per week, bespoke individual timetables will be put in place to meet the learning needs of each pupil. Extended learning opportunities outside of the core opening hours will be available if there is a need. A typical week for a pupil will include 3 days curriculum based which will include blocks of project based learning, one work related learning/vocational day and one challenge day. There will be a weekly core of three hours per week in both English and Maths however, additional support will be provided where needed.

Table 4: Exemplar timetable for SEN/EAL student

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	Challenge Day				
Tuesday	English	Mathematics	Study Support	Project	Project
Wednesday	Maths	English	ICT	ICT	Study Support
Thursday	Work Based Learning Day				
Friday	Project	Project	English	Maths	Study Support

Table 5: Exemplar timetable for Gifted and Talented student

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	Project	Project	English	Maths	ICT
Tuesday	Challenge Day – Duke of Edinburgh, Citizenship				
Wednesday	English	Mathematics	Gifted & Talented GCSE	Project	Project
Thursday	Gifted & Talented GCSE	Gifted & Talented GCSE	ICT	English	Mathematics
Friday	Work Based Learning - College				

Each period will last for one hour, provision will be built in for sufficient breaks and lunch.

Continuing to use our tried and tested studio school ethos will ensure a positive atmosphere is provided in a business themed setting to promote focussed individual learning packages for pupils, this may include the use of existing virtual learning platforms. This will also support individuals independent study time.

REACH Free School will recognise that pupils have different styles of learning and progress at different rates. We will be committed to close monitoring and continual assessment in order to adapt the individualised curriculum plan for each learner, building in support and interventions as required in order for them to maximise their potential. This process will be facilitated by each pupil being allocated a Personal Tutor, they will be responsible for tracking each pupil's REACH route plan within a vertical tutoring model. This will allow pupils to be grouped according to their stage/academic level rather than age/year group.

REACH Free School Personal Tutor duties will include:-

- Weekly monitoring of attendance, punctuality and rewards point scores
- Ensure that student information logs are kept updated
- Undertake regular and informal discussions with students
- Report to parent(s)/carer(s)
- Lead on student monthly review sessions for their tutor group
- Contribute to writing end of term reports
- Key contact for any agencies/services involved with individual students
- Supervise/supporting extra study sessions as required
- Liaising with work related learning/vocational provision staff
- Maintaining information if Record of Achievement folders

School terms and dates will be consistent with South Network Schools, with other opportunities for extended learning during the holidays. Future year's term time will follow the same pattern in accordance with the published Birmingham Local Authority term dates.

Table 6: Academic Term 2013/2014

	Term Start	Half Term Break	Term End
Autumn Term	Monday 2 nd September 2013 – Friday 25 th October 2013	Monday 28 th October 2013 – Friday 1 st November 2013	Monday 4 th November 2013 – Friday 20 th December 2013
Spring Term	Monday 6 th January 2014 – Friday 14 th February 2014	Monday 17 th February 2014 – Friday 21 st February 2014	Monday 24 th February – Friday 11 th April 2014
Summer Term	Monday 28 th April 2014 – Friday 23 rd May 2014	Monday 26 th May 2014 – Friday 30 th May 2014	Monday 2 nd June 2014 – Monday 21 st July 2014

D3

On entry to REACH Free School, each pupil will undertake a comprehensive assessment process. A key component of this process will include close partnership working with commissioners to ensure the transfer of all hard and soft data for each pupil. This will include their academic progress to date, information relating to their conduct and behaviour and other factors that may have resulted in the referral being made to REACH Free School. This will give a clear picture of the barriers that may be in place, preventing the pupils achieving their full potential and inform a clear strategy for ensuring the needs for each pupil with different abilities and/or social needs are met.

It will be the responsibility of the Senior Leader member of staff that interviews students and undertakes all assessment and induction procedures to disseminate information to the relevant members of teaching and support staff. The Special Education Needs Coordinator will be part of this process for identified pupils and the Designated Senior Person for child protection will keep relevant up to date records for those on the child protection register.

A Special Education Needs Coordinator will be appointed for the REACH School. Part of their role will be to continually monitor and identify any needs individual pupils may have. We expect that students who are referred to the REACH School will be at School Action Plus for either learning, behaviour or both. We anticipate, based on referrals to the South Network Sharing Panel, that a high proportion of pupils will demonstrate emotional behavioural difficulties. All staff at REACH Free School will undertake sufficient training which will include regular child protection updates to ensure all staff are fully equipped to meet the needs of the pupils in our care. The Special Education Needs Coordinator will be a member of the Senior Leadership Team, an exemplar job description for this role can be found in Annex 2.

The REACH School will follow the Special Education Needs and Disability Act and relevant Codes of Practice and guidance will be implemented effectively in order to ensure equality of opportunity to eliminate prejudice and discrimination against students with special educational needs. All student progress will be continually monitored enabling us to identify needs as they arise and to provide support as early as possible. All pupils will have full access to the curriculum through differentiated planning, classroom support through the use of additional adults and specialist support through the Special Education Needs Coordinator (SENCO) and Pupil and School Support services. The use of ICT will be crucial in ensuring pupils at different stages and of different abilities are able to access the full curriculum offer available at REACH School. Resources will also be differentiated to maximise the ability for pupils to access the curriculum and personalised targets and tailored strategies will be put in place for pupils with Special Education Needs.

We will ensure that we stretch and challenge our most able/gifted and talented pupils. Those with English as an additional language needs will be fully catered for. All assessments and future support and provision will be carried out in consultation with parent(s)/carer(s), pupils and any specialist agencies that may need to be commissioned to support the pupil. REACH Free School will have a dedicated Family Support Worker which will be key in ensuring information is shared, that we maximise the level of parental engagement and supports the Personal Tutor role in successfully preparing pupils return to mainstream schools or in entering further education, training or employment.

REACH pupils will require specialist one-to-one support to enable them to make informed and lasting decisions about their future employment and education and training.

Young people have better life chances if they achieve qualifications and have good records of attendance. Good CIEAG guidance is central to this goal which will enable young people to have positive outcomes in terms of health, wealth and welfare. All Network schools have a full understanding of their responsibilities following the changes to Connexions and CEIAG provision contained in the Education Act 2011 and REACH Free school will be part of the network of support for school coordinators and learners.

The South Network benefits from an active and supportive Information Advice and Guidance (IAG) focus group with representation from each of the 15 network schools meeting every half term. The new CEIAG guidance for schools emphasises the important of impartiality and independence is a central focus of network activity with materials for schools, parents and staff being used to raise

the awareness of raising participation age.

Though many REACH pupils will be supported by the Local Authority as part of their statutory responsibility for vulnerable learners in reducing NEET figures, it will be necessary to draw upon the professionalism of network colleagues from time to time. REACH learners are likely to choose a range of pathways and will require support on accessing provision across a range of opportunities.

We intend to use our network contacts to maximise opportunities and guidance. We will continue to work closely with training providers, South Birmingham College and other providers to ensure current progression levels are met and improved.

Our network colleagues are among the most experienced and qualified in the city with others seeing the South Network and its IAG practitioners as models of good practice, as such we regularly provide support and advice to other schools across the city. We are the pilot group for Birmingham Community Health who work with our schools on the work related curriculum, piloting admissions policies and procedures for work experience for key stage 4 and 5 students.

South Area Network work collectively with a range of work based learning providers including Gordon Franks, TBG learning, Rathbone, Millards and Hewitts, Heart of England Training, RTTG training, Archway Academy and ENTA to ensure a range of post 16 progression pathways are available to our learners and ensure that provision meets all student needs. Training providers attend network meetings. These providers will support REACH Free School with careers events, employer interview opportunities, work placements and post 16 placements. Students will receive one-to-one support on completing apprenticeship applications and guidance on appropriateness of application. Zenos Training will work with post 16 students on raising aspirations and encouraging girls into the IT industry as well as being a reliable and regular destination for learners moving into training.

Partnership Working

The South Network is part of the Birmingham family of secondary schools which includes those under local authority control and academies who have worked together since 1999. We serve some 12,000 students between the ages 11 to 19. These 15 schools have a long history of collaboration which includes shared vocational, Post 16 and alternative provision with coordinated timetabling across all schools, our Behaviour and Attendance Partnership, Sharing Panel, collaborative continual professional development and collaborative school / peers self-evaluation. Please refer to Annex 3 letters of support from South Network Secondary Schools.

The South Network of Schools has very positive collaborative arrangements with the Behaviour Support Service of the Local Authority and South Birmingham College, please refer to Annex 4 and 5 detailing letters of support and commitment from these providers.

We recognise that there will be a number of students referred to REACH Free School that have fallen out of education provision due to permanent exclusion, newly arrived to the city, looked after students, missing from education, involvement in youth offending behaviours, return from being in custody and other vulnerable students. The South Network have strong relationships and work in partnership with agencies such as Social Care and Health, Youth Services, Educational Psychologists and CAMHS to provide access to the necessary programmes of support and will continue to do this when REACH Free School is established. Local businesses, charities and

other third sector organisations will support our vision of community involvement and preparing students for the world of work.

D4 Measures of success (pupil achievement)

Reaching all, Educating to Achieve

We expect all students to achieve a GCSE in English and mathematics, and at least 80% to gain 5 or more GCSE or equivalent passes. Attendance will be sustained at least 90% and all students will leave REACH and move onto an appropriate pathway.

Challenge

All students will be exposed to new environments beyond current areas of confidence in work placements and through adventurous outdoor activities. Through such experiences they will meet personal development targets, often focused around improving behaviour and developing resilience. They will be formally assessed through a scale based on 'coping in school'.

High Expectations

Students will make academic progress between KS2 and KS4 in line with national expectations and benchmarks.

Measures of success for individual pupils will include:

- making expected progress between KS2 and KS4 in English and mathematics
- progressing to post 16 education or training
- reaching individual personal development targets (to include attendance and behaviour)
- successfully completing their challenge activity
- successfully completing a work based learning placement
- studying a range of subjects that will lead to recognised qualifications or specifically meet personalised interests.

The challenge activity is an integral part of our vision for the school and will demonstrate success through the acquisition of specific specialist skills in a context that aim to extend learners through exposure to risk and supporting them to gain experiences in areas that are new and beyond those of many of their peers. For example pupils will go beyond introductory experiences and:

- learn to sail, windsurf or canoe to level 2
- learn climbing, walking or expedition skills
- explicitly learn communication and social skills in relation to challenges that require accessing and operating within new social and employment settings
- learn leadership and project management skills through sustained responsibility for work with peers or younger children
- Undertake a personalised development project in relation to a specialist art form or sporting discipline.

Development of Pupil Assessment and tracking systems

Progress will be monitored and reviewed through rigorous assessment and tracking systems. We will build on current tracking systems in our studio school and develop further using the best of practice across our network of schools. The small school and group size will support highly individualised tracking and performance in each teaching session. Progress will be reviewed with the student in a weekly one to one meeting with their Personal Tutor. This meeting will enable appropriate interventions to be agreed and specific targets for the following week to be set. The commissioning school will be closely involved in the initial setting of achievement and pastoral targets for their pupils. Parents will receive frequent updates on progress and be encouraged and

supported in helping their child to succeed.

Pupils will frequently arrive at REACH after the start of the academic year. A member of the Senior Leadership Team will work with the commissioning school and the family to identify existing levels of attainment, decide upon an appropriate curriculum pathway and set targets for both academic and personal success. This information will then be shared with the Personal Tutor to aid their weekly one to one meetings. Where no home school data is available, REACH will use suitable assessment materials in English and Mathematics to identify current performance before setting targets.

Once a term we will hold Progress Review Meetings when pupils and their parent(s)/ carer(s) will meet their Personal Tutor to discuss progress, attendance, behaviour and future plans. Individual performance for each measure of success will be collated and these progress outcomes will be reported by the Headteacher to the Operational Sub Committee on a half termly basis.

Each of the overall measures of success will be explicitly linked to the job descriptions and performance expectations of the Headteacher and Deputy Headteacher. More subject specific criteria, for example performance in English and Mathematics will be directly linked to the performance management expectations of the relevant post holders.

D5

It is extremely important that pupils, parents/carers and REACH staff work closely together to ensure that every pupil reaches their full potential. All need to be aware of the high expectations for pupil behaviour, attendance and punctuality. REACH will expect all parents and carers to fully support our Learner Agreement. The conditions stipulated in the Learner Agreement will be important to ensure that all pupils are safe, happy and that our building and property remain well cared for. The agreement covers attendance both on and off site, whilst engaged in challenge day activities and when attending vocational provision, or on work placement.

REACH ethos

Good behaviour and discipline will be key foundations of successful education at REACH. Without an orderly atmosphere, effective teaching and learning cannot take place. We believe that this can be achieved by reinforcing positive behaviour rather than highlighting negative behaviour. We aim to ensure that every student reaches their learning potential in a healthy safe environment through an enjoyable, stimulating and challenging curriculum which can be responsive to individual needs.

Objectives

REACH would operate a whole school approach to behaviour. This aims to:

- promote and improve academic achievement
- promote consistent, positive behaviour
- minimise disruption to learning
- reduce and manage bullying
- promote leadership and independent learning

Poor behaviour of pupils can be changed through the concerted actions of all pupils, staff and parents involved within the school. We believe that prevention of unacceptable behaviour is far better than merely seeking a cure. We will have a proactive approach and intervene and reduce the occurrence of poor behaviour rather than being reactive to it. Our specialist staff will have well developed behaviour management skills and develop relationships with pupils that allow behaviour

for learning to be promoted in a positive and non-confrontational environment.

Outcomes

Our pupils will expect:

- to enjoy learning
- to find mutual respect, tolerance and trust amongst all members of the school community
- to have interesting and challenging lessons and learning experiences
- to be able to gain the best qualifications possible for their ability
- to be prepared to become successful independent learners able to integrate effectively into society and develop as responsible citizens, confident throughout their lives in their ability to learn.
- to be challenged to surpass their personal development targets against the Coping in School Scale (CISS)

Rewards

REACH will promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. Effort and achievement will be rewarded through the school's reward system.

- The reward system will be based around the award and collection of points and progress towards personalised targets agreed against the Coping in School Scale. Points value can be 'spent' to attain items or experiences from a rewards cabinet
- All pupils will be encouraged to value and take pride in their work and individual achievements and to respect and value the achievement of others.
- Reward trips and experiences will be available to pupils who meet set criteria and targets based on their progress towards CISS targets numbers of merits available to 'spend'.
- Telephone calls to parents for on-going good work, improved/ sustained effort will take place as appropriate.
- There will be presentation events at which parents, community partners and commissioners will witness further reward of the highest achievers and best effort at KS3 and KS4.
- REACH school will seek to give pupils meaningful positions of responsibility wherever possible, e.g. group responsibilities, school council, peer mentors and REACH ambassadors etc.

Sanctions

REACH School believes that the primary person responsible for good behaviour is the classroom teacher and behaviour will only improve if this is the accepted starting point. Our pupils will be challenging and will need to be fully engaged in learning to minimise the risk of poor behaviour. Staff training will focus on developing teaching and learning that can challenge and engage young people with more complex needs as well as developing behaviour management skills. As the needs of our students will be complex, there will be tiers of intervention with a restorative focus to ensure REACH develops a strong inclusive culture.

Detentions - Some behaviour will require a planned period of detention at the end of the day. Pupils should be given 24 hours' notice, using a detention slip or a phone call home before a 1 hour detention. For issues within the classroom, detentions will be operated by the class teacher. In some cases a smaller misdemeanour requires a more reactive sanction; we shall operate 20 minute detentions without notice for such offences at the end of the scheduled finish for that day.

Detentions will have a restorative theme with the time being used for reflection activities or for writing a letter of apology for example. Detentions should always have a structured activity that involves additional learning.

Pupils who fail to attend detentions should be referred to a senior teacher. A Senior Leadership detention will operate for those who have failed to attend. Persistent refusal to attend may result in internal exclusion or fixed-term exclusion. This is a last resort and we will always liaise closely with parents/carers and other agencies involved with the young person before this stage.

Report System - REACH School will operate a system of reports:

- Pupils who are causing concern will be placed on report.
- The report system will be used to inform, monitor and improve targeted areas of behaviour.
- In all cases, parents/carers should be informed and involved in the monitoring process.
- Reports will be closely linked to the rewards system and will recognise progress against positive SMART targets.
- Parents will receive regular written and verbal feedback about progress.

On Call System - REACH School will operate an emergency 'on call' system where staff, in extreme circumstances may call for the assistance of a member of senior staff to remove a pupil from an area, situation, activity or lesson. This will help to diffuse the situation and allow time for facts to be established and a decision to be made on the appropriate course of action.

Internal Exclusion - REACH School will try to deal with unacceptable behaviour in school wherever possible. When other interventions or sanctions have been exhausted or for some serious incidents which could have resulted in exclusion from school, a pupil may be placed in internal exclusion with senior staff. Parents will be informed beforehand and the pupil will be monitored on return to lessons. Internal exclusion will prevent the pupil taking part in any off site activity such as challenge days or vocational experiences. Internal exclusion will have a reflective and restorative function as well as some clearly focused time for academic work.

Exclusion - In extreme cases, when all other sanctions have failed, a child may be excluded from REACH for a period of time. Fixed term exclusion is a last resort but will be used as appropriate to refocus and restore behaviour expectations. A parental meeting to reintegrate the pupil will always follow and a risk assessment will be carried out as appropriate. Pupils will be monitored closely on their return. An exclusion policy will be developed to ensure statutory guidance is followed and procedures are in line with this.

Attendance

The promotion of the importance of attendance will be of upmost importance at REACH as pupils who have had difficulty maintaining mainstream places are more vulnerable when their attendance is low. The link between attendance and achievement will be emphasised using the rewards system and there will be a culture of high attendance expectation. Parents will benefit from phone calls and emails from Personal Tutors, family worker and personalised family links developed to allow other services to be more effective when attendance issues arise. We will consistently work towards a goal of 100% attendance for all students.

- Each term the school will examine its attendance figures and set attendance/absence targets. These will reflect both national and LA attendance targets. The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.
- The school will have an attendance policy which will contain within it the procedures that the school will use to meet its attendance targets. This will include strategies such as:

- Clear guidance on how the school will respond to first day absence and third day absence.
- Continuing absence will result in letters being sent to families and after 10 days this will be reported to the Integrated Family Support Service.
- In cases where a student begins to develop a pattern of absences, the school will try to resolve the problem with the parent/s/ carers and where appropriate with the commissioners.
- It is important that on return from an absence that all students are made to feel welcome. This should include ensuring that the student is helped to catch up on missed work and brought up to date on any information that has been passed to the other students.
- The school will use opportunities as they arise to remind parents/carers that it is their responsibility to ensure that their children receive their education. A home/school agreement will be used in this way.
- Holidays during term time will not be allowed. Parents will be reminded of the effect that absence can have on a student's potential achievement.

Behaviour and Attendance Policies will be reviewed annually by operational subcommittee following consultation with staff, students, parents and carers.

Behaviour and attendance are inextricably linked on impact to each other. In order that high attendance and good behaviour are maintained the schools Anti- Bullying, Teaching and Learning Policy and other statutory policies will be linked to the Behaviour and Attendance policies to ensure compatibility.

All parents/carers will be provided with information about our expectations regarding behaviour and attendance. Positive behaviour management classes/parenting classes will be provided or facilitated where we feel this is appropriate. Our Family Support Worker will carry out home visits and liaise closely with parents/carers and community partners such as the police and Youth Service to provide additional support for pupils who have complex needs linked to attendance. The family worker and personal tutors will also liaise with a range of outside agencies to ensure help and support for pupils and their families is personalised and meets their specific needs.

Our staff will liaise closely with outside providers and will operate a first day of absence call system where those providers will agree to contact REACH as soon as a pupil is noted absent. Personal tutors will be responsible for the monitoring of attendance and punctuality of pupils within their group and will liaise with parents and other providers as necessary. All pupils will have a personalised timetable and will receive a thorough induction into REACH School. Part of the induction will cover the timings of their sessions at REACH and offer support for planning their journey and managing their time.

We shall fulfil our statutory right to keep accurate daily registers and will go beyond this by asking staff to take lesson by lesson registers. This will ensure that pupils are registered at each session and will ensure accurate attendance records of part time pupils can be kept. We shall also ensure that other providers keep accurate registers which will be sent to us. This will ensure we keep a central record of attendance for each pupil.

Learning and Pastoral Care

We shall build on the strong existing ethos of our South Network studio school to further develop an ethos that recognises learning and pastoral care are natural partners, helping to achieve our school aims and objectives. Pastoral care is not a welfare system, dealing with crises, but a vehicle for improving the level of student achievement and fulfilling the ethos of the school.

Objectives

- To provide a unified, co-ordinated approach to teaching, learning, care and guidance.
- To recognise that education is more than a subject entered curriculum.
- To support the student's understanding of themselves and foster their development as a responsible and independent citizens.

Outcomes

REACH Free School will aim to ensure that:-

- The central pastoral influences in the school are well trained, well supported observant and caring staff.
- All staff recognise their role in providing a secure, safe and well supervised environment.
- Pastoral support prevents poor behaviour, not merely reacts to it.
- The teacher's role and personal example will be central to effective learning/pastoral care as evidenced in classroom management, teaching styles, strategies, relationships and punctuality.
- Teachers expect and ensure high standards of work and behaviour, whilst being approachable and responsive to student needs.
- There is an appropriate balance between challenge and support for our students.
- Students are encouraged to involve themselves positively in all aspects of school life, for example through the school council, Challenge Days and vocational and community experiences.

Bullying

Aims

- To promote an ethos of emotional health and wellbeing.
- To raise awareness of the nature and impact of bullying.
- To promote a consistent coherent approach towards identifying, challenging and responding to bullying.
- To promote the emotional resilience of children and young people to deal more effectively with bullying.

Whatever the form, bullying is anti-social behaviour which **will not** be tolerated at the REACH School.

At REACH it will be the responsibility of all staff to:-

- observe the social relationships of pupils and to investigate changes in the behaviour patterns of individuals which give cause for concern
- act appropriately to redirect inappropriate behaviour and pass on any concerns
- report any concerns about safeguarding to the Designated Senior Person
- ensure all pupils must feel valued as individuals. They each must believe that they are important and have a significant contribution to make within the school community
- give a high profile to the school rules that are based on courtesy and respect by the individual for themselves, for other people and for property
- seek to develop an open, caring environment in which pupils are willing to speak openly about their concerns and are able to come and speak with confidence and confidentially to staff about them
- encourage pupils to come forward to speak to staff whenever they have worries and problems and be offered a means of receiving help or support

Strategies for reducing the incidence of bullying

- We will aim to reduce the incidence of bullying by continuing to develop ethos which creates and anti-bullying culture within our community.
- We will actively promote social harmony and create a culture of support and understanding through specific whole school initiatives.
- We will have a range of strategies to support the victims of bullying and change the behaviour of bullies.

When bullying does occur, we will use a personalised approach and will always use the most appropriate range of strategies to support the victim and change the behaviour of the bully so that they do not reoffend.

Dealing with a bully

When dealing with bullying our prime aims will be:-

- To stop it.
- To ensure there is no repetition.
- To reassure the victim.
- To educate the bully about how they make their victim feel.
- To use other strategies to prevent the bullying recurring.

This may include punishments for the bully if appropriate.

Child Protection and Safeguarding

Whilst the prime focus of REACH Free School will be to secure the best educational provision for the child, the school recognises that the safety, welfare and care of children is paramount. We are therefore committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We will ensure that arrangements are in place for:

- all reasonable measures to be taken to minimise the risks of harm to children's welfare;
- all appropriate actions to be taken to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies;
- all persons working at this school/service to be made aware of this policy.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff of the school/ will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

In order to protect our children, we aim to:

- create an atmosphere where all our children can feel secure, valued and listened to
- recognise signs and symptoms of abuse
- respond quickly and effectively to cases of suspected abuse
- monitor and support children at risk
- use the curriculum to raise children's awareness, build confidence and skills
- work closely with parent/carers and support external agencies
- ensure that all adults within our school/service who have access to children have been checked as to their suitability.

The communities of South Birmingham

Across our network of 15 schools the localities we serve include a significant area of affluent neighbourhoods, yet to the north and south of the locality are densely populated subdivisions of wards that have exceptionally high levels of need. In addition to this there are small estates or areas of mixed housing that are also home to families characterised by generational worklessness and disadvantage.

Sparkbrook

The UK unemployment rate in October 2011 was 6.9%, the West Midlands region was 8.5% with unemployment rates across the city rising to 15.6%. The unemployment rate for Sparkbrook is higher still at 26.7%. This mirrors census data ranking Sparkbrook as the second most deprived ward in Birmingham where unemployment levels almost twice the Birmingham average and over four times the national average. 52% of the population in this ward have no formal qualifications. Within much of Sparkbrook and some of the outer estates there are super output areas where unemployment is over 30% and rising.

Sparkbrook is predominantly populated by families of Pakistani and Kashmiri heritage. In some cases three generations on from initial migration children can still be starting their schooling with linguistic and experiential deficits shaped by families still living in the shadow of conservative, rural South Asian under development. According to West Midlands Police Mirpuri, Hindko and Pushto speaking communities in these areas are disproportionately involved in layers of criminal behaviour and drug abuse that bring complexity to some of the more positive characteristics of such communities.

Educational underachievement and exclusion among Muslim boys from these communities is very high and is being matched by patterns of failure in significant Somali and Yemeni communities. The most newly arrived Romanian, Kosovan and Albanian families are presenting still greater levels of challenge as there are even less bi lingual and community resources to support their learning and behaviour needs.

The Maypole, Druids Heath and the Kings Norton "three estates"

Serving these most deprived wards in central Birmingham in B11 and B12, as well as the outer estates of Brandwood and Kings Norton (super output areas in B14 and B38) we are acutely aware of the patterns of educational failure amongst our poorest and most dysfunctional white British families.

The three estates in Kings Norton (B38) are among the 5% most deprived areas in England. Levels of deprivation are indicated in January 2011 data as follows:-

- 46% of pupils are eligible for free school meals (national average 14.5%)

- 25% have Special Educational Needs (SEN), including statements (national average 8%)

- 8% are young carers

- 6% are asylum seekers/refugees

- 2% have serious child protection issues

- 3% are supported by Family Intervention Support Services

- 3% are Looked After Children

- 3% have been involved in serious domestic violence

- Standards on entry are consistently 5.62 points lower than the national average

- School deprivation indicator 0.5% in highest quintile (national average 0.21%)

The Druids Heath area in B14 has been part of an on-going programme of demolition of poor social housing that impacts directly on the intake and the environment.

50% of those on the estate have no qualifications whatsoever.
Anti Social Behaviour Orders are well above average; (especially nuisance neighbours and rowdy young people).
In Druids Heath only 50% are in employment, 6% are single parents.
Long term unemployment is significantly worse than city wide average.
People on incapacity benefit are between 2 and 3 times the city average.
39% of pupils are eligible for free school meals and many others live in households with indicators of social deprivation. Economic deprivation is not the most significant issue, rather it is the lack of social cohesion and the sense of a disintegrating community.

The Billesley and Allenscroft estates in the middle of B14 share many of these characteristics.

Already the schools of South Network work with a huge range of statutory, third sector and faith based groups to engage and support such communities. We are acutely aware of the barriers that exist when supporting a managed move for a Pakistani heritage pupil into a predominantly white Kings Norton school. Our track record of working with organisations such as the Springfield Project or All Saints Youth Project in overcoming barriers and developing inclusion in integrated provision beyond the ghettos we serve provides best practice exemplar for others. Our ambition for Challenge Days are a new departure for us and include in their planning the deliberate intention to stretch young people into new relationships and experiences to more fully equip them for successful productive participation in mainstream British society.

Our partnership with the Behaviour Support Service gives us direct access to new work that we plan to replicate. In central Birmingham work has begun with family workers and behaviour focussed teaching assistants that is acutely targeted around the contextual and home based needs of young people with emotional and behavioural difficulties. Engaging the services of those with linguistic and cultural experiences pertinent to the groups we know to be most under achieving and most frequently excluded and giving structured family support is having a powerful impact. The learning emerging from high level evaluative work studying this work is a highly creditable source informing our plans.

The South Network contains schools under Local Authority control and Academies. We have a long and established history of sharing facilities, staff, resources and expertise.

The South Network of schools has outstanding collaborative arrangements with the Birmingham Behaviour Support Service (BSS) and a grade 1 provider South Birmingham College. Please refer to Annex 3 and 4 for letters of support from both organisations.

The South Network benefits from a strong organisation structure and fairness in ethos around the operation of its Sharing Panel. This has enabled us as a network to gain a clear understanding of the needs of our most vulnerable young people, the barriers that exist preventing them from achieving their full potential and the support required to help enable them to do so.

The REACH Free School educational plan reflects our understanding of the student cohort being referred through Sharing Panel and the importance of balancing a strong educational focus alongside equipping students with the skills and confidence to make positive choices in life.

We will work closely with external agencies including Social Care and Health, Looked After Children's Service (LACES), Youth Offending Teams, Child and Adolescent Mental Health Teams and the Police. The Common Assessment Framework is a vehicle that REACH Free school will use to ensure joined up working.

Strong links will be established between the REACH Free School and the local and wider

community that it serves. This will involve preparing students for the world of work through business enterprise activities. Relationships will be forged with local charities and other third sector organisations in order to promote positive community relationships.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3	4	4		100%	8	8		100%
Key Stage 4	52	52		100%	56	56		100%
16-19: commissioner referred								
16-19: pupil application								
Totals	56	56		100%	64	64		100%

Section E: Evidence of demand and marketing – part 2

Please refer to page 20 of the 'How to Apply' guidance for what should be included in this section.

E1

The REACH Free School Admissions Panel will operate a referrals process through which each case will be assessed on its own merits. All commissioners (Local Authority and schools) will be required to complete a comprehensive referral form to enable the group to make evidence based decisions on the appropriateness and the potential for the young person to succeed at REACH. There will be no formal admissions application process for parents as referrals will only be accepted via identified commissioners (Local Authority and schools).

As part of the South Network Sharing Panel, we currently have an established referral format that is used by schools and Local Authority referrers such as Pupil Referral Units, Looked After Children's Service and Admissions and Appeals. These forms (please refer to Annex 6) will be the basis of the comprehensive referral document used by Commissioners to access places at REACH Free School.

Prior to the start of a new academic year, dates will be established for agreed frequency of the admissions group to consider and accept referrals. The group will consist of:-

- The Principal of REACH Free School
- Chair of South Network Inclusion Committee
- Four Network Headteachers (operating on a rotational basis)
- South Birmingham College Vice Principal
- Representative from School Admissions and Pupil Placements
- Representative from Birmingham Behaviour Support Services (South Area)
- Other agencies where appropriate for specific cases such as Looked After Children's Service, Youth Offending Team

Annex 1 demonstrates the relationship between the current South Sharing Panel and the REACH Free School Admissions Panel. We have an established, fair and robust system which is recognised by the Local Authority and Birmingham Schools and as a result, foresee this being an effective model for the REACH Free School.

Evidence based referrals will be accepted from Schools or the Local Authority in the following circumstances:-

- The young person's behaviour, attendance and/or engagement in school is such that a permanent exclusion is likely, and the school has taken all possible steps to re-engage the young person (including a managed move).
- The young person is a persistent non-attender or school phobic and all steps to re-engage the young person have failed.
- The young person is new to the area and has not attended any school for the previous two terms and no suitable mainstream place is available.

Where the number of appropriate referrals exceeds the number of places available, place offers will be made in accordance with the following order of priority:-

1. Children in the care of the Local Authority on the role of one of the South Network Schools.
2. Other children on roll at one of the South Network schools.
3. Children in the care of the Local Authority resident in the South Network catchment area.
4. Children resident in the South Network catchment area without a school place.
5. Other children resident in the South Network.
6. Any other children

Pupils will frequently arrive at REACH after the start of the academic year. A member of the Senior Leadership Team will work with the commissioning school and the family to identify existing levels of attainment decide upon an appropriate curriculum pathway and set targets for both academic and personal success. This information will then be shared with the Personal Tutor to aid their weekly one to one meetings. Where no home school data is available, REACH will use suitable assessment materials in English and Mathematics to identify current performance before setting targets.

Once a term we will hold Progress Review Meetings when pupils and their parent(s)/ carer(s) will meet their Personal Tutor to discuss progress, attendance, behaviour and future plans. Individual performance for each measure of success will be collated and these progress outcomes will be reported by the Principal Designate to the Reach School Operational Group on a half termly basis.

REACH Free School recognise that it is crucial that Commissioners are informed of the on-going development and achievement of the pupils that they have referred. All correspondence to parents/carers will be also be copied to the Commissioner and where appropriate copied to any other agencies or services supporting the student. It will be the responsibility of the Personal Tutor to ensure all parties are kept informed of progress on a regular basis, this will include attendance, punctuality, conduct and pupil achievement. For students on the Child Protection register the Designated Senior Person for child protection will take lead responsibility.

Our existing studio school prides itself in the systems that are in place to manage the admission and transition process for students accessing the provision at any point in time throughout the academic year. Information provided by Commissioners and collated during the induction and assessment process is utilised to build a personalised REACH route plan for each student and is agreed in consultation with pupil, parent/carers and Commissioner.

E2

This proposal is supported by Birmingham Local Authority. Local Authority officers attend the South Network Board meeting and fully support the application, please refer to Annex 7 for their letter of support.

Tables 1 and 2 demonstrate the number of students referred to South Network Sharing Panel between September 2010 – January 2012.

Table 2: 2010 / 11 outcomes of pupils referred to South Network Sharing Panel between September 2010 – July 2011 as recorded at the end of the school year (Total referrals 109)

Year Group	7	8	9	10	11
No pupils referred	7	9	25	47	21
On-going Managed Move	5	1	8	8	0
Taken on roll in new school following successful managed move	0	1	6	3	0
Attending South Network Pupil Referral Unit	2	7	5	5	0
Attending alternative provision			6	31	21

Table 3: 2011 / 12 outcomes of pupils referred to South Network Sharing Panel between September 2011 – January 2012 as recorded at the end of January 2012 (Total referrals 100)

Year Group	7	8	9	10	11
No pupils referred	0	14	44	26	16
On-going Managed Move	0	9	16	10	1
Taken on roll in new school following successful managed move	0	1	4	2	0
Attending South Network Pupil Referral Unit	0	4	3	4	0
Attending alternative provision			21	10	15

From these tables we can demonstrate that there are a number of students that need to be referred onto alternative provision. None of the providers used at present with the exception of our existing studio school achieve any level 2 qualifications with our students. Historically, South Birmingham has been perceived as affluent which has resulted in very few alternative provision facilities available for local pupils. Therefore students have to travel long distances across the city to areas where often there are ethnic and gang related territorial issues. The requirement of students having to travel further has often resulted in parents refusing to allow their child to attend. There is therefore a need and a demand in the South area of the City for the REACH Free School to help alleviate these issues.

The South Network of Secondary Schools supports the REACH Free School application (please refer to Annex 3 for letters of support). Minutes of South Network Board, Inclusion Committee and Sharing Panel meetings document that on-going concerns and gaps in provision exist which calls for enhancing and developing the bespoke and alternative provision options already available in the area.

Consultation

The South Network of secondary schools is committed to develop the REACH Free School to complement and enhance existing provision serving communities in the area. In view of this we are keen to ensure that all stakeholders are part of this development.

All secondary schools in the area are joint proposers and have been part of the consultation process. East Birmingham Network Free School are fully supportive of this application and we would like to maintain strong working relationships in the future.

South Birmingham College have provided their full support for this application both in the development and implementation stages, please refer to Annex 5 for their letter of support to continue to deliver vocational courses.

Discussions have taken place with Birmingham Local Authority who has also expressed their support in Annex 7 and 8. Birmingham Behaviour Support Service have also been consulted resulting in the Head of Service writing a letter of support, please refer to Annex 4.

In the event that the application is approved by the DFE a full period of formal consultation will be carried out. A timeline will be produced with specific deadlines for each stage of the consultation. Detailed consultation plans will include open meetings, letters and leaflets. This will ensure that all stakeholders and interested parties will be able to share their views and make a contribution to the development.

The South Network Secondary Schools, parents, pupils and other stakeholders will be invited to comment on the proposed free school. A public consultation meeting will be held where more information can be disseminated and where all views and concerns can be captured. Other key stakeholders such as local MPs, Ward and Parish Councillors and community groups will be consulted.

At the end of the consultation period, the proposers will carefully consider the views before making a final decision as to whether to proceed or modify the proposals.

E4

Our communications to date with anticipated commissioners are reflected by letters of support from thirteen of our fifteen schools. Our meetings with LA commissioners, [REDACTED] and [REDACTED], have been wholly supportive of this proposal based on the knowledge of the significant pressure within our city of inadequate provision for EBD, vulnerable and newly arrived non English speaking secondary pupils. Their support (annex 8) is made stronger by their regard for our successful track record. The mechanism for on-going commissioning and review comes from the relationship between Sharing Panel and Admissions and Appeals.

Discussions with the Lighthouse Group and with third sector groups such as All Saints Mentoring and Youth Project (Kings Heath) and the Springfield Project reflect community and faith group responses to the same issues and we are encouraging complementary providers to moderate their decision making by reviewing their case loads against sharing panel data. Evidence suggests that a significantly larger number on roll at the Reach School would be easy to achieve, however we are committed to managing referral and place planning for alternative provision by maintaining a strong requirement for as many learners as possible to remain in mainstream settings.

Our research with Birmingham Local Authority Admissions and Appeals confirms that South Area is perceived as a particularly attractive area to be educated in, even amongst those who live outside of the area. With the LA we have discussed the possible challenge of families, themselves and more schools outside of South Birmingham wanting to use our provision. We have previously had parents also try and seek independent and direct admission into our studio school provision. These are not scenarios we wish to encourage given the weight of existing demand coming from our core commissioners, however these are indicators of having a positive profile among the wider community.

We will continue to celebrate the successes and achievements of our pilot provision and build on this in the Reach School through the annual celebration event and through daily positive feedback to parents and commissioning schools. We also hold termly review meetings with pupils alongside parents, commissioning schools and other support agencies. At the highest level we provide continual progress and attendance measures to South Area Board. For the Reach School we know that our chances of succeeding with learners are greatly improved when all of the above creates, through reputation and word of mouth, a confidence and desire on the part of learners and families to do business with us.

Such positive relationships are increased by the sense of a high status environment that learners at The Reach School will enjoy. With the Moseley School site we have gone into some detail with the school there how they will re let our buildings for weekend and holiday classes generating

further income to spend on our Challenge days and associated projects. Were our school to be located in a commercial premises on a High Street its desirability as a venue for other users becomes even easier to realise as a venue for community groups, meetings and adult education.

Section F: Capacity and capability

Please refer to page 26 of the 'How to Apply' guidance for what should be included in this section.

F1

All the members of the South Area Network involved in this application have a vast amount of experience in setting up and running schools, academies and alternative provision. There is a wealth of experience which covers the following areas:

- Mainstream Secondary Head Teachers
- Academy Principals
- Secondary BESD Head Teacher
- Two outstanding Schools in the network
- FE and HE expertise
- Head Teachers with experience of BSF planning and implementation
- Expertise in running Alternative Provision
- Behaviour Support Services
- Business, Finance and Legal expertise with particular experience in setting up federations, companies and academies.
- National Leaders in Education
- School Improvement Partners.
- Ofsted trained inspector

The following is an overview of the skills and expertise available to the REACH Free School from a number of South Network representatives.

██████████

██████████:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

F2

All the Headteachers involved with the company have vast experience in dealing with and being accountable for public funds through management of their school budgets. In addition, as members of the South Area Network they have collaboratively been responsible for annual budgets of £550k behaviour support funding and £300k Practical Learning Options funding.

The company are being advised by [REDACTED]

A key appointment at the earliest opportunity will be that of a Business Manager to deal with all aspects of Finance and Human Resource management. The post will be advertised as a Business Manager and applicants will be required to demonstrate that they are qualified as a CCAB accountant or equivalent and have relevant management experience. [REDACTED] will be involved in the recruitment process for this post and will be available in the pre-opening phase to both the Business Manager and the project team to ensure that both the vision and the financial plan are fully understood and implemented.

The company have all necessary expertise and experience for running a school, however, we will work closely with the DfE and the New Schools Network to ensure that all financial requirements are understood and adhered to.

F3

[REDACTED] is a large and reputable legal firm in central Birmingham. They have extensive experience of working with and for schools, providing a range of legal services. [REDACTED] has identified a single solicitor, [REDACTED], who will be made available to the trust as a form of in kind support or sponsorship of the Reach School project. [REDACTED]

[REDACTED] is another friend of the Free School vision. <Redacted>

F4

The following staffing structure will enable our curriculum plan and vision for REACH Free School to be delivered, when running at full capacity:-

- Principal Designate (Leadership scale 17 – 21)
- Deputy Headteacher (Leadership scale 11 - 15) SENCO and DSP
- 2 x full time Teachers (TLR 2a) curriculum leaders for English and Mathematics
- 1 x unqualified teacher (UQ6 £25,015) with responsibility / experience of ESOL
- 1 x Challenge Instructor / Adventurous Outdoor Activities
- 1 x Work Related Learning / IAG Coordinator (Grade 4)
- 2 x Learning Leaders (Grade 3)
- 1 x Family Support Worker (Grade 3)
- 1 X Bursar/School Business Manager (Grade 4)
- 1 x Administrator (Grade 3)

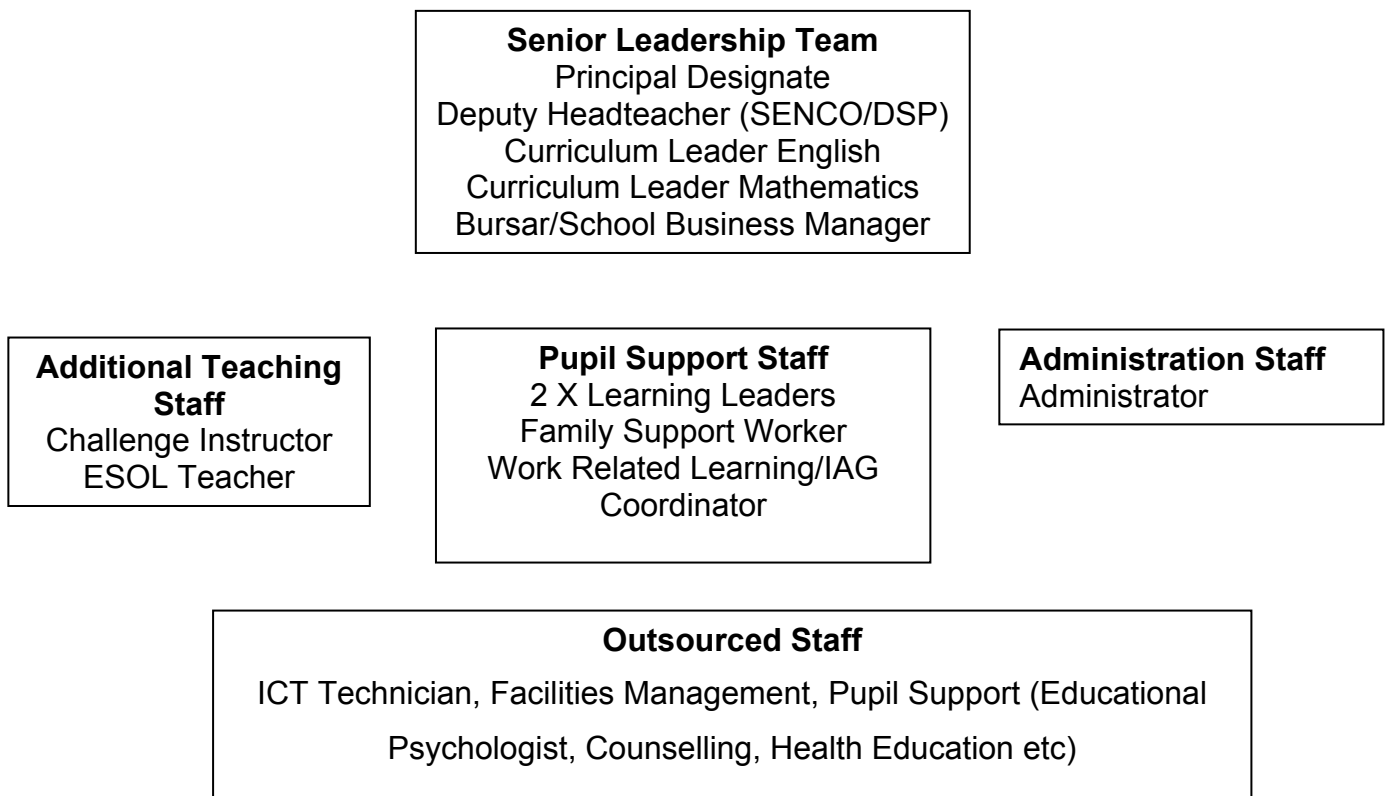
The following roles will be out sourced:-

ICT Technician

Facilities Management

Pupil Support (Educational Psychologist, Counselling, Health Education etc)

Table 1: REACH Free School Staffing Structure



All staff will need to be appointed and in place in line with the opening schedule for the REACH Free School. The Deputy Headteacher will be the Special Education Needs Coordinator and the Designated Senior Person for child protection for REACH Free School alongside supporting the Principal Designate they will have some teaching commitment.

The following table demonstrates the number of staff required to effectively deliver our curriculum model.

Table 2: Number of sessions in house/off site and number of teaching staff

Year	No of groups (8 students per group)	Total No of teaching periods (25 sessions a week)	No of groups out for Challenge or Work Related Learning Days (5 sessions a day)	No of sessions off site	No of sessions on site	No of FT staff needed per year
2013/14	7	175	7 for 2 days a week	70	105	5
2014/15	8	200	8 for 2 days a week	80	120	5
2015/16	8	200	8 for 2 days a week	80	120	5

Curriculum Days – Five members of teaching staff are required to deliver the fifteen hours per week for each pupils allocation of English, Mathematics, ICT, Project Based Qualifications and Study Support/Gifted and Talented opportunities. The two Curriculum Leaders, the non-qualified Teacher and the two Learning Leaders will be the main deliverers on these programmes. The Principal Designate and Deputy Headteacher will also have teaching commitments in order to allow other staff time for leadership duties and preparation, planning and assessment.

Challenge Day - The Outdoor Adventurous Activities Challenge Instructor will be responsible for the delivery of challenge days, additional staffing support will be provided by Bear Creek Adventure Company.

Work Related Learning Day - The Work Related Learning/IAG Coordinator will be responsible for setting up and quality assuring all vocational and work placement activity. This will include regular visits to students to effectively monitor their progress.

The Family Support Worker will be a key interface role in supporting all other staff members and working closely with families, other agencies and services involved with pupils and commissioners.

All of the personnel detailed above will undertake the Personal Tutor role. REACH School

recognises that pupils have different styles of learning and progress at different rates. We will be committed to close monitoring and continual assessment in order to adapt the individualised curriculum plan for each learner, building in support and interventions as required in order for them to maximise their potential. Personal Tutors will be responsible for tracking each pupils' REACH route plan within a vertical tutoring model. This will allow pupils to be grouped according to their stage/academic level rather than age/year group.

REACH Free School Personal Tutor duties will include:-

- Weekly monitoring of attendance, punctuality and rewards point scores
- Ensure that student information logs are kept updated
- Undertake regular and informal discussions with students
- Report to parent(s)/carer(s)
- Lead on student monthly review sessions for their tutor group
- Contribute to writing end of term reports
- Key contact for any agencies/services involved with individual students
- Supervise/supporting extra study sessions as required
- Liaising with work related learning/vocational provision staff
- Maintaining information if Record of Achievement folders

F5

The recruitment of a high quality Principal Designate is essential during the pre-opening phase and will be a priority for the REACH School Operational Group. The South Secondary Network of Schools have extensive experience of recruiting at the highest levels within a school management structure and will ensure the candidate most suited to deliver our education vision will be appointed.

The recruitment process will include:

- Writing a clear descriptive advert for the role and ensuring the post is advertised in the Times Educational Supplement and the Birmingham Schools Vacancy Bulletin.
- The selection of an interview panel will include Company Members/Directors, Network headteachers, our HR specialist designated Governor and a Local Authority commissioner representative. Given the significant cultural diversity of the areas we serve there will also be a commitment to ensuring expertise on the panel that represents the specific perspectives of distinct communities.
- A detailed job description and person specification will be produced; careful consideration will need to be made to the experience, qualifications and qualities required.
- A shortlisting and interview schedule will be produced. The selection process will involve two tasks that scrutinise candidate's ability to work with pupils and adult stake holders, an in tray exercise, delivering a presentation plus two panel interviews. These will be made up of panel members detailed above.
- At least one member of the interview panel will need to have undertaken Birmingham City Council Safer Recruitment Training.

Key priorities for the appointed Principal Designate will be:-

- Ensuring the REACH Free School is ready to open for its first cohort of pupils in September 2013
- Recruit and induct high quality staff who will be fully committed to the vision and the ethos of the REACH Free School and able to deliver a high quality curriculum to all students.
- Core purpose of this role will be to provide professional leadership and effective management of the REACH Free School.

All teaching posts will be advertised in the Times Educational Supplement, other roles in the staffing structure will be advertised in the Birmingham Schools Vacancy Bulletin and advertised on the South Network website. An intensive induction process will be implemented to ensure all staff are fully up to speed with the educational vision of the school, this will be delivered by the Principal Designate and key representatives from the fifteen South Network Secondary Schools.

F6

Annex 1 illustrates the South Network Organisation Diagram which clearly demonstrates that the two independent structures (South Network and REACH Free School) are united in seeking to benefit all learners within the catchment areas of the fifteen south Birmingham Secondary Schools working in conjunction with South Birmingham College.

REACH School Trust

Trust (company) members – There are three members for the Company who will be accountable for the performance of the REACH Free School they are [REDACTED], [REDACTED] and [REDACTED] (see profiles detailed in section F1).

Company Directors – [REDACTED], [REDACTED] and [REDACTED] have been appointed by the members as Company Directors. When appointed the Principal Designate will replace [REDACTED] as a Company Director.

REACH School Governing Body will consist of the following:-

Chair of Governors – [REDACTED], [REDACTED]

Principal Designate – to be appointed

Company Director – [REDACTED]

Further Education Representative – to be confirmed from South Birmingham College

Non Company Member – to be confirmed from South Network

Two Parent Governors

Governors will be appointed by the members of the Company, a skills analysis will identify any skills shortage amongst these Governors and additional Governors will be co-opted onto the board to address any skills gaps.

REACH School Operational Group will consist of the following:-

REACH Free School Implementation Manager – [REDACTED]

Principal Designate - to be appointed

Business/Finance Manager – [REDACTED]

Company Director – [REDACTED]

Community Representative – to be confirmed

The Executive Committee would outsource legal representation and any other specialist services when required.

REACH School Leadership Team will consist of the following:-

Principal Designate

Deputy Headteacher

Curriculum Leader – English

Curriculum Leader – Maths

Business/Finance Manager

Prior to the start of each academic year a full calendar of key meeting dates will be in place.

Section G: Initial costs and financial viability

Please refer to page 30 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found at [here](#). Please use this section for the narrative.

Section G: Initial costs and financial viability.

Reaching all, Educating to Achieve through Challenge, with High expectations. We are passionate about providing successful progression routes for all our young people, including those who have historically been excluded.

REACH will raise standards amongst the most vulnerable learners in South Birmingham with quality accredited pathways and therapeutic personal development programmes. At the centre of a mature network of secondary schools Reach Free School will build engagement through the development of innovative environments and tailored support.

Within a bigger educational family, Reach Free School grows out of the need for a continuum of provision providing swift access to learning for young people at risk of being out of education or those who have already fallen outside of mainstream settings. As part of an assessment process, wherever possible we will reintroduce learners, fully or partially to healthy mainstream education. Benefitting from the powerful collaboration of the maintained schools of South Birmingham we are building on a track record of successful fresh starts following short term interventions as well as discrete long term alternative education pathways.

The financial plan is based on extensive research with commissioning bodies and other alternative provision providers. The nature of our students will be that they have the needs of SEN students but without having a statement. We have undertaken a series of CFR benchmarking exercises using both www.education.gov.uk and direct comparisons with other units of similar size. In addition, we have obtained quotations for other specific services that are required as part of our provision. This research forms the basis for all assumptions made and is reflected in the financial plan documents:

- 1) Financial plan based on expected pupil numbers.
- 2) Revised financial plan based on achieving 80% of expected pupil numbers.

Income

Our research shows that to deliver the educational vision outlined in the bid we would need to secure funding of £11,200 per place to sustain the quality of provision we wish to offer. We believe that, set against costs of other providers, this represents excellent value for money in terms of pupil engagement and educational achievement as well as financial cost. Based on information from commissioners we expect to fill 88% of places in Year 1 and 100% of places from Y2 onwards. A benchmarking exercise of a series of local PRU's indicates that 70% of pupils will be eligible for free school meals (FSM).

Using the Pupil Connect Alternative Directory, we have benchmarked against 6 local providers, 4 alternative provision and 2 Pupil Referral Units (PRU's). The annual cost per student ranges from £10.5k to £15k (average £13,530).

Table 1

Provider	Curriculum Provision	Cost per Student per annum
Alternative Provider 1	Basic Skills, Numeracy and Literacy (E1-L2) Art and Design (Entry Level). Asdan: Youth development Award. Health and Safety in the Workplace (L2) Bricklaying, Painting and Decorating, Carpentry (L1)	£15,000
PRU 1	Eng, Maths, Science, Technology, Art, ICT, PE, Humanities	£15,000
Alternative Provider 2	English, Maths, Art and Design (GCSE) Science, ICT, History, Geography, PSHE, D&T (All Entry level)	£15,000
PRU 2	Eng, Maths, Science, Technology, Art, ICT, PE. Humanities	£13,400
Alternative Provider 3	Motor Vehicle Studies (L1) Maths, English, IT (Functional Skills)	£12,300
Alternative Provider 4	Numeracy, Literacy (E1-L1) Salon Services (E1-L1) Construction Skills(L1) Painting and decorating (L1) Joinery (L1)	£10,500

Value for Money:

We believe that £11,200 per place offers excellent value for money given our benchmarking with other providers and compared to national data around the cost of PRU's. Given the success of our pilot studio school and the achievement levels of learners within relatively challenging level two courses we have significantly outperformed PRU's and other alternative providers.

The high cost elements of our Challenge Day curriculum are economically managed by the partnership with Bear Creek Adventure ltd. giving the Reach School a mechanism for delivering an unusually exciting curriculum offer at cost.

Data from the London School of Economics shows that NEETs cost the tax payer a minimum of £97k over their lifetime assuming that they don't get into the criminal justice system. NEET figures nationally range between 3-6% and in south Birmingham schools average 3%. REACH will have a massive impact on NEET numbers and a 2% reduction across one year group of pupils in South

Birmingham could save £4.6million of public money over the lifetime of those students.

The following are exemplar timetables for REACH students based on income of £11,200 per place which will meet our vision and core values:

Table 2: Timetable for SEN/EAL student

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	Challenge Day:- PSHE Award				
Tuesday	GCSE English	GCSE Mathematics	Study Support	Project *	Project*
Wednesday	GCSE Maths	English	GCSE ICT	GCSE ICT	Study Support
Thursday	Work Based Learning Day – extended work experience placement.				
Friday	Project	Project	GCSE English	GCSE Maths	Study Support

*Project is GCSE and/or BTEC Level 2 Diploma in Design & Art, Humanities, Science, Physical Education and Sport or Hospitality & Catering.

Table 3: Timetable for Gifted and Talented student

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	Project	Project	GCSE English	GCSE Maths	GCSE ICT
Tuesday	Challenge Day – Duke of Edinburgh Award, GCSE Citizenship				
Wednesday	GCSE English	GCSE Mathematics	Gifted & Talented additional GCSE	Project	Project
Thursday	Gifted & Talented additional GCSE	Gifted & Talented additional GCSE	GCSE ICT	GCSE English	GCSE Mathematics
Friday	Work Based Learning – accredited vocational Level 2 courses.				

Other Income

School Meals: School meal provision will be made available from other local schools. Income from school meals is based on 30% of pupils on roll paying for a meal at £2.05p per day x 3 days per week during term time. There will be a full take up of meals as students will not have the option to go off-site on days when their curriculum is classroom based.

Sponsorship: South Network Schools have established good working relationships with a number of locally based businesses such as Response Technical Solutions, [REDACTED] Solicitors, Bear Creek Adventure, Birmingham City FC and Enterprise Sailing. Initial enquiries have confirmed that these businesses would support and sponsor REACH and we are confident that we can attract sponsorship of £3,000 in years 1&2 and increasing up to £5,000 in years 4&5.

Lettings: To make full use of the school accommodation we will utilise the facilities within the local community out of school hours and during holidays. Income is based on letting out facilities

evenings and weekends for community classes and/or conferences. Year 1 based on 1 x 2hr session per week plus 20 half day weekend sessions rising by 50% in Year 2 once facility is more established in local community.

Salary income: Staffing structure includes a post of 'Challenge Instructor' who will be responsible for delivering adventurous outdoor activity aspect of curriculum. We have a proposal from Edgbaston Water Sports (EWS) who have committed to 'buying back' 20% of this post which equates to 72.8 days per annum out of school hours and term time.

Expenditure

Table 4: Payroll

Job Title	Scale	Point	Salary range	TLR
Principal Designate	Leadership	L 17-21	£55,553-£61,288	n/a
Deputy Headteacher	Leadership	L 11-15	£49,130-£54,305	n/a
Business Manager	LA support staff	NJ 29-37	£24,646-£30,851	n/a
Teachers	Teachers Pay	UPS1 – UPS3	£34,181 - £37,756	£2,535
Unqualified Instructor	UQ Teacher	UQ 4 - UQ6	£21,336-£25,025	n/a
WRL/IAG co-ordinator	LA support staff	NJ29-37	£24,646-£30,851	n/a
Challenge Instructor	LA support staff	NJ 29-37	£24,646-£30,851	n/a
Learning Leaders	LA support staff	NJ 20-28	£18,453-£23,708	n/a
Family Support Worker	LA support staff	NJ 20-28	£18,453-£23,708	n/a
Administrator	LA support staff	NJ 20-28	£18,453-£23,708	n/a

Teachers Pay Scales: England and Wales excluding London (Band D).

TLR: teacher allowance for additional curriculum responsibilities.

Non-Teaching Staff Pay Scales: Birmingham Local Authority 7 grade pay structure.

National Ins contributions: teaching staff variable 8-10.4% / support staff 6.4%.

Assumed all staff will contribute to pension scheme, teaching staff @ 14.1% and support staff @ 16.2%.

Principal Designate: Benchmarked against Headteacher pay scale of schools with similar number on students on roll: Leadership pay scale L17-21 (budgeted at point 20).

Deputy Headteacher: Post holder will undertake responsibility as SENCO and DSP on Leadership pay range L11-15, budgeted at point 14 to cover eventuality that experienced deputy head or experienced assistant Headteacher would be appointed.

Curriculum Leaders: 2 teaching posts lead on curriculum for English and Mathematics. It is anticipated that staff would be experienced teachers and so pay range of UPS1-UPS3, budgeted at UPS1 plus Teaching and Learning Responsibility point (TLR) of £2,535.

Business Manager: Responsible for all aspects of Finance and Human Resource management. Post holder will be a CCAB accountant or equivalent and have relevant previous management experience. Benchmarking of similar posts in network secondary schools has demonstrated that it would be necessary to advertise at Grade 4 (point 29-37).

Unqualified Instructor: Post holder will have experience of and responsibility for ESOL. Benchmarking of similar posts in network secondary schools has shown that there is market availability of unqualified instructors for this type of post, included in budget at scale UQ6.

Education Support Staff: To maintain ratio of staff: pupils at maximum of 1:8 the staffing structure includes 4 education support staff and we have identified 4 posts with specific responsibilities:

- Work Related Learning / IAG Co-ordinator (grade 4)
- Challenge Instructor / adventurous outdoor activities (grade 4)
- Learning Leader (grade 3)
- Family Support Worker (grade 3)

Students will have a high level of need and so it is imperative to have flexibility of staffing and ability to put individual students or small groups with other education support staff. These posts would be at grades 3 and 4 as specified and would be term time only (TTO). It would be necessary for some of these posts to be employed on fixed term contracts because in the event of a drop in student numbers we may have to keep under review the sustainability of this staffing structure.

Administration Officer: There will be one term time only post to support the Business Manager with all administration functions of the school. Benchmarking of network secondary schools has demonstrated that similar posts exist at grade 3 (point range 20-28) and the post is included in the budget at point 28 as we wish to attract an experienced officer.

Other Payroll costs

Supply Teacher/Agency costs

A CFR benchmarking exercise was undertaken against Agency and Supply (E02 and E26) and costs have been apportioned pro-rata to staff numbers in school.

Potential Incremental Pay Awards

This budget has been included to cover the potential for staff to have incremental pay awards based on successful performance management in years 2-5. Benchmarking has demonstrated that typically staffing costs could rise by 2-3% on incremental rises alone. This could be off-set in part by increases in per-place funding from Year 2 onwards but it is strongly felt that in the first 5 years the focus should be on filling all available places and maintaining the average fee other than a small inflationary increase which would be required to cover increases to non-pay running costs.

Non-pay Expenditure

All other expenditure required to run the school has been summarised under non-pay expenditure. The costs have been verified by one of the following:

1. CFR Benchmarking – www.education.gov.uk against Special School data as this is deemed

to be the most appropriate/similar provision. Costs have been allocated on a pro-rata basis depending on pupil/staff numbers.

2. Where more appropriate, costs have been benchmarked against a similar provision locally. Exam fees against 4 secondary schools (Special Schools do not have similar exam entry costs to alternative provision) and building costs against 2 local PRU's (Wake Green and Oakdale).
3. Where more appropriate specific quotations have been obtained for services as listed.

Table 5: Non-pay expenditure benchmarking

CFR Benchmarking Pro-rata to size of school		Benchmark against Similar local provider	Quotation obtained
Education Resources	E19	Exam fees (4 local schools)	School Meals <i>Quote: Moseley School</i>
ICT Learning Resources	E20	Transport (4 local schools)	WRL/College – <i>Quote: South B'ham College</i>
Professional Services	E28	Utility costs (2 local PRU's)	Challenge day <i>Quote: Edgbaston Water Sports & Bear Creek Adventure</i>
Insurances	E11 E23	Water Rates (2 local PRU's)	Health & Safety <i>Quote: SBS</i>
Administration Supplies	E22	Cleaning & Refuse (2 local PRU's)	ICT Managed Service <i>Outsourced.</i>
Repairs & Maintenance			Facilities Management
<i>CFR data E12 cross referred to costs of 2 PRU's.</i>			<i>outsourced</i>

All lines fully itemised on assumptions page of financial plan excel workbooks.

Sensitivity Analysis

Our research with commissioners has shown that we will be 88% full (56 out of 64 places) in Year 1 and 100% full by Year 2. Whilst we strongly believe that this will be the case it is good business practice to continually assess possible risks to the viability of our business. To this end we have undertaken a sensitivity analysis to demonstrate how we would manage the business should, for example, student numbers be only 80% of what we expect. A second financial plan has been prepared to demonstrate the impact of only 80% take-up of expected student places across years 1-5. However, we also need to plan for other eventualities such student numbers only falling short of expectations in years 3 or 4 which presents a different scenario as staff may already have been employed.

The key issue would be to ensure that expenditure does not exceed income and that relevant

management options are considered in sufficient time so that decisions can be made to avoid adverse impact on cash flow. The Principal Designate and Business Manager would compile a risk register in the pre-opening phase so that all likely scenarios are considered and mitigated against. This register would be revised half-yearly to reflect changing circumstances and to advise good decision making.

The rationale supporting decisions made to balance income and expenditure in the event of 80% take up are:

Income: Student numbers revised to 80% of expected projections.

Other Income

Schools Meals: income would reduce in line with expenditure so no impact.

Sponsorship: it may be harder to attract sponsorship with lower student numbers especially if roll is seen to be falling. However, it will be imperative that when income is falling that Business Manager is working harder to increase sponsorship. The average sponsorship is likely to be £500 and so impact will not be massive on overall budget position.

Letting Income: The Business Manager will be aggressively marketing the facility and so a drop in pupil numbers will not impact on letting income.

Payroll

Principal Designate: Essential post must be filled.

Deputy Headteacher: Employ into this post part time only 0.6FTE until student numbers improve. In financial terms we would have to make a reduction at Leadership level to maintain classroom ratios of staff to pupils. This post is very viable as a part time role in terms of SENCO responsibility and the Principal Designate would take on the role of Designated Senior Person (DSP) 2 days per week.

Teachers: We consider the 2 teaching posts as essential for design and delivery of the curriculum and therefore would protect these at 80% student take up. However, should student numbers fall further this may have to be reviewed again. An additional consideration would be that we might be able to 'second' a teaching member of staff from one of the network secondary schools and this could be on a year by year basis to meet need.

Unqualified Instructor: We would delay appointing until numbers reach required level, and if the 80% take up of places is maintained for 5 years this post would not be filled. A point to consider is that Unqualified Instructors are appointed on fixed term contracts of 1 year and so this does give added flexibility where on-going income is uncertain

Education Support Workers: There are 4 posts in this category:

- Learning Leader x 2
- Family Support Worker x 1
- Work Related Learning / Project Coordinator x 1

In year 1 we would only fill one of the Learning leader positions but in year 2 we could fill this post

on a fixed term contract whilst we keep potential future income under review. If there was no overall improvement to take-up of places then by the end of year 2 when start-up funding is coming to an end it would be essential to undertake a risk analysis of all posts within this category before commencing a redundancy procedure. A further consideration where we are not meeting expected student numbers is that we employ staff on fixed term contracts as the posts are very clearly linked to income levels.

Depending on the skill sets of the staff involved there are several possibilities of how the required reduction could be made but overall headcount would need to be:

Y1	Y2	Y3	Y4	Y5
3	4	3	2.6	2.6

In the financial plan (80% model) it is shown that we reduce to 1 learning leader in year 3 and reduce both the Family Support Worker and the Work Related Learning Co-ordinator to 0.8FTE in years 4 and 5 as both these roles lend themselves to part time working. However, it is possible that 1 post remains full time and the other reduces to 0.6FTE provided the correct skill base is maintained to cover curriculum needs.

Challenge Instructor: Reduce appointment from 1 to 0.8FTE to reduce overall costs. In practice a 0.6FTE would meet challenge day needs with reduced student numbers but we will maintain at 0.8FTE as we can 'sell' other 0.2FTE to off-set costs to a network school who have already approached us for this service.

Business Manager: this post would remain intact as it is key to the financial stability of the school.

Administration Officer: this post would remain intact until the end of year 2. At this point it would be looked at in the skills review undertaken of Education Support Workers as it may be possible to re-distribute some workload to accommodate different working patterns and/or distribution of duties.

If student numbers or demand for places is reduced in year one then some posts (as indicated above) would not be recruited into. If student numbers or demand for places reduces in subsequent years to a greater extent than the 80% considered above then it may be necessary to invoke other redundancy procedures to reduce staffing to a level whereby expenditure does not exceed income. To counteract this risk it would be good practice to consider fixed term contracts and/or secondment from other network schools at Year 1 if pupil numbers cannot be guaranteed at the expected level.

Other Payroll

Supply Teaching/Agency costs: There would be a pro-rata reduction in these costs based on reduced number of staff. In addition, the Principal Designate and the Deputy Headteacher would be called on to provide a greater level of cover for short term absences.

Provision for Incremental pay rises: There is a pro-rata reduction based on a lower number of permanent staff.

Non-Pay Costs

The following non-pay costs are driven by student numbers and will reduce pro-rata:

Educational Resources

Exam Fees

ICT Learning Resources

Transport (variable reduction)

Work Related/Learning/college provision

Challenge day costs.

School meal costs would reduce in terms of 70% free school meal entitlement but 30% paid meals would be off-set by a reduction in income.

Building running costs would remain the same but as part of the financial review if income is reduced over a prolonged period it would be prudent to consider reducing building maintenance costs by implementing an 'emergency' only approach to repairs and maintenance.

Planned Outsourced Costs: ICT Managed Service and Facilities Management costs would remain static as not attached to pupil numbers. Professional services – pupil support costs could be reduced pro-rata to pupil numbers provided service providers notified in advance that service not required.

Start-up Grant

If pupil numbers are lower than expected in the early years then the start-up grant will be higher to support staffing diseconomy. This explains the need by the end of year 2 to consider redundancy and/or cessation of fixed term contracts in Years 3 & 4 if the up-take of places does not improve.

Section H: Premises

Please refer to page 35 of the 'How to Apply' guidance for what should be included in this section.

Through the establishment of our Studio School pilot and subsequent planning for the Reach School we have looked at the healthy supply of commercial office buildings and have acknowledged the availability of retail units in similar popular commercial centres. Latterly we have also explored the opportunities presented by the one surviving BSF project locally. We have not otherwise actively sought to research the availability of existing buildings from the local authority / education sector.

In both the buildings we have focussed on we are working on the model of always educating approximately 40% of our 64 learners off site throughout the week and therefore we are seeking a building suitable for no more than 40 learners at any one time.

First Site: Studio School

Our pilot "studio school" project to date has operated in a conventional 1970's office block built on a thriving commercial high street. The address of this studio school is [REDACTED], [REDACTED] Kings Heath, [REDACTED]. It has been modelled on a Swedish studio school in Stockholm set up for the uniformed services.

The building we currently occupy has proved highly successful for the following reasons:

- Challenging and vulnerable young people have responded very well to the non-school type environment, with adult working behaviours modelled by other users of our office space
- The mixed commercial environment of the High Street has overcome ethnic and gang related territorial issues
- Families have benefitted from good bus routes to a well-known destination
- 3 – 5 year leases have limited our exposure to liabilities
- Our current office block has vacant units available to us. We have a secure relationship with our existing landlord.
- It is centrally located within the South Area covered by our network.

We currently let a single floor (266 sq m) of [REDACTED] where additional spaces of either 200 or 300 sq m are available to us.

This arrangement allows for no external or dining spaces however we have good access locally to public and school sporting facilities. We have developed an area of the office block for relaxation; however the principle benefit of the whole space is an environment of calm and access to quiet individual study at multi-purpose work stations in a hot desking environment.

Learners benefit from commercial fast food outlets in the immediate vicinity of the school.

The success of this pilot has enabled us to identify other possible retail and office buildings that are attractive and affordable within the studio school model.

Second Site: Moseley School Classroom Block

Our alternative site is a surplus building in a BSF South Network School [REDACTED] and is again within the South Area of our network, in its eastern extremity, though easily accessible to some of

our most disadvantaged and least mobile communities.


The freeholder of the proposed site is The Governing Body (Interim Executive Board) of Moseley Foundation School. The South Network has agreed a 7 and half year lease period with no indication that this will be terminated afterwards. The key details of a Legal agreement have been agreed in principal including terms that mean that the Network will lease back the use of the building to Moseley School during term time weekends and 10 weeks during holiday periods.

As a Network we have experience of leasing a commercial property for our existing Studio School. We are strongly committed to a low cost and sustainable business plan and are therefore taking very seriously the attraction of this very low cost option. In planning for the REACH Free School we are convinced of the benefit of maximising the revenue we can commit to recruiting high quality staff and enhancing our Challenge Day Provision.

The building is approx 420 square metres and benefits from being co-located with a Network School this would potentially allow joint access to resources such as site staff, ICT management and catering.

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